

DECISION LINE

Vol. 42, No. 2

March 2011

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PRESIDENT'S LETTER



Looking Forward in 2011

by G. Keong Leong, DSI President

This has been an unusual year by any measures. First, the January deep freeze on the East Coast caused the cancellation and postponement of the Institute's executive and board meeting for the first time ever. Then in March we had

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Join us in Boston for
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DECISION LINE

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

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

Advertising: For information on agency commissions, annual contract discounts, and camera-ready copy, contact the managing editor. Market-place classifieds (job placement listings) are \$60 per 50 words.

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

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

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DEADLINES: May 2011 issue April 10
July 2011 issue June 10

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While we attended to disaster management in our May 2010 issue, we hardly imagined what was to come. In the afternoon of March 11, 2011, northeast Tohoku district of Japan suffered three massive earthquakes in quick succession, with the most severe at 9.0 Richter scale. These were quickly followed by a gigantic tsunami [tsu =harbor; nami = wave] traveling at the speed of a jetliner! This was no ordinary 'harbor wave.' Mother Nature had gone amuck! Eastern Japan shifted towards North America by 13 feet! The axis of the Planet Earth had shifted by 6.5 inches! Japan sank by two feet, and the waves rolled in, leveling towns, destroying lives and drowning thousands of souls. At places, waves travelled 9 miles inland! Nine miles out at sea, a man was rescued, floating on rubble. About 165 miles to the south, as the crow flies, at Yokohama National University, DSI member Yoshiki Matsui was in a session with his graduate students in a sixth floor room. The wall cracked before his eyes! Then the third punch! Buildings housing Daiichi Nuclear Reactors in Fukushima blew up due to hydrogen explosions. Radiation continues to be a cause for anxiety at this writing. Throughout the calamity, the Japanese stood strong, demonstrating the spirit of gaman [coping, persevering or dealing with], and helping others in face of immense losses of their own.

In the President's Letter, Keong Leong of the University of Nevada Las Vegas enumerates milestones describing his year as DSI president. Much has happened during the year and we congratulate him for a fine tenure. As always, this issue brings you another a set of excellent essays. In the feature article of this issue, Edward Schoen of Rowan University shares his experience in assembling and using student learning teams in the classroom. He reports that student learning teams enhances the utility of class time, encourages the students to take responsibility for learning, and improves understanding of the curricular content.

The Classroom feature column offers an essay by Roderick Posey of the University of Southern Mississippi and Guy Posey of Alabama A&M University that focuses on the need for students to be cognizant of the need for computer security. Their article examines the risk borne by business students to potential theft of their personal information and identity. Business students are particularly vulnerable because they tend to hold multiple accounts, each carrying additional risk. The article offers suggestions for professors on how to prepare students to deal with these risks and protect themselves.

Joseph Gilbert of the University of Nevada Las Vegas returns to Decision Line with an article in the Research Issues feature column. He draws attention to the study not only of the making of a decision by an individual, but also the pattern of decisions. Decision-making patterns emerge through accumulated effects of individual decisions. But more interestingly, the concept of patterns can be extended to organizations as well. Joseph Gilbert argues that the study of patterns of organizational decision making would effectively bring benefits of decision theories to practice by executives, regulators, and legislators.

In January 2011 issue, we brought you the first part of an essay by William B. Carper of the University of West Florida and Jim Pope of the University of Toledo, in the Deans' Perspective feature column that addressed the often neglected issue of life after tenure. In this issue, we present the second and last part of "Life after Tenure," with authorship reversed.

I also heard from Atsuto Nishio of Takushoku University, another DSI member in Japan. He comments that disasters of the scale witnessed in Japan happen once in a millennium. Please pray for the safety and welfare of our DSI community in Japan. ■

Krishna S. Dhir

Embracing Student Learning Teams

by Edward J. Schoen, Rowan University

The purpose of this article is to share my experience in assembling and using student learning teams in my Legal Environment of Business classes during academic year 2009-2010. Having served as a business school dean for 18 consecutive years, nine years at King's College and nine years at Rowan University, my present institution, I was relieved to resign as dean and happily looked forward to returning to the classroom.

While I have always deeply enjoyed teaching, I approached my new role with no small amount of trepidation. Four principal concerns surfaced. First, my primary teaching assignment would be Legal Environment of Business, a one-semester, three-credit, content-heavy course. In my prior teaching life, I taught Business Law I and II, which consisted of two three-credit courses, one in the Fall and one in the Spring. Hence I would be responsible for coverage of more course materials in a shorter time frame and needed to maximize the utility of time spent in the classroom. Second, my prior teaching experience taught me that students preferred and learned more from an applied approach than an information approach; i.e., they grasped the materials better by applying the legal principles to factual situations than by merely reading the course materials. Third, I dreaded the thought of unprepared students' silence and blank expressions when randomly called upon in class to address a case or case problem, and I wanted to find a way to assign responsibility for assignments to specific students in advance. Finally, I worried about how much students might have changed since I taught on a full-time basis some eighteen years earlier and whether I would be able to relate effectively with the tail end of the Millennials and the arrival of Generation Z students.

As things turned out, the fourth concern never materialized, and I enjoyed

my interactions with my students over the past year even more than ever. The first three concerns, however, needed a solution that would maximize the utility of class time, employ an applied approach to the subject matter, and directly assign responsibility to students for specified course materials, thereby dividing the work and permitting students to learn from each other. My solution was random assignment of students to seven learning teams, each team being charged with responsibility to prepare identified cases and case problems in advance of class, to work together in preparing those assignments and studying for exams, and to prepare answers to course examinations. (See special note at end of article.)

As I embarked on my learning team adventure, I focused on five factors that would hopefully contribute to its success: (1) clarifying the responsibilities of team members and simultaneously accommodating the various, competing demands on students' time; (2) facilitating communication among team members; (3) minimizing students' frustration when they believe other team members are not carrying their load; (4) maximizing the amount of classroom time spent on applying the legal principles; and (5) ascertaining students' views on the effectiveness of student learning teams.

Clarifying Team Member Responsibilities

I addressed the first factor by developing a "Team Assignments and Responsibilities" document that outlined and established deadlines for the tasks to be completed by student teams, described the responsibilities of team members, mandated and described the role of team coordinator, and contained a checklist of responsibilities to be allocated. Using this document, I gave the teams one



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week to post to their Blackboard private team discussion board the identity of the team coordinator and the completed team agreement in which they specified which students have responsibility for the assigned cases and case problems and how they anticipated dividing the work of preparing for and completing examinations. This exercise also gave me the opportunity to emphasize the importance of student teams in covering and mastering the course materials by dividing the work and learning from each other throughout the semester on clearly assigned cases and case problems.

Facilitating Team Member Communications

I addressed the second factor by providing in advance of the first class the names and e-mail addresses of all students assigned to each team and encouraging them to share preferred contact information and by using Blackboard tools to facilitate communication among team members. I created a private board for each team on which team members discussed proposed answers to assignments and exams and posted their team evaluations. Likewise, I created lesson folders for each chapter covered in the course, and each lesson folder contained a link to the chapter outline and separate discussion boards for each of the assigned cases and case problems for which student teams were required to post their suggested answers.

Failure of Team Members to Carry Their Load

I addressed the third factor by stressing the need for clarity in the delegation of responsibilities and deadlines for completing work. If those items were clearly spelled out in the agreement, team members could send a warning to a team member that he or she failed to fulfill an identified responsibility, give that student a specified time-frame to correct the situation, and fire the team member if the problem were not corrected. I explained that I would not intervene in team member disputes unless those steps

were taken. I also developed a simple team evaluation form which each student was required to complete and post at the end of the fourth week of the course, at the halfway point of the course, and at the end of the course which would alert me to unresolved team interaction difficulties. This permitted me to monitor whether team members were encountering difficulties throughout the course. While teams occasionally encountered difficulties in coordinating their work, they managed to work through the issues without any firings and without my intervention.

Maximizing Use of Classroom Time

I addressed the fourth factor by creating detailed outlines of each of the assigned chapters, posting those outlines to Blackboard, and encouraging students to access those outlines on their laptop computers during class or to bring hardcopies of the outlines to class. The availability of the outlines facilitated student note taking during class, and permitted the students to focus on the cases and case problems prepared and presented by student teams in the class. Student teams were also required to post their responses to the assigned cases and case problems to the public discussion board for review by other teams in the course. Posting the chapter outlines facilitated the review of theoretical course materials during class, and permitted me to focus on resolving the assigned cases and case problems in class, thereby emphasizing the applied nature of the course.

During the semester, each student team prepared answers to questions related to 20 assigned cases and case problems, thereby better guaranteeing student preparation and informed responses to case discussions during class. Students were required to post their answers to Blackboard by 11:00 pm on the day before the assigned case or case problem was reviewed in class. I established seven teams with three to five student members in each of my two sections of the course. Hence, approximately 140 cases and case problems

were reviewed by students in each section during the course. The questions related to the assigned cases and case problems are embedded in outlines I prepared for each chapter of the textbook. Ten percent of the student grade was based on the timely submission of answers to the assigned cases and case problems. I did not grade the submissions, but gave full credit if the students' answers were posted on time.

I also decided to use three take-home examinations in the course to free up additional classroom time and to permit members of the student team to work together to learn the course materials. Because I planned to break the materials into five blocks, each followed by an examination, this gave me an additional three class meetings. I administered the two remaining examinations in the classroom, one in the first half of the course and the other during the final exam period after the end of classes. Because I believe in the benefits of learning teams but also wanted to gain insight into student learning on an individual basis, the division of three take-home examinations and two in-class examinations provides a nice balance.

Around 70 percent of the students fared as well or slightly better in the individual exams as they did in exams prepared by the learning team, about 30 percent did not. In my prior work as a teacher of business law, I followed the practice of providing the students with copies of the examination case problems one week in advance of the test, so that students could get together and talk about the cases, and the examination was not an exercise in speed reading. But I did not give them the questions in advance of the exam. Doing so in the take-home examinations was initially worrisome, but the exam results demonstrated no real advantage accrued from having the questions ahead of time. In the Fall 2009 semester, using a 4.00 GPA scale, one section earned a final overall GPA of 2.73 and the other section, 3.16. In the Spring 2010 semester, one section earned a final overall GPA of 3.13 and the other, 2.94.

Students' perception of learning team effectiveness

I addressed the fifth factor by employing interim and final student evaluations of various course components, one of which addressed the effectiveness of the student learning teams. I administered these surveys at midsemester and in conjunction with the final course evaluations administered university-wide in the final two weeks of class. Both surveys asked the students whether they agreed or disagreed with the statement "The team-based approach to case/case problem assignments and preparation for examinations enhances my learning of the course materials," using the following scale: strongly agree, agree, neutral, disagree, and strongly disagree.

The student responses for the Fall 2009 and Spring 2010 semesters demonstrate that most of the students either agree or strongly agree that the use of student learning teams enhanced their learning of the course materials, as follows:

Fall 2009 Semester—Section 2 (Enrolled students: 31)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses
Interim evaluation	14	10	3	1	0	28
Final evaluation	16	3	3	2	0	24

Fall 2009 Semester—Section 3 (Enrolled students: 30)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses
Interim evaluation	12	8	2	1	2	23
Final evaluation	17	6	2	0	1	26

Spring 2010 Semester—Section 1 (Enrolled students: 29)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses
Interim evaluation	8	7	2	4	0	21
Final evaluation	13	3	5	0	2	23

Spring 2010 Semester—Section 5 (Enrolled students: 23)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total Responses
Interim evaluation	11	7	3	0	0	21
Final evaluation	13	1	3	1	0	18

Further, numerous student comments in the open-ended qualitative questions appearing in the evaluation confirm that conclusion. Asked to identify two specific things the instructor did to make it easier to learn in the course, 26 students in the Fall 2009 semester and 22 students in the Spring 2010 semester in their final evaluations identified working in groups as one of the factors making their learning easier.

Conclusion

Based on my experience over the past academic year, I will continue to use student learning teams in my Legal Environment of Business classes. In my judgment, student learning teams helped me maximize the utility of class time, employ an applied approach to the subject matter, specifically identify student responsibility for materials covered in the classroom, and directly contribute to student success in mastering the course materials. Hopefully this article will encourage and assist other faculty members to give it a try.

Special Note

I randomly assigned students to teams, because I wanted the students to work with individuals they had not met before and discovered there is some consensus that professor-selected teams are more successful. See Randall S. Hansen, "Benefits and problems with student teams: suggestions for improving team projects," *Journal of Education for Business*, September/October 2006, p. 13. ("Two main team selection methods are commonly used: professor-selected and student-selected. Limited evidence suggests that professor-selected groups are seldom used possibly because of the perception that student-selected groups perform better than do professor-selected teams. However, [other research suggests] that student preferences are not necessarily the most important criterion for successful group work, that instructor assigned teams lead to more stability in membership, and that stability enhances each team's ability to perform effectively. Contrary to earlier researchers, [one re-

searcher concluded] that student teams should be formed by the instructor, and that students are more likely to have a positive learning experience when groups are selected by the professor. The worst method of team selection is random selection, where students often choose people from their social network of friends. Professor-selected teams also more closely match the workplace, in which supervisors place workers in teams rather than allowing them to self-select."). In contrast, there is little consensus on group composition based on ability. See Junko Shimazoe and Howard Aldrich, "Group work can be gratifying: understanding and overcoming resistance to cooperative learning," *College Teaching*, 2010, p. 54 ("Findings about group composition in research on Cooperative Learning are mixed regarding whether to form heterogeneous or homogeneous groups. [Some research suggests] that groups composed via mixed criteria, instead of ability only, are better at promoting students' achievements. A meta-analysis of twelve studies suggested that low-ability students benefited in heterogeneous ability groups, whereas medium-ability students benefited in homogeneous groups, but ability groupings did not matter for high-ability students. [Other research suggests] that whether homogeneous, heterogeneous, or mixed-ability groupings are beneficial to gifted, high-ability students remains controversial, because some of the studies have been methodologically unsound. [Other research suggests] that the Cooperative Learning's principal benefit to high achievers is that it frequently puts them into a teaching role, leading to a deeper conceptual understanding of the material than would otherwise be possible.")

Endnotes

1. Shimazoe *supra* note 1 at 54 ("Assigning roles to group members is a way to encourage students to cooperate, and a clear division of labor is an effective way to prevent free-rider problem.")
2. Edward Kapp, "Improving student teamwork in a collaborative project-

based course," *College Teaching*, Summer 2009, p. 140 ("[E]ach team created a contract for team membership. These contracts consisted of five to seven objective, measurable, individual behaviors that the team members agreed were important to team performance and to which they were willing to commit themselves. These individual behaviors were derived through consensus of the team members. Examples included attending all scheduled team meetings, informing team members of lateness to team meetings, and completing assignments on schedule. Contracts for team membership were rendered in writing, signed by all members of the team, and delivered to the instructor at the beginning of the next class period. The instructor retained the original contract and returned copies for each team member.")

3. Hansen *supra* note 1 at 13 ("Researchers have found that attitudes toward the value of teamwork and relevance to real-world situations are positively related to attitudes toward teamwork and team effectiveness. When introducing student team projects, faculty should emphasize the importance and value of learning teamwork and leadership skills.")

4. Shimazoe *supra* note 1 at 55 ("When students themselves cannot handle free riders or domineering members, instructors have to encourage them to contact missing members, discuss problems, and propose solutions. When groups cannot function due to animosity among students or uncooperative members, instructors can "fire" students or dissolve group as necessary, but it is not a good idea to make this option available to students at the beginning of group work. Otherwise, students may not feel motivated to put in the effort required to deal with difficult group members.")

5. Hansen *supra* note 1 at 14 ("Several researchers have multiple points of feedback about group performance, more so for team members than for the faculty. By

See **EMBRACING STUDENT TEAMS**, page 12

Computer Security: What Students Don't Know Could Hurt You

by Roderick B. Posey, University of Southern Mississippi; and
O. Guy Posey, Alabama A&M University



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According to the nonprofit Identity Theft Resource Center, loss or theft of Social Security numbers, credit card numbers, and other personal data reached an all-time high in 2008 with 79 million personal records compromised. That's almost a 400 percent increase over the nearly 20 million from the previous year. This trend is expected to continue into 2011 even though the overall amount companies are spending on security has increased. Computer and data security continue to be important for both small and large companies because companies must handle ever-increasing volumes of confidential data. In the current age of identity theft and online access, knowledge of someone's Social Security number and birth date are sufficient information for a thief to do extensive damage.

Alarmingly, the Identity Theft Resource Center and another watchdog group, Attrition.org, found that employees mishandling of sensitive data may contribute significantly to these rising numbers. "A lot of breaches are due to inadequate information handling, such as laptop computers with Social Security numbers on them that are lost," said Linda Foley, founder of the Identity Theft Resource Center. "This is human error, and something that's completely avoidable."

As professors of Accounting and Management Information Systems, we believe that computer security is not only important for Accounting and MIS majors, but for all business majors. All individuals who will handle sensitive data need to understand and follow computer safeguards.

We have investigated the computer behavior of business students and understand how their behavior make these

users (and businesses who will employ them) more vulnerable to theft of personal and client information.

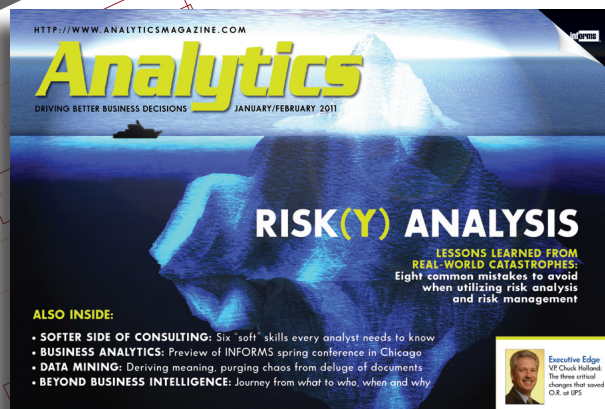
Phishing, Pharming, and Other Internet Frauds

Theft of information is one of the fastest growing types of consumer fraud. The Federal Trade Commission (FTC) has estimated that, during 2009, over 10 million Americans discovered they were the victims of identity theft, with a total cost to businesses and consumers of over \$50 billion. Of special concern, making up 43 percent of all fraud in 2009, was the unauthorized access to checking accounts and credit cards. A 2009 study by the Privacy Rights Clearinghouse indicates that unauthorized access to checking accounts and credit cards are the fastest growing forms of identity theft. Another study by the Federal Deposit Insurance Corporation estimates that over two million U.S. adults have fallen victim to this fraud. Also, the average fraud amount per case has increased from about \$5,250 to almost \$6,400. However, it is a lesser known fact that the vast majority of identity fraud victims (68 percent) incur no out-of-pocket expenses. It is businesses that shoulder over 93 percent of identity fraud losses. According to a 2008 study by the Better Business Bureau, the average out-of-pocket cost of individuals in identify fraud cases is only \$422, leaving the remaining \$5,978 dollars for a business to absorb and pass along to customers. Credit card companies by law may hold cardholders responsible for only \$50. Also, many banks routinely reimburse customers for the full amount of any losses incurred if reported in a timely manner.

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The digital format allows readers to easily page through the magazine, preview an entire issue at once, and zoom in on any page at will. This versatile option also allows readers to email individual pages, both editorial and advertisements and share information with colleagues or contact vendors as well as click on internet links to gather more information.

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As scam artists become more sophisticated, so do their methods of tricking users into revealing their information. For example, e-mail messages, pop-up windows, and fake websites often include information taken directly from legitimate websites such as logos, graphics, presentation format, and other identifying information. The more authentic looking the fake website or e-mail, the more likely users will believe they are on a legitimate site. Many accounts regularly receive spam messages similar to the one below.

Dear User,

We recently have determined that different computers have logged into your account, and multiple password failures were present before the login. Therefore your account has been limited.

To verify your account please click on [Verify My Account](#) below, enter the requested information and submit.

[VERIFY MY ACCOUNT](#)

We appreciate your understanding as we work to ensure account safety.

Note: Only submit your information via this secure link. Do not submit your information via e-mail since this is not a secure way of sending sensitive data.

Attackers use pop-up windows offering great bargains, free software, reporting fake security alerts, or reporting that the user is the winner of a prize. If the user clicks on the included link, they are taken to a website where

an attempt is made to entice him or her to provide personal information. In addition, the website may automatically (without the user's knowledge) download spyware software to the user's computer. The attacker can then use this spyware to steal personal information from the user.

Pop-up advertisements began as an inexpensive means of online advertising by legitimate businesses. Hackers use pop-ups as another method to get the user's attention. Because of the increasing resistance of some users to pop-ups, some legitimate businesses have ceased to use them according to a report by Nielsen/NetRatings. However, because of their low cost, analysts predict the continued use of pop-ups. As long as pop-ups continue to be used by legitimate businesses, hackers will use them as a means to gain access to users' personal information.

Phishing is a type of deception designed to steal valuable personal data, such as Social Security numbers, birth dates, credit card numbers, passwords, account data, etc. Con artists send millions of fraudulent e-mail messages that appear to come from trusted websites, such as banks or credit card companies, and request the users to provide personal information to

update their account or invite them to login to take advantage of a special offer. Per the Anti-Phishing Group, since the average phishing site is only active for four to five days, the message is always urgent and often reports that some type of security breach has occurred. Con artists try to get computer users to act quickly. They use e-mail subjects such as "Verify your account!" and "If you don't respond within 48 hours, your account will be closed." Phishing e-mail might even claim that your response is required because your account may have been compromised.

Another form of identity theft occurs when e-mail accounts are hijacked or forged. E-mail spoofing occurs when a user receives e-mail that appears to have originated from one source when it actually was sent from another source. It is an attempt to trick the recipient into believing the e-mail is from a reputable source.

The chart below from the Anti-Phishing Group shows the continued problem with phishing sites. The number of phishing reports submitted to APWG reached an all-time high in August 2009 of 40,621. There was a decrease in the number of new sites reported in the fourth quarter of 2009, but the total numbers remained high.

In pharming, hackers redirect Internet traffic from a legitimate site to a fake look-alike site. Again, the goal is to trick the user into supplying personal information that can be used to perpetrate identity theft. Pharming is more dangerous than phishing because the

Statistical Highlights for Fourth Quarter 2009

	October	November	December
Number of unique phishing e-mail reports received by APWG	33,254	30,490	28,897
Number of unique phishing websites detected	46,522	44,907	46,190
Number of brands hijacked by phishing campaigns	356	306	249
Country hosting the most phishing websites	USA	USA	USA
Contain some form of target name in URL	67.49%	40.09%	42.14%

Source: Anti-Phishing Group, 2009

user does not have to do anything wrong or be careless to become a victim.

We studied user account information to determine the general exposure people might have if they were to fall prey to a single incident of fraud, perpetrated by phishing, pop-ups, or other methods. For future MIS technologists, CPA's, managers, and business professionals, the potential damage from the compromise of an account goes beyond identity theft for an individual. If attackers are able to gain access to a system using a legitimate account, they may gain access to client and firm restricted information without being detected.

We surveyed 595 students (freshmen to seniors) from four different universities, including 363 business majors. We compared the habits of the business majors to those from the general university student population. Our key findings are:

- Business students on average had more online accounts than non-business students. Business majors had an average of about 8 (7.61) user accounts while non-business majors had slightly over 6 (6.05). The additional accounts increase their vulnerability because increased exposure means increased risk. Business majors wrote down or stored their account usernames 57 percent of the time. In addition, 88 percent of the business majors and 85 percent of other respondents never use encryption software to aid in the storage of account information. Hence, most of the business majors are writing their account information down but are not keeping that information in any encrypted format. Not recognizing the importance of encryption is particularly dangerous for business practitioners who may store sensitive information on a laptop computer which might not have all the security features of a computer maintained by the firm's network administrator. When students become practicing accountants, MIS technologists, salespersons, managers, etc., they will continue to have multiple online accounts but the accounts will be both business and personal.
- The more online accounts a student had, the more likely he or she was to use one preferred user name and password. For business majors, 88 percent report using the same user ID at least sometimes or whenever possible. Overall, it seems that respondents have reached the point where memorizing different user IDs is not practical. This finding is significant since, if a user's password is compromised for one account, it increases the likelihood that the scammer will be able to use this information to compromise other accounts. Also, since the same user name and password are used on many accounts, there are more opportunities for the scammer to gain access to that particular name and password. Students who use one preferred username and password for personal accounts may be more likely to continue the practice for business accounts when possible. This means client and firm data are placed at increased risk of compromise.
- Over 70 percent of our participants never changed passwords or only changed them when required by the website. Many sites recommend that users frequently change their password, but they do not require them to make the change. Changing passwords frequently reduces the time that an attacker can access a compromised account. It can be assumed that the habit of never changing account passwords unless required does not apply only to online accounts. These same students would likely retain business account passwords unless required to change them. If firm computers have Internet access, then the potential exists that a hacker can access these computers through the Internet. Thus the majority of business students are acquiring habits now that will increase the risk of compromised data for their future employers.
- Business students were more likely than other students to have had some security training. However, the training did not adequately prepare them for the risks of a multiple-account environment.
- Eighteen percent of business majors reported they had gained unauthorized access to another user's account, while 15 percent of non-business respondents had done so.

Conclusions

Because of the multi-account environment business college students now find themselves in, they are developing habits that might make them more susceptible to computer fraud. With the increase in number of accounts, business students tend to use the same user name and password on multiple accounts. Those who have had computer training have been taught not to write passwords down. This training has likely encouraged the use of a few favorite passwords. Because computer users now have many accounts, it would be better to record the passwords in an encrypted manner than repeatedly use the same user name and password. Since new business professionals will often be in charge of confidential data, they will need additional training to handle this data securely.

What should business professors of all majors do now to help our students learn the importance of computer security?

- Point out areas where your students will be expected to handle confidential data in the future. For example, future accountants will handle income and tax return information; future MIS managers will control access to confidential databases; future salespersons will handle private customer data; future managers will handle sensitive company and employee data, etc.
- Emphasize that different user IDs and/or passwords should be used on different accounts.
- Let students know that encryption software is available which can be used to store account information for their multiple accounts. Stored user names and passwords should be safeguarded using strong encryption methods.

The next generation of business graduates will come to work with extensive knowledge of computers, computer software, and the Internet. They also might come with some insecure computer habits.

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completing interim reports, all members of the team can see their contributions (or lack thereof) to date.") Two authors recommend the use of early, midterm and final assessment of group work, but employ a more complex instrument to do so. See Charles Walker and Thomas Angelo, A collective effort classroom assessment

technique: promoting high performance in student teams, *New Directions for Teaching and Learning*, Fall 1998, p. 104-106.

6. Shimazoe *supra* note 1 at 55 ("We recommend that peer review and evaluation be used mainly to monitor group processes and help group members themselves work better together, rather than to grade groups. Indeed, instructors

should avoid conflating an assessment of a group's processes with an evaluation of their task outcomes. Otherwise, a group might cease working on process problems themselves and simply wait for an instructor to intervene.")

7. *Id.* at 54 ("Cooperative learning advocates agree that groups should be kept relatively small. Some recommend three to four, saying it is better for students' achievement whereas others recommend three to five. Based on our own experience, we believe the ceiling on group size should be four, given that the chance of shirking/social loafing among group members will exponentially increase with group size.")

8. John E. Steinbrink and Robert M. Jones, "Cooperative test-review teams improve student achievement," *Clearing House*, May/June 1993, p. 310. ("Cooperative test-review teams are most effective after instructional activities are completed and before students are tested. When students at any grade level realize that they can improve their test scores and report-card grades, they actively cooperate in completing test-review team tasks. Our experience demonstrates that by participating in cooperative test-review teams, lower- and average-achieving students will improve their test scores significantly. Higher-achieving students will maintain their achievement levels while developing a sense of social responsibility and desirable leadership skills.") ■

President Keong Leong of University of Nevada Las Vegas (left) and Past-President Ram Narasimhan of Michigan State University in conversation at the Management Development Institute in Gurgaon, India, during the ISDSI Annual Meeting in December 2010. Photograph taken by President-Elect Krishna Dhir of Berry College.



Decision Making: Patterns and Deviations in a Time of Financial Crisis

Joseph Gilbert, University of Nevada Las Vegas

The study of decision making often concentrates on individual decisions, and their antecedents and consequences. Students of decision making also pay attention to patterns. When we say that an executive has a history of making good decisions, we are talking about a pattern. An analyst who is seldom wrong in her recommendations also has a pattern of making correct decisions. A thoughtful decision maker has a history of not shooting from the hip; put differently, they have a pattern of carefully considered decisions.

The only way to create a pattern of decision making is one decision at a time. In recent months, the governments of Greece, Spain, Ireland, and the United States have been accused of unsustainable patterns of financial decisions, with grave consequences. In his book about his experience as CEO of IBM in the 1990s, Louis Gerstner describes his dismay at finding unproductive and dysfunctional patterns of decision making by executives and managers.¹ Jack Welch, in his autobiography, describes his own patterns of decision making.² Dan Ariely, a widely read behavioral economist, discusses patterns of decision making that are shaped by hidden forces.³

Ariely and other behavioral economists show how the way humans actually make decisions differs from the rational maximizing theory of neoclassical economics. This theory describes decision makers as utility maximizers—individuals who know their preferences and, using costless and friction-free information, make choices on a strictly rational basis among known options in such a way that they maximize their personal utility. Herbert Simon showed many years ago that

real humans making real decisions often do not follow the utility-maximizing model. He coined the term "satisfice" to describe what we actually do in many of our decision-making situations. We cast about for a similar problem that we have faced before, consider what solution we used then, and, as soon as we have a "close-enough" approximation, apply the same or a similar solution to our present situation. Ariely and others have developed Simon's insights and given them a more empirical base, but they too agree that many decisions and decision patterns deviate from the utility-maximizing model.

Just as individuals create patterns of decision making through the accumulated effects of individual decisions, so also do organizations. Gerstner, in his book about his years as CEO of IBM, describes how the decision-making style or pattern that he found on his arrival was dysfunctional. Major decisions went through numerous reviews, and any one of the reviewers could "non-concur," or derail the decision. Where speed was necessary for competitive reasons, delay was built into the decision-making pattern. One of his major challenges in trying to improve IBM's performance was to change the pattern of decision making prevalent on his arrival.

Once a pattern of decision making has been established by an individual or an organization, it becomes difficult to deviate from the pattern. During the recent financial crisis and in the years leading up to it, CEOs evidenced patterns of decision making that proved to be extremely harmful to their companies and to the economy. There have been numerous books published describing



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events and decisions at individual companies including Bear Stearns, Lehman Brothers, Merrill Lynch, Bank of America, and other major financial firms. Many of these books are by financial reporters who have covered the companies and the industry for years. While not academics, these reporters have in-depth knowledge of the industry, the companies, and the individuals that form the subject of their reporting. The just-released report of the Financial Crisis Inquiry Commission⁴ confirms much of what is reported in these books. Academic articles on these events are so far largely absent, but this may be explained by the lead time involved in journal publishing.

These books describe patterns of decision making by executives with long experience in charge of their companies. During the buildup to the financial crisis, decisions were made and repeated concerning products to be offered, pricing of these products, mechanisms for constructing the increasingly arcane financial instruments, and level of perceived risks to the buyers of these products and to the offering firms. Patterns of approval based on the success of existing products and on the actions of competing firms made the approval of new products almost automatic. Serious consideration of the risks of these products was largely eliminated from decision making. Risk managers at investment banks were given relatively low status, and in disputes between traders and risk managers, the decisions almost always favored the traders. A notable exception to this was Goldman Sachs, where risk management was given higher status and more serious consideration in decision making.

Executives below the CEOs who urged caution and restraint in the volume and makeup of the more complex financial instruments were not taken seriously by the CEOs with final decision-making authority. In some cases executives urging caution were demoted, had their compensation reduced, and ultimately left their companies. The pattern of approving risky products in the face of warning signs persisted. Even after home sales in the United States began

to fall, and foreclosures began to rise, a number of companies increased their sales of complex and risky products and kept parts of these investments on their own books. This was not purely from stubbornness or inattention, although both played a part. The risky products generated high profits and the accounting for these products was complex. In the case of Merrill Lynch, the CEO, Stan O'Neal, was unaware that his company had tens of billions of dollars of these instruments on its books until they began generating huge losses.

Similar rigidity in decision-making patterns was shown by some government officials, both elected legislators and appointed regulators. As documented in the Financial Crisis Inquiry Commission report, federal regulators were warned repeatedly by state attorneys general and by respected consumer advocate spokespersons of abuses in mortgage lending and likely illegalities being committed by major lending institutions. Some regulators insisted that all was well due to some combination of sincere belief that this was the case, influence from financial industry lobbyists, and concerns to protect federal regulatory agencies from state intrusions. In many of these cases at several different decision points, the pattern of previous decisions was upheld. In matters concerning proposed changes in regulatory laws, elected legislators on several occasions chose to stick with previous decisions, continuing in previously established patterns of decision making.

In a forthcoming article, I have documented how the CEOs of several companies in the last days before bankruptcy continued acting in standard ways, reaching out to both potential large investors and to government regulators, but to no effect.⁵ It was, as the article title suggests, as if they were vigorously pushing and pulling on levers that were no longer connected. This phenomenon was particularly exemplified at Bear Stearns in March 2008 just before the company went bankrupt and at Lehman Brothers in September 2008 before the same result ensued.

In contrast, federal regulators dealing with the crisis had no template to

follow. The only previous exemplar from which a decision-making pattern might emerge was the handling of the failure of Long Term Capital Management, a hedge fund that imploded in 1998. In that case, federal officials oversaw an agreement among major banks to establish a pool of funds sufficient to bail out the mortally wounded hedge fund. A similar approach was tried by the key federal officials in the weekend before the Bear Stearns bankruptcy, but the solution finally implemented was quite different, and was basically devised on the fly within less than 48 hours. J.P. Morgan purchased Bear Stearns for \$2 a share (later revised to \$10) after Bear Stearns failed as a going concern. This was made possible by the federal government's guarantee to cover up to \$29 billion in losses after J.P. Morgan covered the first billion.

Six months later, in the most cataclysmic weekend of the financial crisis, the federal officials convened the top bankers in the same pattern followed with Long Term Capital Management. This time, however, there was no federal appetite for a government bailout, no agreement among the bank executives, and Lehman was allowed to go bankrupt. This involved a variety of deviations from previous decision patterns. The bank executives who gathered and discussed the situation for much of the weekend did not provide a rescue fund. The federal regulators did not provide a bailout. Instead, Lehman Brothers was allowed to fail and declared bankruptcy early on the morning of September 15, 2008. On that same day, the sale of Merrill Lynch to Bank of America was announced. Within days, the federal government reversed course and provided tens of billions of dollars to AIG to prevent its failure, and the two remaining independent investment banks, Goldman Sachs and Morgan Stanley, both announced their intentions to become bank-holding companies.

The fundamental deviations from previous decision-making patterns of the CEOs of the five large investment banks and of top government regulators were unprecedented. Within a six-month period, two of the five large investment

banks declared bankruptcy, one was purchased outright and ceased to be an independent company, and the remaining two gave up their legal status as investment banks. These decisions, unthinkable a year earlier, were forced on the key executives by events that proved to be outside their control.

Deviations from previous decision-making patterns by government officials, both regulators and legislators, were similarly unprecedented. Within a short span of time, government regulators changed from a no-bailout policy to providing \$29 billion dollars to J.P. Morgan to fund the Bear Stearns purchase, back to a no-bailout policy with the failure of Lehman Brothers, to providing huge financial aid to AIG. Legislators at first rejected, then soon after accepted, the funding of the Troubled Asset Relief Program with \$700 billion dollars in government money. These decisions have been the subject of on-going debate, with some legislators currently proposing to recapture funds approved in the TARP that have not already been spent. While debates about the proper role of government vis-à-vis private business have been carried out for many years in many countries, decisions by regulators and legislators were precipitated by events that required some form of action or inaction within a very short time frame.

The consequences of decisions made and not made by executives, regulators, and legislators have been profound. With the advantage of hindsight, we can see that some decisions before the financial

crisis hit caused it to be worse than it might otherwise have been. Some have argued that it was avoidable. The majority opinion in the Financial Crisis Inquiry Commission report takes this position. Others have argued that it was inevitable. Even those who argue for inevitability tend to admit that different decisions in the years leading up to the crisis might have mitigated some of its effects. Decisions made and implemented during the crisis carry similar impact to those made leading up to it.

As academics who study decision making, these recent events present us with both an opportunity and an obligation. The opportunity comes in the form of unusually well-documented major decisions to study. The books and reports described above provide rich material for analysis. They are really extended case studies, containing more background and information about more variables than is typically found in descriptions of actual events. They provide us with a reality that is often missing from lab studies where students are asked to assume that they are CEOs. They provide us with an opportunity to compare and contrast decision making by industry executives and by government regulators and executives. Some of these decision makers are products of our own academic programs, and the available descriptions provide an opportunity to compare theories taught with ideas in practice.

The recent events also provide us with an obligation. As experts on various aspects of decision making, we have

some obligation to relate our theories and prescriptions to practitioners in the real world. Industry executives, regulators and legislators are among the most important decision makers in our society. To the extent that we, with our combined perspectives and expertise, can understand the decision-making patterns of those involved in this crisis and can communicate effectively how better decisions might be made, we will make a significant contribution to both knowledge and to the well-being of society.

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

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

PART TWO OF A TWO-PART SERIES

Life after Tenure, Part II

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

In the first segment of this two-part series on “Life After Tenure” we looked at the issue of what a faculty member does after he or she receives a positive tenure outcome. For many newly tenured faculty who have gone straight through undergraduate and graduate programs and then the tenure process, the prospect of a future career of 30 years or more may seem suddenly daunting. Once the euphoria of receiving tenure has worn off, post-tenure depression may set in and questions like “How am I going to survive for the next 30 years?” or “What can I do to break up the boredom of teaching the same courses term after term?” may come up.

In Part I, we looked at the options of moving into an administrative position or becoming a consultant. Each of these alternatives carries with it both opportunities as well as potential problems. In Part II, we examine doing such things as moving into faculty leadership positions, becoming a chaired or eminent professor, seeking out opportunities to teach as an exchange faculty member in an overseas program, serving as a mentor to new/junior faculty, and working with your discipline’s professional organizations. After reading both parts, we hope that we have given you information to use in planning your academic career. Again, consider your personality, strengths, weaknesses and interests in choosing

which paths make sense and will satisfy you best.

Faculty Leadership

There are numerous opportunities on any campus for taking a role in faculty leadership. Every school is organized differently, and you may have to start low and work your way up. But if your goal is to be a campus leader, plan a “career” path. Initially there is committee work within your department and college, and most programs have more opportunities available than faculty willing to do them. You probably have been careful of accepting too many committee assignments, especially as a new faculty member, because no one gets tenured solely by serving on a lot of committees.

After you achieve tenure, the picture changes and, if this is what you want to do, there will be many options for you. Having become known on campus, you should not only strive to be a member of a committee but to become the chair of the committee. There is a pecking order to committees that goes beyond just departmental, college, and university titles. Some committees are clearly more important than others, and this varies by campus. By the time you become tenured, you should know which committees are important on your campus.



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Having said that, personnel committees are always important, especially as you move to the college and university levels. Again, because of the types of decisions that these committees have to make, they can be another double-edged sword in terms of your relationships with your colleagues. Most campuses have a faculty senate or something similar which has a leadership structure that not only includes committees, but also positions as officers and representatives to organizations such as boards of trustees or state level organizations. Some campuses have unions which have their own leadership structures. Union positions can take a lot of time and can put you in frequent contact with the administration and/or even with political leaders. Because this contact can be adversarial at times, it is best to be a full professor before you move too high in the leadership structure of a faculty union.

Eminent or Chaired Professor

If you decide that research is your forte and want to develop this career path to its fullest, you should aim to become an eminent or chaired professor. This will

generally mean that your primary duties obviously will be research oriented, but you often will have a budget of your own which comes from endowment and/or grant funds. You may also become a 'big name' in your specialty and be considered for awards such as the Fellow designation from a professional organization such as DSI.

If you are going to lay out a research agenda and develop specific research themes, you will probably also need to be at, or move to, a large university where such talents are recognized and where you will be able to find colleagues with similar agendas and the resources to support them. While your research track may change over time, you still need to become known within your discipline as 'the expert' in some area. Repeated publications in "A" journals are absolutely necessary here, and your participation in national and international academic meetings will put a face to your name.

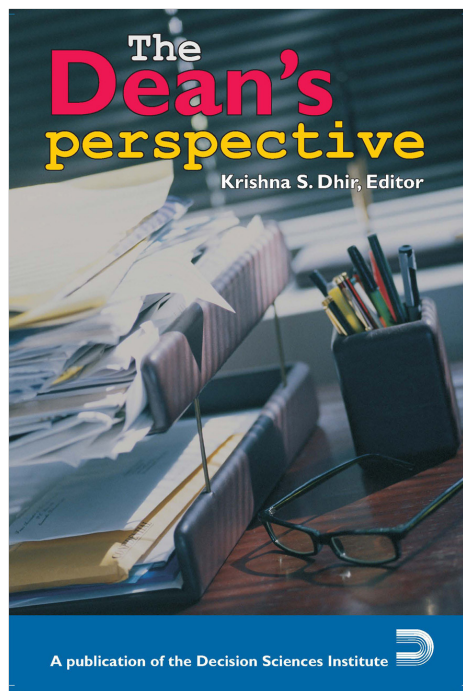
The writing and review process for "A" journals can be laborious and time consuming. It is not unheard of for these top journals to have multiple year lead times for articles to actually appear in print—and this is after perhaps multiple

revise-and-resubmit iterations. Consequently, you need to have a steady stream of research not only completed but in progress. In the vernacular, keep your pipeline full.

Another part of your research agenda should also include actively pursuing significant externally funded grants. Grants not only give you prestige, they allow you to buy additional time to spend on your research, but give you additional resources. Grant writing, however, can consume large amounts of time and energy with small probabilities of payoffs. Fortunately, success tends to breed success, and that success brings more opportunities. One way of leveraging your time is to team up with younger faculty members, especially those whose long-term goal is the same as yours. But be sure you treat them as colleagues and do not try to exploit them! The same would hold for any Ph.D. students who might be working with you.

Mentor to Younger Faculty

Once you have been awarded tenure, you become one of the "old guard," and you can pass along knowledge of how you



The Dean's perspective
Krishna S. Dhir, Editor

A publication of the Decision Sciences Institute

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

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

For more information, see
www.decisionsciences.org/publications



The Dean's perspective

Most of the skills and knowledge needed to support a successful deanship can be learned and improved, and in that spirit, a business school dean must continuously seek to enhance his/her skills. This book shares the perspectives and insights of an impressive array of current and former deans, as well as faculty members, about the role of a business school dean in all its dimensions. The book is appropriate for sitting deans as well as for aspiring deans, and is an important addition to the literature on business school leadership.

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

This book brings together various essays published in the Deans' Perspective column of the Decision Sciences Institute's newsletter, Decision Line, from its inception in July 2003 to January 2008.

The Decision Sciences Institute (DSI) is a professional organization of academicians and practitioners interested in the application of quantitative and behavioral methods to the problems of society. Through national, international and regional conferences, competitions, and publications, the Institute provides an international forum for presenting and sharing research in the study of decision processes across disciplines. The Institute also plays a vital role in the academic community by offering professional development activities and job placement services.

Krishna S. Dhir is the Henry Gund Professor of Management at Berry College in Mount Berry, Georgia, where he was formerly dean of the Campbell School of Business. He is editor of the Decision Sciences Institute's news publication, Decision Line.

A publication of the Decision Sciences Institute

did it to younger faculty. Even if new faculty have had excellent preparation in their doctoral programs, there are always many aspects of being a faculty member at your school that can be perplexing or even unknown to the new hire. The authors have been involved in relating this information to junior faculty at a number of regional and national/international professional meetings, and have published on this in an earlier *Decision Line* article (Carper, et al., 2006).

While some schools will have a formal mentoring program in which senior faculty are actually assigned to junior faculty, most still do this on a purely informal basis. If teaching is your strength, you will probably be drawn to mentoring as it is a form of teaching. There are also opportunities for you to mentor in specific areas such as classroom teaching through campus centers that are dedicated to improving instructional effectiveness. Not only could this be a mentoring opportunity for you, it might also represent a way for you to move into an administrative role as a center director.

Be a Leader in the Professional Community

There are many opportunities for leadership in the professional organizations of your discipline, on both the academic and practitioner levels. Organizations such as DSI have a constant need for volunteers, and they tend to also have regional divisions which need volunteers. The regional professional organizations offer an excellent way for junior faculty to become involved without the stress levels associated with national and international meetings. Start as a paper referee and start working your way up; but again, do not spread yourself too thin. Pick one or two organizations and work with them.

In addition to merely going to these meetings to present your research, these gatherings serve many other important functions. First of all, through the networking that occurs, you will make lifetime friends. If you stick to a few meetings, you will form a sort of cohort of colleagues with whom you will prog-

ress through your career. Second, if you ever look for another job, you will have a natural network in place that can provide you with inside information. Third, if you are looking to hire someone, you will have that network to help you find and evaluate candidates. Fourth, some of your cohort may become journal editors and be able to help you with publishing. Fifth, you may be asked to be a journal editor or assistant editor by a member of your cohort group. Sixth, you may develop opportunities for joint research, grants, or visiting positions. And the list goes on.

Being active in practitioner organizations can be a bit different from academic organizations, but it also can lead to many new opportunities. You will network and make friends and acquaintances but these will be outside of academia and can lead to consulting contacts and research opportunities. If you earn a professional certification, you will learn the body of knowledge that practitioners feel is important which adds another dimension to your teaching and research. Teaching certification review courses may give you extra income. All of your activities with practitioners give you contacts in the practitioner community which can give you opportunities for summer work, internships and co-ops for your students, plant tours, more examples to use in your teaching. You also will have the opportunity to promote your degree programs and other offerings. Some organizations provide grants for academicians and even scholarships for the children of their members. Many of the organizations have members around the world you can use to improve your international dimension. But, as with the academic organizations, focus: pick one or two organizations and stay with them. And network, network, network . . .

Some Combination of These

You do not have to specialize to the point where you do only one of the things we have suggested. But, again, do not try to do everything—establish a focus and a career plan. Some combinations have synergy. Consulting and being active

in the practitioner community go well together. Being an eminent professor and mentoring younger colleagues not only is a good combination, but it will make you more respected in your department and university and provide you with colleagues who may want to become involved with your research.

Other combinations do not go as well together (or, at least at the same time). Being an administrator means that your research agenda will be put aside. If your goal is to become an administrator as soon as possible and to spend the rest of your career in administrative positions, make sure that you do enough research to obtain tenure and your first positions, and then try not to worry about it as you simply will not have time to do both. Also, you cannot be both an administrator and a faculty leader since they are often at odds with one another.

Retire On Active Duty and Live Off the Efforts of Your Colleagues

Is there anything to stop you from obtaining tenure and then doing the bare minimum in teaching, research, and service to get by your five-year post-tenure reviews (assuming your university even has them)? Absolutely not, if you are determined to do so, and we can probably all give examples of colleagues who have. A colleague stated to one of the authors that she would take whatever across-the-board raise the school was offering and spend her vacations travelling. She did not care about research, full professor, or moving to another school—she was satisfied staying where she was as a permanently tenured, associate professor.

But it obviously depends upon your personal and institutional “ethos.” At some schools, doing little or nothing after tenure may be the norm. If it is, and that is what you want to do, that is fine. If it is not what you want to do, you should have become aware of that culture and moved to another school before the tenure decision.

At the other extreme are schools like the University of Chicago where you may be expected to win a Nobel Prize (or similar) at some point. You

may remember the story of the wife of the Chicago professor who, during their divorce settlement, included a clause that if he won a Nobel Prize within five years she would get half. He won and she did.

If you are willing for your colleagues to regard you as a “senior slacker” or “senior slug,” then retiring on the job is an option. If you have any true professional pride, it is not.

Leave Academia

The thought of leaving academia does not occur to most of us. It is a good profession and we have the advantage of the cycle of renewal—each semester we get to start over with a new group of students (Pope, 1999). If something did not work in a previous semester, we drop it and try something new. We are constantly renewing ourselves and what we do. And, most of us work in the semester system. Two 15-week semesters during the year leaves us 22 weeks to do other things. From time to time, we can take time to do other things with sabbaticals with pay or even leaves without pay but with the security of knowing that you still have a tenured position to return to at some point. Not many other professions offer that kind of lifestyle.

On the other hand, why not leave academia? With tenure, you have proven yourself in academia. As we pointed out, you only have one more promotion opportunity in the next 30 to 40 years, and your raises are likely to be limited to cost of living or worse (unless you move to another school or go into administration). Moving outside of academia can be a major source of renewal but it can also be very scary and remember that there is no such thing as tenure in the “real world.”

Whether moving from academia into industry, public service, full-time consulting, or whatever, there are advantages. For one thing, you can probably earn more money, and you can increase your income significantly if you are good at what you do. You also probably have the possibility of multiple promotions over the next few decades (unless you work for yourself). If you are in a research environment, you will probably

have more resources at your disposal; although they may be more directed (someone may actually be interested in the outcome). You may see the results of your research implemented in improving a process or organization. Finally, you may have a higher profile. An undergraduate classmate of one of the authors is on the Federal Reserve Board of Governors, a higher profile position than he would have had as “just” a professor of economics somewhere.

If you do opt to leave academia, and later decide to return, you may find it difficult to return to a similar position or in the same location. Colleagues may have resented your leaving for “greener pastures,” or administrators may not want to set a precedent and have others follow you. Both authors have a friend who entered public service and then tried to return to his former position at his old school. His university would not take him back. If you do leave academia, be sure that is absolutely what you want to do.

Whatever You Decide

Whatever path you decide to take (except for retiring on the job), reinvent yourself from time to time. Learn and do something new. The best advice one of the authors received from an undergraduate professor was: “If you always do what you know how to do, you will never learn to do anything new.”

In academia we have the wonderful institution of sabbatical leaves. Take advantage of them. When you take them, get out of town. One of the authors believes the saddest sight he sees is the professor on sabbatical who is still in town and who attends all his or her committee meetings. Go somewhere! See and do something new!

In your teaching, take on a new course, redesign an old course, teach in a new way. If you have not tried distance learning, try it. Teach overseas—many schools have exchange agreements with international programs, and many of them teach in English. See if one of those programs has an opening for you to teach. Connect with colleagues who are

teaching overseas, either permanently or on a part-time basis. Living in a foreign country is entirely different from visiting as a tourist. Teach continuing education or executive courses. Develop a new course or program, or teach something in a completely new field. As professors of business, we are expected to be at least conversant with all specialties in business; teach in a new one or maybe team teach with someone from a different discipline.

In your research, collaborate with colleagues in different areas or different schools. Do a different type of research. If you do analytical research, try empirical studies, and vice versa. Write case studies. Do more grant writing. Team up with colleagues overseas.

In the service area, the demands will increase. As mentioned above, most schools go easy on non-tenured faculty when it comes to service but as you gain seniority, you will be asked to serve on more college and university level committees. Do not shirk these duties. You are being asked because people value your experience. Serve on a different committee. Renew yourself.

What Legacy Will You Leave Behind?

At the age we typically get tenure, we are not thinking about our legacy, much as our undergraduate students do not think about retirement planning. But it does not hurt to do so. How will people, especially your students and colleagues, remember you once you do actually retire and leave the campus? We have presented a number of ways faculty use to successfully renew themselves during their careers after receiving tenure as well as one that we cannot recommend. How you will be remembered at the end of your career will largely depend on the choices you make after you earn tenure. We hope that this brief presentation will assist you in making them wisely.

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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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Social Computing, Operations, and Markets

Submission Deadline:
June 15, 2011

Focused Issue Co-Senior Editors

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

Motivation and Background

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

Despite the potential benefits of social computing technologies, there are obviously some issues of concern. While technology holds the potential to

drive efficiency and lower risks, is there a darker side? For example, misinformation can spread easily and cause significant damage. Additionally, psychological biases are inherent in information available through these technologies and this in turn would impact the quality of managerial decisions.

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

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

6. Impact of IT on financial and operational risks.

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

Review Process and Deadlines

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

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



IDS-APDSI 2011 Joint Conference, Taipei

Creating Values through Optimal Decision Making in Experience Economy

The 11th Annual International DSI and the 16th Annual APDSI joint conference will be held July 12-16 in Taipei at the Grant Hotel.

Call for Papers Submission Deadline:
April 1, 2011

Keynote Speakers:

- **Dr. Kee Young Kim**, President of Kwangwoon University, South Korea
- **Dr. Stephen C. Hora**, Research Professor & Director of the National Center for Risk and Economic Analysis of Terrorism Events (CREATE), University of Southern California
- **Dr. Asoo J. Vakharis**, Editor of *Decision Sciences Journal* and Beall Professor of Logistics and Supply Chain Management, Director of Center for Supply Chain Management, University of Florida
- **Dr. Stephen L. Vargo**, Co-founder of "Service Dominant Logic" and Shidler College Distinguished Professor, University of Hawaii at Manoa

Conference Tracks:

Accounting
Business Policy and Strategy
Cases, Workshops, and Special Sessions
Consumer Behavior
Customer Relationship Management-
Data Mining and Business Intelligence
ERP and Operations Management
Finance / Financial Management
Healthcare Management
Hospitality Management
Human Resource Management
Information and Decision Systems
Innovative Education
International Business
Internet and E-Business
Knowledge Network and
Management
Law and Ethics

Management and Organizational
Behavior
Marketing Theory, Models & Application
MIS / DSS / AI / Expert Systems
Personalized Ubiquitous E-Service
Public Sector Management
Quality and Productivity
Service Operations and Management
Service Science and Engineering
Service Innovation and Applications
Small and Medium Enterprise
Management
Statistics and Decision Sciences
Supply Chain and Logistic
Management
Technology and Innovation
Management
Doctoral Dissertation Competition
Others

Organizers:

- Center for Service Innovation & Department of MIS, National Chengchi University, Taiwan
- Decision Sciences Institute
- Asia Pacific Decision Sciences Institute

Co-Organizer:

Chinese Institute of Decision Sciences

Conference Chair:

Eldon Y. Li, National Chengchi University, Taiwan

Program Chair:

Eugenia Huang, National Chengchi University, Taiwan

Important Dates:

- Deadline for submitting papers or abstracts: **April 1, 2011**
- Notification of acceptance: **May 1, 2011**
- Camera-ready papers: **May 15, 2011**
- Program schedule announcement: **June 1, 2011**

- Early-bird registration : On or before **May 20, 2011**
- Regular registration: **May 21- June 20, 2011**
- Late registration: On or after **June 21, 2011**

Journal Special Issues:

Authors of high-quality papers selected from the conference proceedings will be invited to submit the revised and expanded version of their papers for fast-track reviews by the following journals:

- *Information & Management* (listed in SCI & SSCI)
- *Decision Sciences Journal* (listed in SSCI)
- *International Journal of Internet and Enterprise Management* (listed in ABI & EI)

Best Paper Competition

All full papers are eligible for best paper competition. If you want to participate in this competition, you must submit an abstract describing the significant contribution of your paper to the field related to decision sciences when you submit your paper online. Best Paper Awards will be presented in the IDS-APDSI Luncheon.

Student Paper Competition

Student papers will be judged by a panel of professors during the presentation sessions. Best Student Paper Awards will be presented in the IDS-APDSI Luncheon. ■

For more information and paper submission guidelines:

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

Thomas Chang
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PRESIDENT-ELECT

E. Powell Robinson, Jr. is head of the Information and Operations Management Department and Tenneco Professor of Business at the Department of Information and Operations Management, Mays Business School, Texas A&M University. He holds a BS in economics, MBA in marketing, and PhD in operations management, all from the University of Texas, Austin. He is author or coauthor of chapters in the Stanford University Book Series on ERP Strategy and Trends (2004); *Global Logistics and Supply Chain Management Handbook* (Sage, 2005); *Global Logistics and Supply Chain Management Handbook* (Sage, 2005); *A Modular Series in Operations Management* (Irwin McGraw-Hill, 2002); *Operations Management: Concepts in Manufacturing and Services* (West, 1995); and of articles in *European Journal of Operational Research*, *International Journal of Production Economics*, *International Journal of Management Science*, *European Journal of Operational Research*, *International Journal of Production Economics*, *Mathematical and Computer Modeling*, among others. He is also a member of Production/Operations Management Society and Council of Supply Chain Management Professionals.



SECRETARY

Gary Klein is Couger Professor of Information Systems at the College of Business and Administration, University of Colorado at Colorado Springs. He holds a BS in industrial management, MS in industrial administration, and PhD in management, all from Purdue University. He is author or coauthor of *Decision Sciences*, *European Journal of Information Systems*, *IEEE Transactions on Engineering Management*, *Information and Management*, *Management Science*, and *MIS Quarterly*. He is also a member of Association for Computing Machinery, Association for Information Systems, Project Management Institute, and IEEE.

At-Large Vice Presidents



Hope M. Baker is a professor in the Michael J. Coles College of Business, Kennesaw State University. She holds a BSBA in quantitative methods from East Carolina University and a PhD in operations research / statistics from the University of South Carolina. She is author or coauthor of articles in *International Journal of Management in Education*, *Decision Sciences Journal of Innovative Education*, *Journal of College Teaching & Learning*, *Omega International Journal of Management Science*, *European Journal of Operational Research / Elsevier Science Publishers*, and *Interface / Mitchell Publishing*, among others. She is also a member of INFORMS.



Laura Forker is a professor in the Department of Decision and Information Sciences, Charlton College of Business, University of Massachusetts Dartmouth. She holds an AB in economics and German area studies from Cornell University, an MA in economics from Indiana University, and a PhD in operations management from Arizona State University. She is author or co-author of articles in *International Journal of Operations and Productions Management*, *International Journal of Production Research*, *Journal of Operations Management*, *Journal of Supply Chain Management*, *Production and Inventory Management*, and *Academy of Management Executive*. She is also a member of APICS, The Educational Society for Resource Management; Institute for Supply Management; and Academy Health.



Morgan Swink is James L. and Eunice West Chair of Supply Chain Management in the Department of Information and Supply Chain Management, Neeley School of Business, Texas Christian University. He holds a BS in mechanical engineering from Southern Methodist University, an MBA from the University of Dallas, and a PhD from Indiana University. He is the author or coauthor in *Managing Operations Across the Supply Chain* (McGraw-Hill/Irwin, 2010), *Diagnosing Greatness: Ten Traits of the Best Supply Chains* (J. Ross, 2009) *Value-Driven Operations Management: An Integrated Modular Approach* (chapters/modules co-written and/or edited, McGraw-Hill/Irwin, 2003), and of articles in *Decision Sciences*, *European Journal of Operational Research*, *IEEE Transactions on Engineering Management*, *Journal of Operations Management*, and *Production and Operations Management Journal*. He is also a member of Academy of Management, INFORMS, and Production/Operations Management Society.



ISDSI Regionally Elected Vice President

Karuna Jain is professor and head of the Shailesh J. Mehta School of Management, Indian Institute of Technology Bombay. She holds a BE in electrical engineering from A.P.S. University (Rewa, India), a PhD in industrial engineering from IIT (Kharagpur, India) and Faculty Development Programme in Management from IIM (Ahmedabad, India). She is author or coauthor of chapters in *Technology Transfer, In-House R&D in Indian Industry* (vol. 2, Allied Publishers Ltd, 1999); *Supply Chain Management for Global Competitiveness* (Macmillan India Ltd, 2000); *Supply Chain Management in the Twenty-first Century* (Macmillan India Ltd, 2000); *Operations Management for Global Economy: Challenges and Prospects* (Phoenix Publishing House Private Ltd, 2000); and of articles in *European Journal of Operational Research*, *International Journal of Production Economics*, and *Naval Research Logistics*. She is a member of Production/Operations Management Society and Project Management Institute.

Congratulations to Newly Elected 2011-2012 Decision Sciences Institute Officers



Mexico Regionally Elected Vice President

Antonio Rios-Ramirez is dean of Graduate, Research and Development at ITESM Chihuahua Campus. He holds an undergraduate degree in engineering from the University of Chihuahua and a PhD in operations management from University of Houston/ITESM. He is coauthor of *Strategic Opportunities for the Development of Chihuahua State* (FEMSA Monterrey 2009) and is also a member of APICS, The Educational Society for Resource Management; and the American Society for Quality.



SEDSI Regionally Elected Vice President

L. Drew Rosen is a professor of operations management in the Department of Information Systems and Operations Management, Cameron School of Business, University of North Carolina Wilmington. He holds a BSBA in marketing from Old Dominion University, an MBA from Old Dominion University, and a PhD in operations management from the University of South Carolina. He is the co-author of articles in *International Journal of Health Care Quality Assurance*, *Journal of Statistics and Management Systems*, *Journal of Interdisciplinary Mathematics*, and *Total Quality Management Journal*. He is also a member of APICS, The Association for Operations Management; and the Institute for Supply Management. He has seven years of international association management experience.



SWDSI Regionally Elected Vice President

Timothy Paul Cronan is a professor of information systems at the Sam M. Walton College of Business, University of Arkansas. He holds a BS in computer science from the University of Louisiana, Lafayette; an MS in economics from South Dakota State University; and a DBA in information systems from Louisiana State University. He is the author or coauthor of articles in *Decision Sciences*, *Decision Sciences Journal of Innovative Education*, *Information and Management*, *Journal of Computer Information Systems*, *Journal of Management Information Systems*, *MIS Quarterly*, among others. He is also a member of Association for Computing Machinery, Association for Information Systems, and Data Processing Management Association.



WDSI Regionally Elected Vice President

Richard L. Jenson is ATK Thiokol Professor at the John M. Huntsman School of Business, Utah State University. He holds a BA in accounting from Weber State University and a PhD in business administration from the University of Utah. He is the author or co-author of articles in *Information and Management*, *Journal of Systems and Software*, *Managerial Auditing Journal*, *Review of Business Information Systems*, *Information Strategy*, *Journal of Accounting and Computers*, among others. He is also a member of American Accounting Association, American Institute of Certified Public Accountants, Utah Association of Certified Public Accountants, Phi Kappa Phi, and ISACA. ■

Join Us in Boston in 2011!



PRESIDENT'S LETTER, from page 1

the shocking news of the 9.0 earthquake that hit Japan and the tsunami that followed, wreaking destruction of immense proportion and creating a nuclear crisis. Even far way places such as the coast of California suffered scattered damage from the effects of the tsunami. Production at many manufacturers was disrupted due to the shut-down of many parts suppliers in Japan. Our thoughts and prayers are with the Institute members and the people of Japan affected by this catastrophe.

In addition, the events in the Middle East and North Africa will forever change the political landscape in this region. Again, many human lives were lost and we can only hope for a quick and peaceful solution to these political issues. We experienced a sharp rise in gas prices due to the political instability and uncertainty in these oil-producing countries including possible civil war in Libya. The events in Japan, Middle East, and North Africa have major implications on how organizations manage risk and make the right decisions to reduce the impact of supply chain disruptions.

President John F. Kennedy once said, "Conformity is the jailer of freedom and

the enemy of growth." We must be willing to try new things because, as stated by Albert Einstein, insanity is "doing the same thing over and over again and expecting different results." To that end the Institute is recognizing the need to introduce changes that will improve value to our members. For example, the online Member Zone project was unveiled at the annual meeting in San Diego by Paul Rubin who has led its preliminary implementation. The Institute is indebted to Paul for offering his expertise and time to ensure the successful completion of the Member Zone website. A webmaster will be hired soon to manage the Member Zone. In addition, Kenneth Boyer, 2011 program chair in Boston, will introduce for the first time social media such as Facebook, Twitter, and LinkedIn as a communications strategy for the annual meeting.

Over the past year, I have enjoyed very much the visits to the Institute's regional annual meetings such as Asia Pacific, European, Indian Subcontinent, Southeast, Southwest, and Western. The European DSI meeting in Barcelona was particularly satisfying because it was the region's inaugural meeting. A proposal by the European subdivision for a tiered membership structure that is based on the

per capita GDP of the country of employment of a member of the Institute was adopted by the Board. We anticipate that this will increase membership from developing countries, where faculty wages are relatively lower. It is gratifying to see the increasing global presence of the Institute.

The Institute's journals are in excellent hands. We witnessed a smooth transition of the Decision Sciences journal (DS) editorship from Vicki Smith-Daniels to Asoo Vakharia. A competitive analysis of the journal's impact factor indicates that DS has greatly improved its level of ranking over the past few years and now ranks among the best operations management and information systems journals. The Decision Sciences Journal of Innovative Education is also doing very well under the editorship of Chetan Sankar. Submissions have increased significantly such that the journal will now have three issues per year with the objective of going to four issues per year in the future. The Institute has solicited and received proposals from three publishers for these journals to go into effect in 2013 for the next five years. These proposals will be discussed at the upcoming April Board meeting. The new contract will ensure the continued publication and success of our journals.

At the start of my term, President-Elect Krishna Dhir and I agreed to coordinate the strategic planning process of the Institute over a two-year period. This has enabled us to undertake a comprehensive study of our options, and charge the Development Committee, chaired by Thomas Jones, to examine the key forces in our general and specific environment influencing the evolution of the Institute. This includes analyzing the Institute's competitive environment in terms of Michael Porter's Five-Forces Model. The report will be the basis for continued discussion and action by the incoming Board. Continuity in board goals is important to the success of the Institute.

Best wishes for a safe and peaceful world. ■

(LEFT) One reason why the January 2011 DSI Board Meeting was cancelled. (Photo by DSI Board Member Larry Meile, Boston College.



ANNOUNCEMENTS

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

Institute Meetings

■ **The 42nd Annual Meeting of the Institute** will be held November 19-22, 2011, at the Boston Marriott Copley Place Hotel in Boston, Massachusetts. Submission Deadlines: Refereed Papers & Competitions: **April 8, 2011**; Abstracts and Proposals: **May 1, 2011**. For more information, contact Program Chair Kenneth K. Boyer, Ohio State University, Fisher College of Business, (614) 292-4605 Boyer_9@fisher.osu.edu.

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

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

■ **The Asia Pacific Region** will hold its 2011 Annual Meeting jointly with the Annual International DSI meeting. See joint meeting (above) for more information. <http://www.apdsi.org>

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

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

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

■ **The Mexico Region** is planning its next annual meeting. For more information, contact Antonio Rios, Instituto Tecnológico de Monterrey, antonio.rios@itesm.mx

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

■ **The Northeast Region** will hold its 2011 Annual Meeting on April 14-16, 2011, at the Montréal Marriott Château Champlain in Montréal, Canada. A fantastic gala dinner (as part of the registration fee) is scheduled for Saturday night. Deadline for paper submissions has passed. For more information, contact Program Chair Minoo Tehrani, Roger Williams University, mtehrani@rwu.edu. <http://www.neds11.org/> <http://www.neds1.org/>

■ **The Southeast Region** held its 2011 Annual Meeting on February 23-25, 2011, at the Savannah Marriott Riverside in Savannah, Georgia. <http://www.seds1.org>

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

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

Call for Papers

Conferences

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

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

■ **The Academy of Business Research** will hold its Fall 2011 International Conference **September 13-15, 2011**, in Atlantic City, New Jersey, at the Trump Plaza Hotel and Casino. Deadline for abstract submissions is **May 16, 2011**. For more information and submission guidelines:

<http://www.academyofbusinessresearch.com>

For more related conference listings, see www.decisionsciences.org/conferences/relatedconferences.

Publications

■ **Decision Sciences Journal** will publish two focused issues on "Managing Innovation in Supply Chains" (Focused Issue Co-Senior Editors: Barbara Flynn, Indiana University; Aleda Roth, Clemson University; and Xiande Zhao, Chinese University of Hong Kong) and "Social Computing, Operations, and Markets" (Focused Issue Co-Senior Editors: Ram Gopal, University of Connecticut; Prabhudev Konana, University of Texas at Austin). Please see page 21 in this publication for more information.

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.

- **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).

—**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)

—**John Touissant**, MD and CEO Emeritus of Thedacare and lean health-care expert and author of *On The Mend*. Read more at www.createhealth-carevalue.com/about/john/. (November 19)

—**Steven D. Eppinger**, General Motors LGO Professor of Management at MIT will speak on "Gen Y and design thinking, decision making." (November 20)

—**Dean Oliver**, Director of Production Analytics, ESPN and formerly the Director of Quantitative Analysis with the Denver Nuggets. (November 20)

- **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:

Submission Deadlines:

Refereed Papers and Competition
April 8, 2011

Abstracts and Proposals
May 1, 2011

www.decisionsciences.org

2011 PROGRAM CHAIR, see page 29

2011 Annual Meeting Coordinators

Program Chair

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Fisher College of Business
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E. J. Ourso College of Business
(812) 320-4009
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Executive Director, Decision Sciences Institute

Carol J. Latta
(404) 413-7710
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dsi@gsu.edu

2011 Elwood S. Buffa Doctoral Dissertation Competition



M. Johnny Rungtusanatham,
Doctoral Dissertation Competition Coordinator

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

theory for the decision sciences, the development of methodology for the decision sciences, and/or the application of theory or methodology in the decision sciences.

Eligibility

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

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

Submission Requirements

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

1. Letter of Introduction

The submission must include a nominating letter on university letterhead from the dissertation advisor of the

doctoral student whose doctoral dissertation is being entered for competition consideration. This nominating letter:

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

2. Executive Summary of the Doctoral Dissertation Submission

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

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

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

Format. The Executive Summary must adhere to the following formatting

guidelines:

- Does not exceed a maximum of 10 double-spaced, 8.5x11, pages with 1-inch margins (top, bottom, left, and right).
- Includes a header with two pieces of information: (i) the most relevant discipline within which the doctoral dissertation falls and (ii) the dominant method(s) used in the conduct of the doctoral dissertation research.
- Includes a footer showing the page number.
- Uses Arial font, size 11 only.

Submission Procedure

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

M. Johnny Rungtusanatham
rung0002@umn.edu

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

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

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

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

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

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

2011 Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

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



Karen Papke-Shields,
Instructional Innovation Award Coordinator

The advancement and promotion of innovative teaching and pedagogy in the decision sciences are key elements of the mission of the Decision Sciences Institute. At the President's Luncheon during the 2011 Annual Meeting, the 33rd presentation of this prestigious award, co-sponsored by Alpha Iota Delta (the national

honorary in the decision sciences), Prentice Hall, and the Institute, will be made.

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

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

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

of their submission to a regular track.

All submissions must adhere to the following guidelines and must be received no later than April 1, 2011.

Instructions

Applications must be submitted in electronic form using instructions on the DSI website (conferences sub-directory) at <http://www.decisionsciences.org>. A tentative summary of instructions appears below; however, applicants should consult the website instructions before submitting. Submissions will consist of one document electronically submitted using the conference website, and one supplemental letter sent via U.S. mail or e-mail.

Electronic Submission Notes

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

Document Format

Competition finalists will closely adhere

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

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

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

sions: Explain how this innovation could be used by other institutions, professors, or courses. Conclude your paper with specific recommendations to other educators and topics for future research.

- g. References listed as per APA style guide.

You may include in appendices:

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

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

Supplemental Letter

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

Evaluation

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

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

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

All applicants, including the finalists, will be notified by **June 15, 2011**. Finalists must attend the Instructional Innovation Award Session at the annual meeting in Boston to be eligible to win. At that session, each finalist will: (1) present a review or summary of the submission, (2) conduct an in-depth presentation or a discussion of a specific component of the submission (selected by the finalist), and (3) respond to questions from the audience. You don't have to constrain your presentation to use of slides alone. Please strive to use an effective method of presenting your instructional innovation so that the audiences are able to understand the significance of your contribution in a limited time period.

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

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

Please remember that all submissions must be received by **April 1, 2011**. ■

Instructional Innovation Award Competition Coordinator

Karen Papke-Shields, Professor
Department of Information Systems and
Decision Sciences
Perdue School of Business
1101 Camden Avenue
Salisbury University
Salisbury, MD 21801
kepapke-shields@salisbury.edu
(410) 543-6419

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 e-mail providing the information listed on the DSI annual meeting website under NFDC along with your current vita to the coordinator listed below. To be eligible for participation, your application must be received by the end of the day on **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, its 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 e-mailed 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 participa-

tion. 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 rec-

ognition 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 23

- 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! ■

OFFICERS' NOMINATIONS

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

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

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

The Nominating Committee is most appreciative of your assistance.

Office _____

Nominee's Name & Affiliation _____

Statement of Qualifications _____

Nominator's Name & Affiliation _____

FELLOWS' NOMINATIONS

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

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

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

Decision Sciences Institute Fellows

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

*deceased

CALENDAR

APRIL

April 5-8

The Western DSI Region will hold its Annual Meeting in Portland, Oregon.

<http://www.wdsinet.org>

April 8

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

April 14-16

The Northeast DSI Region will hold its annual meeting in Montreal, Canada.

<http://www.nedsi.org>

MAY

May 1

Submission deadline for Abstracts and Proposals to the **42nd DSI Annual Meeting** to be

held November 19-22, 2011, in Boston. See page 29 for details.

May 12-14

The Midwest Region will hold its 2011 Annual Meeting on May 12-14, 2011, in Indianapolis.

<http://www.mwdsi2011.com/>

JUNE

June 24-25

2nd Annual Meeting of the European DSI Region will be held in Wiesbaden/Frankfurt, Germany. For more information:

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

JULY

July 12-16

The **11th Annual International DSI and 16th Annual APDSI Joint Meeting** will be held at the Grand Hotel in Taipei, Taiwan.

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

SEPTEMBER

September 30

Application deadline for DSI's **2011 New Faculty Development Consortium**, to be held as part of the annual conference in Boston. See page 31.

NOVEMBER

November 17-22

42nd Annual Meeting of the Decision Sciences Institute, to be held in Boston, MA. <http://www.decisionsciences.org/annualmeeting>

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

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