

DECISION LINE

Vol. 43, No. 3 / 4

May / July 2012

PRESIDENT'S LETTER



Standing at the Crossroads

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

In this letter, I would like to communicate the 2012-2013 DSI board objectives that were set during the April board meeting and provide the focus for committee charges and board activities for the year. The driving force behind the objectives is a vision which promotes DSI as a key organization defining the decision sciences discipline.

The first, and perhaps the most important objective, is to design and implement an information system that will strategically enhance the Institute's service offerings and facilitate home office operations. Without such a strategy, it is impossible for DSI to enhance its reputation as a leading organization in the field. For the past several years, the Institute has debated the best approach, recognizing that the current home-grown systems are inadequate in a number of critical areas. It is time to move forward with a more integrated approach. The Information Technology Committee has provided leadership in this area by defining system requirements, exploring best-of-breed commercially available software, and debating the merits of in-house versus outsourcing the management and execution of DSI's information systems. DSI is at the crossroads and must commit to an information system strategy. Specific activities underway include the following.

The DSI 2012 Annual Meeting is being planned and executed using a 'best-of-breed' conference implementation system provided by All Academic, Inc. This system is also used by several other professional societies. While the initial implementation focuses on basic functionality, the system can be customized to further meet DSI's needs. Many of our members received first-hand experience with the system as they submitted papers, abstracts, panel proposals, miniconferences, etc for the 2012 Annual Meeting; used the system to coordinate submission reviews for tracks and competitions; and assisted in creating sessions, tracks and other activities for the 2012 Annual Meeting. Special recognition goes to Richard Jensen for providing leadership for evaluating alternative conference management systems, assisting with implementation, and

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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.

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

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

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DEADLINES: October 2012 issueSeptember 20
January 2013 issueDecember 20

Vision Statement

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

Mission Statement

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

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FROM THE EDITOR

■ Maling Ebrahimpour, Editor, University of South Florida Saint Petersburg

This is a special combined issue of *Decision Line* for May and July. We have lined up several interesting articles along with a very important message from DSI President Powell Robinson. I appreciate and am looking forward to receiving your comments, ideas, and ways that we can make *Decision Line* better and more exciting reading for the membership. E-mail your thoughts to: bizdean@usfsp.edu.

Before I brief you on the content of the combined issue, I regret to inform you that DSI lost two great advocates and supporters, Drs. Russell K. H. Ching and John C. Rogers. Those of you who knew these two scholars can attest to their commitment and dedication to their professions, to their students, and to the Decision Sciences Institute. We will miss them, and we extend our deepest sympathy to their families.

In his president's letter to the DSI membership, Powell Robinson states six objectives that he is initiating during his presidency: (1) Design and implementation of superior Information Technology for the organization; (2) an in-depth review of and, if necessary, change in the organizational and governance structure of DSI; (3) a thorough evaluation of DSI's journal portfolio and its critical role in strategic positioning of the Institute; (4) an examination of DSI expansion to make it a true global organization; (5) identification of ways to enhance the value delivered to membership and the strategic contributions of the regions; and (6) support and nurturing of members' efforts to develop Specific Interest Groups (SIGs).

In the "Classroom" feature column, authors John Visich, Christopher Roethlein, and Angela Wicks of Bryant University describe how successfully they used real-world scenarios in the core OM course. In their classes they had students compete to build a brewery of their own. Different teams of students used an unstructured approach and various OM concepts that they learned early in the semester to build their breweries. This interesting piece details the methods which resulted in the students' learning OM concepts in engaging ways.

"Collaborate for Success" is the title of the article written by Viswanath Venkatesh of the University of Arkansas for the Doctoral Student Affairs column. He defines

two interesting concepts that are part of a chapter in his book entitled *Road to Success: A Guide for Doctoral Students and Junior Faculty Members in the Behavioral and Social Sciences*. The two concepts are: "to work together, especially in a joint intellectual effort;" and "to cooperate tighter, as with an enemy occupation force in one's country." He goes on to describe five reasons to collaborate and five reasons not to collaborate. This short but insightful article provides a road map to whether or not to collaborate.

In "Research Issues," John Bell of the University of Tennessee, Knoxville, describes his career path from serving in the Air Force to being a faculty member in a civilian environment. During his career in the Air Force, although he witnessed inefficiencies in the system, various complex mathematical model were used to solve many problems in such areas as global logistics, inventory planning, and transportation. His article describes in detail his gradual move toward civilian academic life where he studies different models and applies them to complex military as well as civilian problems.

In academia we always ponder whether or not research is relevant to teaching and can help us to be better teachers. In another "Research Issues" feature column, Ömer Benli of California State University defines teaching- and research-intensive universities and then argues that research should be not only part of research-intensive universities but also should be an integral part of teaching-intensive universities as well. Further, he writes that, in order for faculty to do research, universities should create an environment conducive to research by providing resources such as funding and time.

James Flynn of Indiana University, in his review of the book *Moneyball: The Art of Winning an Unfair Game*, explains how the Oakland A's created the environment for their 1999-2001 winning seasons. Their data collection and analysis strategies to select players were so successful that other teams emulated them, causing the A's to eventually lose their winning edge. Flynn's insight in connecting the book to research, curriculum, and teaching is very interesting.

Enjoy reading this combined May/July issue! ■



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Most of his work focuses on various issues of quality in both service and manufacturing companies. He received his PhD in business administration from the University of Nebraska-Lincoln and has served on the editorial review board of several journals, including *Journal of Quality Management*, *Journal of Operations Management*, and *International Journal of Production Research*.
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Narragansett Brewing Company 'Build a Brewery' Case Study Competition, Spring 2012

by John K. Visich, Christopher J. Roethlein, and
Angela M. Wicks, Bryant University

Over the past 10 years we have utilized a variety of empirical assignments to add elements of real-world problem solving and decision making in the curricula of the core undergraduate and graduate Operations Management (OM) courses at Bryant University. Some of these assignments have included a customer satisfaction project (Wicks & Visich, 2006), a production game (Roethlein et al., 2002) originated from *The Production Game* (Denton, 1990), an A3 project for process improvement in health care (Visich et al., 2010), and a web-based mass customization assignment (Visich et al., 2012). While there are varying degrees of creative thinking designed into these projects, they all have a high level of structure in how the students should approach the requirements.

This past spring 2012 we decided to add a highly unstructured case study competition to the core OM curricula: a team project to build a brewery for the Narragansett Brewing Company (NBC), where the student teams would compete against each other to see who had the most comprehensive plan. While a case competition was new to our OM curriculum, this format has been used in the past at Bryant University for other courses. The core Computer Information Systems course has a data analysis competition where the teams analyze data from a real financial services company using Excel. The capstone strategy course hosts the Target Case Competition where students analyze a current business problem faced by the Target Corporation. Past projects have included the location of a distribution center to service the New England region and a business strategy for international expansion into Canada. Since this would be our first case study competition, we used our knowledge of these competitions to help us design our case study. In this article, we discuss our Build a Brewery project and the lessons we learned.

Project Background

The genesis of the project came from prior work two of the authors did with NBC, headquartered in Providence, Rhode Island (RI). Currently, Narragansett outsources their brewing operations to several brewers with the largest volume being produced at the High Falls Brewery in Rochester, New York. Because Narragansett beer was not being produced locally, retail and wholesale outlets in RI were hesitant in stocking the beer. Mark Hellendrung, CEO of NBC, turned this around by telling prospective customers that if the company could build up enough sales volume, then they could brew beer in RI. In the middle of 2009 "Buy a Gansett, Build a Brewery" became a major marketing campaign. A case study on NBC was published (Roethlein & Visich, 2010), and this was well received by both graduate and undergraduate OM students. The current NBC marketing campaign, coupled with the case study presented in class, provided the motivation for a team-based case study assignment for our OM classes.

Project Introduction

The project requirements (and all related documents) were posted on BlackBoard and reviewed in class during the first week of the semester. We wanted to get the students thinking about and working

on the project as soon as possible. The requirements document was only three pages long and started with a brief history of NBC, the current business operations and product line, the distribution system for Narragansett's beer, and a YouTube link to a video on how to make beer. Next, the project parameters were given: a brewery located in RI to produce keg beer with a monthly seasonal peak of 600 barrels. The analysis had to include the following nine items:

1. Location of facility—city and street address.
2. Size of facility (square footage, number of floors).
3. Equipment to produce keg beer (capacity and number). Search "brewery startup—brewing equipment" for some possible estimates and ideas.
4. Layout of the facility (including loading docks, equipment placement, office space, storage space for raw materials and finished goods, plant tours, heritage room, tasting room, gift shop, etc.).
5. Expansion space for bottles and cans (you are not required to identify equipment needs or to lay out the equipment). Expansion could be within the existing facility or through an addition to the existing facility.
6. Nearby community and the environment.
7. Staffing issues.
8. Location impact on advertising and on sales.
9. Sustainable practices.

We also included a conversion chart, some hints on conducting research, some questions to think about, and a map showing the NBC distributors located in RI, Massachusetts, and Connecticut. Students were advised to contact their professor if they had any questions and, while they could refer to the NBC website, they were instructed to refrain from contacting NBC or their employees. The Build a Brewery project deliverables were a written report and a class presentation, each worth 10% of the student's final grade.

In order to ensure students had the requisite skills to complete a meaningful

project, several OM topics were taught early in the semester. These topics were: Process Choice, Quality, Facility Location (factor rating and the center-of-gravity methods), and Facility Layout (job shop and assembly line).

The Case Competition

Approximately 10 days before the competition began, a PowerPoint presentation was given in class to set the guidelines for the competition. Five days later we posted a grading rubric on BlackBoard that used a scale of one to five to evaluate the nine requirements listed earlier. A tenth scoring item asked 'Why Best?' and we expected the teams to summarize on their final slide the primary reasons why their plan was superior to any other plan. A total of 35 undergraduate teams from eight sections competed during three rounds to determine the overall winner. Though the project was used in the graduate class, the graduate students were not part of the competition due to fairness issues. For each round, the teams were required to provide the judge(s) with a three-slides-per-page presentation handout. This helped to facilitate the final scoring of the projects. Teams were allowed to modify their proposals between rounds; however, faculty were not allowed to directly help their teams. The dress code was casual for the first round and business formal for rounds two and three, and we strictly adhered to the time limits for the rounds.

In round one, the teams presented during their scheduled class time and were allocated eight minutes to present. The instructor selected the best team from their class, sending eight teams to the semi-finals. Rounds two and three were held during Bryant University's annual Research and Engagement Day (REDay). We selected REDay for these rounds because no classes were scheduled that day and therefore the competing teams would not be committed to other activities. For round two, the round one winners were split into two groups and the OM faculty served as judges, though faculty did not judge their own students. Round two was held from 8:00-

9:15 a.m. and the teams were given 10 minutes to present. Two winners were selected from each group to compete in round three which was held from 11:00-12:15. Judges for round three were NBC employees. Presentation time was limited to 10 minutes, and an additional five minutes of question and answer time was added for each team. At the end of the presentations, the NBC judges went to another room to review scoring and discuss the presentations. The judges then selected a winner and a runner-up. The judges announced the competition results and then took the time to discuss with each team the strengths and weaknesses of their presentations. The real-world feedback provided by the judges proved to be a valuable learning lesson for the students. Winning teams received promotional items from NBC. Some students were disappointed that Narragansett beer was not given out to the winning teams.

Insights and Lessons Learned

Because of the unstructured nature of the project, students were initially unsure how to get started. This resulted in a lot of questions during class and office hours, as well as via e-mail, during the first few weeks of the semester. During the semester we repeatedly asked the students how the project was going and if there were any questions. We did this during class time in the hope that we could efficiently answer questions, but we found that as the semester progressed, the students preferred to ask questions during office hours. We surmise that this was due to secrecy reasons as the students did not want their peers to know any specifics about their project. The secrecy issue meant we held a lot more office hours with students, which we did not expect. However, the upside to this was it generated informal contact with our students which allowed us to make stronger personal connections with them. Bryant strives to be a student-centered university, and the project definitely facilitated student-faculty interaction.

Though the project was used in the graduate class, the graduate students

(nine teams) were not part of the competition due to fairness issues. However, when we compared graduate and undergraduate submissions, we noted several differences. First, most of the graduate teams used both the center-of-gravity method and the factor rating method to determine the ideal location. Most of the undergraduate teams used the factor-rating method, while several did not even use a facility location method. We also noticed that the graduates used more factors in their analysis of multiple locations and that the factors were easier to quantify (square footage cost, traffic volume, distance and time to a major highway). And several undergraduate teams presented an analysis for only one location. In hindsight we should have required the students to use at least the factor rating method with a minimum of six factors in their analysis and to compare at least three locations.

While both groups used pictures, maps, and layouts in their presentations, the graduate students provided more content than the undergraduates. And, all nine graduate teams went to the actual locations they analyzed and took multiple pictures, while some of the undergraduate teams did not include an actual photo of the building. The graduate students also included all of their presentation visuals in their written reports, while we received several undergraduate reports without sufficient supporting figures and diagrams. Clearly, the undergraduates needed a lot more direction regarding the report requirements than the graduates did. In the future, we will require progress reports so we can motivate the students to get to work sooner and to identify missing or incomplete analysis. This also has the potential to alleviate the office hour and e-mail rush that occurred the two weeks prior to the round one (presentation in class) date.

We believe significant learning occurred during the presentations as students were able to observe and evaluate the different approaches taken by their classmates. None of the undergraduate teams were able to present a plan that met all of the requirements at an A level—even the winning team had short-

comings. However, some teams excelled at the identification of an outstanding facility, while others were able to develop efficient flows for both production and facility tours. Additionally, many teams went into great depth on the brewing equipment and brewing process, or the specific ways the brewery could be sustainable. By observing a wide variety of presentations, the best parts of each teams' work could be used to create a superior business plan for the construction and operation of a brewery for NBC. Another benefit of the project was that students had to take a systems approach in developing their plan—all of the requirements had to be complimentary.

Conclusions

Though the project required a fair amount of effort on our part to provide the teams with direction, we were very satisfied with the outcomes. Most groups made a major effort to conduct a thoughtful analysis and to create an impressionable presentation. Our students love to compete academically, but in an ethical manner. The highly unstructured nature of the project allowed the teams to explore areas that interested them and to see how a variety of OM and supply chain topics needed to be considered in the decision analysis. Many students commented that this real-world application was a very fun and engaging way to learn about topics initially presented to them in their textbooks.

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FUTURE DSI ANNUAL MEETINGS

2012	November 17-20, San Francisco Marriott Marquis, San Francisco, CA Program Chair: Thomas Choi, Arizona State University
2013	November 16-19, Baltimore Marriott Waterfront, Baltimore, MD Program Chair: Funda Sahn, University of Houston
2014	November 22-25, Tampa Marriott Waterside Hotel & Marina
2015	November 21-24, Sheraton Seattle Hotel, Seattle, WA

Collaborate for Success

by Viswanath Venkatesh, University of Arkansas

In my recent book, *Road to Success: A Guide for Doctoral Students and Junior Faculty Members in the Behavioral and Social Sciences*, I dedicated a chapter to the topic of collaboration. In this essay, I will summarize a few key points I made in that chapter and add a few thoughts that have occurred to me since.

When I talked about collaboration, I pointed out two key definitions:

- *To work together, especially in a joint intellectual effort.*
- *To cooperate treasonably, as with an enemy occupation force in one's country.*

There is something about these two definitions that makes me think that these definitions were created to describe research collaboration. I am certain you can see it in the first definition but you might be wondering what it is about treason and enemies that relate to academic research. The enemies, loosely speaking of course, are the journal editors and reviewers, and the land that we seek to occupy is the journal space.

In my book chapter, I presented five reasons to collaborate, five reasons not to collaborate, and five rules for collaboration (these five rules are really my “lessons learned”). The five reasons to collaborate were: creates efficiency gains, leverages complementarities, whole can be greater than the sum of the parts, creates an environment for lifelong learning, and provides a support group.

The five reasons to not collaborate are: flying solo is important, coordination costs are high, leads to the blame game, ruins relationships, and having to reconcile work styles.

The five rules that drive or limit my collaboration (aka the lessons I learned from collaborating) are: ensure

motivational alignment, ensure rank alignment, be mindful of your strengths and weaknesses, always mix business and pleasure, and keep the number of collaborators manageable.

The reality is that in today’s academic environment, collaborating is an imperative for success. The expectations for tenure are so high and the quality expectations at premier journals are so high that one can seldom hope to meet and exceed these expectations without effective collaborations.

My best work has been the result of collaborations. As I reflect on my collaborations over the years, as a junior faculty member, I collaborated with senior faculty members and peers. Over time, as a senior faculty member myself, I collaborated with students. The key insight I want to add beyond what I have noted in my book chapter is: having the right set of expectations in all cases.

Collaborating with Senior Faculty Members

Senior faculty members bring a wealth of experience, especially about framing a paper, telling a story and managing the review process. The right approach to managing such a collaboration for PhD students and junior faculty members alike will be to put the senior faculty member in a role of providing guidance and serving as a sounding board. Efforts to put the senior faculty member in a role that involves a significant time investment on the part of the senior faculty member, including writing tasks, are unlikely to be successful simply because of the many competing demands on his or her time. If time-intensive tasks are shifted to the senior faculty member, it could introduce delays into the project or paper completion process.



Viswanath Venkatesh
is a professor and the first holder of the George and Boyce Billingsley Chair in Information Systems at the Walton College of Business, University of Arkansas. Prior to joining Arkansas, he was on the faculty at the University of Maryland. He received his Ph.D. from the University of Minnesota. His research, which focuses on understanding diffusion of technology in organizations and society, has been published in leading information systems, organizational behavior and psychology journals, and has been cited about 20,400 times and 6,300 times per Google Scholar and Web of Science, respectively. He has served or is currently serving on the editorial boards of MIS Quarterly, Information Systems Research, Management Science, Production and Operations Management, Journal of the AIS, and Decision Sciences, and began his role as a senior editor at ISR in 2008. His new book, *Road to Success: A Guide for Doctoral Students and Junior Faculty Members in the Behavioral and Social Sciences*, can be pre-ordered at: www.vvenkatesh.com/book

Collaborating with Peers

This is the perfect way to leverage various types of complementarities (that I mention in my chapter). Complementarities in terms of topic, theory base, methodology or analytical approach. Peers are often likely to be able to pursue a divide-and-conquer strategy to project or paper completion that should result in fairly equitable distribution of work (at least in terms of time). One of the potential challenges with such collaborations early in one's career is that it can often suffer from the lack of the ingredients that senior faculty members can bring to the table. In my experiences of collaborating with peers (when I was an assistant professor), we often learned by trial and error, especially when it comes to dealing with the review process. Upon reflection,

I'd say this was good learning within the context of a portfolio of projects and papers.

Collaborating with PhD Students

PhD students represent a valuable resource (as a graduate assistant) and also can be potential collaborators. One of the most common mistakes I have seen made when working with PhD students as collaborators is faculty members giving the student free reign in terms of all aspects of the project or paper. Such an approach will invariably result in the student doing a great deal of exploratory work that likely gives the student a good learning experience, but seldom results in meaningful work when it comes to likelihood of publication. Instead, I would advocate bringing students into projects

where the tasks that are to be performed by the student are fairly structured and defined. This will put the student to work without scope creep and give him or her clearly defined targets and deliverables. In turn, the product that the student delivers can be critiqued by the faculty member. Ultimately, the student's work will be meaningful to the collaboration and the learning experience valuable to the student.

In sum, I made the case for collaborations with senior faculty members, peers and PhD students. In each case, I noted the managing the nature of the activities. With senior faculty members, the focus should be on seeking guidance and advice. With peers, the aim should be to leverage complementarities. With PhD students, the goal should be to assign structured and defined tasks. ■

DSI 2012 Annual Meeting Keynote Presentations

The 2012 DSI Annual Meeting will feature these exciting plenary talks by leading professionals and academics in the decision sciences.



Stuart Kauffman

*Beyond Entailing Laws:
The Illusion in Our Habit of
Control and the Promise of
a Habit of Enablement*



Jeffrey K. Liker

*The Myth of Top
Down Decision Making:
Distributed Problem
Solving at Toyota*



Jack Meredith

*OM Journal
Research vis-à-vis
Managerial Decisions:
Where Are We?*

Critically, no one can prestate the emergence of the Turing Machine, Google, or the Arab Spring. Thus, not only do we not know what WILL happen, we often do not know even what CAN happen. We cannot prestate the possibilities. In this context, the 1950's style General-Motors-top-down management fails, for we do not know the ever-new variables that become relevant, thus cannot optimize over a strategy space we cannot prestate. In its place we need to explore the promise of a habit of enablement.

Stuart Alan Kauffman is an American theoretical biologist and complex systems researcher concerning the origin of life on Earth. In 2010, he joined the University of Vermont faculty, where he will continue his work.

The stereotype of corporate decision making features the lone CEO making decisions which are executed by the corporation as if organizations are computers and executives need only pick the right software and program it. In reality, organizations are complex social systems, and decisions at the top are only loosely related to organizational processes and their outputs. This presentation will use Toyota as an example.

*Jeffrey K. Liker is Professor of Industrial and Operations Engineering at the University of Michigan. He is author of the international best-seller, *The Toyota Way*, which speaks to the underlying philosophy and principles that drive Toyota's quality and efficiency-obsessed culture.*

After a review of the research history of our field and the role of various journals in our research evolution, the focus will then shift to managerial decision making, including where we've been and where we seem to be today based on recent examples. From there, we will explore some possible futures for research and its impact on managerial decisions, with a brief final "plug" for more case and field research.

Jack Meredith is a professor at the School of Business at Wake Forest University. He was the editor-in-chief of the Journal of Operations Management from 1994-2002 and more recently was the founding and co-editor-in-chief of the journal Operations Management Research from 2005-2011.

From the Combat Zone to the Classroom: Decision Science in Practice and Theory

by John E. Bell, University of Tennessee, Knoxville

In 1997, I was a U.S. Air Force captain stationed at a rapid transportation squadron in Texas. Our mission was simple: store and maintain a stockpile of explosives and then be ready to ship them by air anywhere in the world on a moment's notice. Our unit constantly practiced for the next combat mission by chaining bombs to aircraft pallets and transporting them to the runway for upload. This training was often put to the test during the 1990s. During one particular event in 1997, our unit shipped thousands of pounds of bombs overseas to the Middle East to meet combat-aircraft-supply needs. For several days, we worked around the clock in 12-hour shifts to load and deliver our inventory to waiting aircraft. I clearly remember observing a C-5 cargo aircraft loaded with 2,000-pound bombs. But I also remember thinking just how inefficient and costly this shipment would be because the bulky explosive cargo's destination was almost halfway around the world. Surely there had to be a better way to strategically position and transport such critical combat inventories.

**John E. Bell**

is an assistant professor of logistics at the University of Tennessee, Knoxville. Prior to joining the UT faculty in August 2010, he was a career logistics officer in the United States Air Force. He earned his Ph.D. in management from Auburn University and taught on the faculties at the Air Force Institute of Technology and Georgia College & State University prior to joining the University of Tennessee faculty. He also holds an MS in logistics management from the Air Force Institute of Technology (AFIT) and a BS in history from the United States Air Force Academy. His research interests are in logistics and supply chain management, vehicle routing, facility location selection, and supply chain risk. His publications have appeared in Journal of Business Logistics, OMEGA, Transportation Journal, and Computers & Operations Research. He is a frequent presenter at national and international meetings of the Decision Sciences Institute, Council of Supply Chain Management Professionals, and other professional societies.

bus.utk.edu/mlt/meet_the_dept/bio/bell.html

set me on an academic path that I did not fully understand at the time.

Military Graduate School and Research

During the first seven years of my career, I accumulated additional business school credits at five universities around the country but was never in one place long enough to finish a graduate degree. This changed in 1997, when the Air Force assigned me to the Air Force Institute of Technology (AFIT) to earn a master's degree in Logistics Management. With a mix of both civilian and military faculty, AFIT provided the right venue to improve my operational skills and satisfy my academic interests. My coursework afforded a natural outlet to explore the operational problems that plagued me earlier in my career, in particular the complex problem of strategically re-positioning inventory. Linear Programming, a common tool for me now, was a revelation the first time I used it in solving real AF problems. I began to understand the mathematical complexity of the routing and location problems at the core of my interests. My research at AFIT focused on smaller problems related to aircraft maintenance and repair-part supply for older aircraft. Parts' obsolescence and diminishing manufacturing sources were a central part of my thesis research. With help from Air Force experts in Georgia, I built a model for my thesis to identify and eliminate future obsolete components in aircraft radar systems by providing replacement solutions for the parts that provided the maximum availability for the least amount of money. This solution method was transferred to other aircraft systems and helped to prevent aircraft downtime and to help analyze

when a system should be replaced due to increasing repair cost. When I graduated in 1998, I had improved my problem-solving skills but had only begun to explore the larger network problems. I still believed there had to be a better way.

My next assignment was the Air Force Logistics Management Agency (AFLMA). This organization's mission was to analyze logistics for the Pentagon and other major Air Force Commands. Still a captain, I had access to comprehensive sets of data on global logistics networks and inventory. In addition, I managed and conducted research projects and presented the findings to Air Force general officers. One of my research projects was to track down the underlying causes for decreasing availability rates in the Air Force's F-16 aircraft. This led to a comprehensive study of several hundred aircrafts' maintenance records. Using the mixed-integer capabilities of Excel Solver and a Visual Basic Macro, we were able to create a decision-support tool to sort and identify the leading components needing repair in the aircraft system. In early 2000, we presented a formal report and the model to the Pentagon. At AFLMA, I also studied munitions- and explosive-maintenance operations around the Air Force. For months I interviewed senior officers and collected data on best practices before I helped write the Air Forces' senior officer guide for explosive operations. Finally, I worked with RAND colleagues on a complex allocation and location research. We worked on developing a large-scale mixed-integer-programming model, which not only identified the location of potential storage warehouses but also developed a multimodal transportation network to deliver combat-support material to various potential hot spots. The results included identification of new sites in Central Europe and Asia, as well as proving the notion that, under certain conditions, sea transportation can be faster than air transportation. This type of research left me more eager to develop a new tool to improve the Air Force's munitions-inventory network.

Although AFLMA introduced me to long-term research and the challenge of managing one-to-two-year-long projects, I felt that I needed additional training to truly delve deeply into solving the com-

plex logistics, inventory, and transportation problems the Air Force faces every day. In addition, many times the military research sponsors decided what the studies' results should be before any research began. This created frustration because I wanted to ask questions and explore the answers in an unbiased manner. I believed getting another graduate degree might allow me this freedom. Therefore, upon the advice of several colleagues who had their doctoral degrees, I started to consider a Ph.D. This interest became a reality in April 2000, when the Air Force unexpectedly offered me an opportunity to go back to school for my doctorate.

Military Academic Career

Several senior military officers warned me against pursuing my Ph.D. At the time, the Air Force had very few munitions officers. If I stayed in the operational Air Force, I would probably have more command and promotion opportunities. Despite these risks, I couldn't turn down the opportunity to improve my problem-solving skills and pursue a more research-oriented career. In addition, with the degree, I could return to AFIT and influence young officers, and I knew my future students could improve the military systems' efficiency even more. The possibilities outweighed the risks, so in 2000 I decided to pursue my doctoral degree.

The largest problem I initially encountered was finding a school to attend. This is an additional constraint for military personnel, since there is a three-year Ph.D. program mandate that few schools can support. Fortunately, Auburn University is one of the exceptions, and under Professor Pat McMullen, I was able to finish my dissertation within the allotted time. While at Auburn, conversation revealed that Dr. McMullen's expertise included metaheuristic tools that could be applied to the problems and data that I brought from the Air Force. The metaheuristic methods I studied included simulated annealing, Tabu search, genetic algorithms, and ant-colony optimization. These were an excellent fit for large and complex Air Force logistics problems that interested me. In my dissertation I coded a simulated annealing program that simultaneously selected Air

Force munitions storage locations around the globe and determined stocking levels needed to respond to a variety of potential future conflicts. This problem proved quite difficult, since the problem was multi-objective in nature, and the best solutions had to both minimize total costs and maximize customer service, as measured by a coverage distance. The final product consisted of an efficient frontier of solutions to meet these two objectives, and it also identified a robust sub-set of locations that would be in the solution set regardless of the mix of future demand scenarios.

Auburn prepared me well for an academic career. I was very excited about being a professor. However, while the Auburn degree gave me expectations about academic life, AFIT is not a "civilian" university. Within a year of arriving at AFIT, I was deployed to Qatar in support of Operation Iraqi Freedom as a newly promoted major. In Qatar, I managed the supply and aircraft maintenance support for airbases located from Afghanistan to East Africa. This experience helped expand my research focus from its original Air Force orientation to the theory behind network problems. This included several experimental efforts to improve algorithms and apply them to the vehicle routing problem. The first paper from this research included the creation of a multiple colony ant colony optimization approach for the classic vehicle routing problem. This paper was published in late 2004 in *Advanced Engineering Informatics* and, despite not having anything to do with the Air Force, has been my most cited publication. Additionally, I actually completed the second such study during my off-duty hours while deployed in Qatar. The paper entitled "Ant Colony Optimization (ACO) for Logistics-Oriented Vehicle Routing Problems" included a look at using ACO for problems with different spatial patterns common in delivery logistics. This paper was submitted to the Vancouver WDSI conference. It was accepted, and I was able to safely arrive back in the U.S. and present the research at WDSI '05. Writing and submitting this paper from overseas taught me that good research cannot wait. Sometimes that means going to extremes to finish a research project, even if it is at midnight in a combat zone.

Transitioning to Civilian Academia

One of the mysteries of the U.S. military is why some officers are sent to earn doctoral degrees and then these officers are not left in academic positions. I, along with many fellow military academics, have experienced this. After three years as a faculty member at AFIT, following my deployment in Qatar, I was reassigned to an operational unit at Warner Robins Air Logistics Center in Georgia. This made continuing my academic career a challenge since I could not retire from the military for another four years. Fortunately, I secured an adjunct position with Georgia College & State University, teaching one or two nights each week in their MBA programs. During the day, I managed aircraft electronics equipment sales to more than 30 foreign countries. With a full-time job, teaching commitments, and a family, I had little time for doing research. But my interest in research and an academic career kept me working. Commitments to co-authors motivated me to work on several manuscripts generated by Air Force research. One of these research papers was particularly important to Air Force security. It focused on the selection of locations around the country to position fighter aircraft in case they were needed to respond to another 9-11-type incident. It included the use of an optimization model, and solutions were generated using the professional version of the Frontline Solver. Although the city names had to be masked in the final report to keep it from being classified, the study was published in *Omega* and impacted decisions being made by the Base Realignment and Closure (BRAC) Commission, who was considering closure of some of the locations needed in our optimal solution. Publication of these and other works kept my academic career going; by the time I had served 20 years in the military, I had publications on my vita and eight years of teaching experience.

In 2009, I began to apply for assistant professor positions outside the military. I quickly realized that, although this would be my first "real" academic job, I was not a traditional assistant professor in the job market. Although to many, it looked like I had been lost in the Air Force since 2003, I convincingly argued that, with publi-

cations and teaching experience, I had maintained an academic career. Added to this was my presence at conferences. I had managed to attend either the Decision Science Institute conference, Western Decision Science Institute conference, or the Council of Supply Chain Management Professionals (CSCMP) conference each year. These conferences also helped maintain my networks, keeping me up with current research and meeting colleagues with whom I would one day work. In particular, the Western region of DSI helped me with research and welcomed me as part of the organization. That relationship and a similar one with CSCMP really helped me believe an academic career was still possible despite four years away from academia.

Overall, my application and interview process at civilian universities was very rewarding. I had been worried about being away from a university setting for several years, but my Air Force experience strengthened my application and differentiated me. In December 2009, I accepted a position with the Department of Marketing and Supply Chain Management at the University of Tennessee. My new university was interested in my ability to teach at multiple academic levels. In addition, I had at least two separate research streams already in progress with publications and current global operational experience. But what most helped me transition from the military to academia was the ability to work on a team and put the team first. In the Air Force, we always considered "service-before-self." The team-oriented culture at Tennessee made this approach a natural fit. Today I find myself working in a new team with new academic friends who are committed to a much different, but equally exciting mission.

Looking Forward to the Future

Although I have left my original military context behind, I am still impacted by my past experiences. Occasionally, I still do Air Force research and have worked recently with colleagues at AFIT to complete two inventory-consolidation studies. Additionally, my research interests in vehicle-routing problems (VRP) continue,

and I am working with colleagues from other universities on two studies related to improving algorithms for the split VRP and the classic VRP with violations of the triangle inequality. However, my interest in solving problems has also led me to a whole new group of research problems. In particular, my focus has transitioned to supply-chain risks and how they impact physical supply-chain network designs. I have recently completed two papers, one for the *Journal of Business Logistics* and one for *Supply Chain Management Review* on the impact of natural resource scarcity in supply-chain networks. I believe this will be an interesting area for my future modeling research, and it should have several applications using metaheuristics models and simulations.

I grew up in a military world where lead-time variability was measured in weeks or even months, not days; where a stock-out cost might mean the loss of someone's life and where adversaries were constantly trying to disrupt our supply chains. In that world, the strategic placement of inventory buffers today might mean the ability to operate tomorrow. Some might say the military is a "just-in-case" world; investments are made in excess capacity, contingency plans, and a massive reliance on environmental scanning and intelligence gathering. However, much of what I encountered in the military applies to risk management and operations management in the business world today. We are in an increasingly complex world. Managing networks, selecting operating locations, and determining routing strategies are just as important to my "civilian" students and the networks they manage.

Retiring from the military and joining the academic community has been a rewarding transition for me. I am proud to be a Tennessee Volunteer and a member of the DSI academic community. Many others are in the military "Ph.D. pipeline" both ahead of me and behind me at institutions such as Ohio State University, Auburn University, North Texas, Michigan State, and Georgia Southern. Who knows, you might find that your next assistant professor or next co-author had a similar experience transitioning from the combat zone to the classroom. ■

Why Research Should Be an Indispensable Part of a Teaching Intensive University

by Ömer S. Benli, California State University, Long Beach

Is research really necessary to effective teaching in higher education? Can one be a good teacher if one doesn't do research? Although the answers to these questions may be patently obvious to some readers, they are puzzling to many faculty members in teaching-focused universities. As with any complex questions, there are no easy answers. In this article, I pose a number of questions such as the ones above; if the answer is that research is indispensable, then what should be the nature of that research in so-called "non-research" universities? In conclusion, I present some of my observations on the current environment in master's universities.

Carnegie Commission on Higher Education classifies institutions of higher education into the following categories:¹

- Associate's Colleges
- Doctorate-granting Universities
- Master's Colleges and Universities
- Baccalaureate Colleges
- Special-focus Institutions
- Tribal Colleges

This article focuses on colleges/universities that state teaching as their primary goal. Typically, "Master's Colleges and Universities" are considered teaching-intensive universities. Although the Carnegie Commission's categories are intended for U.S. institutions, in essence they apply to institutions worldwide. The number of higher-education institutions is growing globally at an astronomical rate, primarily because "the number of students around the globe enrolled in higher education is forecast to more than double to 262 million by 2025."²

The role of research in university education is already a universal issue from China to Vietnam to India to Turkey to Brazil.

We are concerned with applied research in teaching-intensive universities in contrast to basic, fundamental, or pure research. We should also differentiate this type of research from consulting and service activities, though both are necessary undertakings by a faculty member teaching in professional fields such as engineering and business. Although the following examples are from decision sciences, the general points are applicable to a broader range of disciplines.

Is Research Really Necessary to Effective Teaching in Higher Education?

It is frequently said that research is essential to keep oneself current in one's field. Moreover, in academic fields, currency cannot be truly gained simply by attending continuing education courses; to be actively engaged in one's field, one must do research in that field. For example, my university is committed to being an outstanding teaching-intensive, research-driven university. Many of our colleagues in master's colleges and universities, though, do not take this statement at face value and maintain that this is not axiomatically correct; therefore, this issue needs some deliberation.

What differentiates higher education from vocational education and training is the critical thinking requirement in university programs. There are many definitions of critical thinking, but one of the best is by Glaser:³

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"The ability to think critically . . . involves three things: (1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experiences, (2) knowledge of the methods of logical inquiry and reasoning, and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. It also generally requires ability to recognize problems, to find workable means for meeting those problems, to gather and marshal pertinent information, to recognize unstated assumptions and values, to comprehend and use language with accuracy, clarity, and discrimination, to interpret data, to appraise evidence and evaluate arguments, to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities in everyday life."

Critical thinking cannot be taught by itself simply as a college course; it should be taught not in a vacuum but in the context of a discipline. Better still, it should be taught across the curriculum. Admittedly, not every college course should involve critical thinking. All business students need to learn the use of MS Office, for example. The student does not, however, need to be concerned with why a Microsoft engineer placed the "paste" button where it is placed; all the student needs to know is that it is there.

On the other hand, statistics is taught to a student in decision sciences not as set of procedures to be applied to a given textbook problem but how business decisions are made using probabilistic and statistical tools. This course cannot be taught the same way it was 10 years ago; the business environment has changed and will continue to evolve. A faculty member should systematically investigate and critically study (that is, *research*) the current business environment and issues in order to effectively

teach students how to use the tools to solve relevant business problems. The same is true in every university-level professional program such as teaching, engineering design, medical diagnosis, and jurisprudence.

Referring to Glaser's definition, critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends. Critical thinking also requires ability to recognize the existence (or non-existence) of logical relationships between propositions, to draw warranted conclusions and generalizations, to put to test the conclusions and generalizations at which one arrives, to reconstruct one's patterns of beliefs on the basis of wider experience, and to render accurate judgments about specific things and qualities. This reads like a perfect definition of research activity. It is inconceivable to teach critical thinking without reference to research; thus, teaching should be research-driven.

In doctorate-granting universities, this issue does not arise naturally. In teaching-intensive universities, however, there is a misconception that time spent in teaching replaces the time spent in research. In these financially difficult times, when budgets are being reduced each year in teaching-intensive state universities and as teaching loads increase, faculty are left with even less time and resources for research. It would be truly unfortunate if more and more faculty members in those affected institutions start to believe that effective teaching can be achieved without research because this way of thinking will result in turning those universities into vocational schools.

What Should be the Nature of This Research Activity?

I stated earlier that, to be able to actively engage in one's field, one has to do research in that field, as well as performing service and consulting.

Consider, for instance, the following service project,⁴ partially supported by an NSF grant, to teach decision skills to troubled teens. Clearly, an undertaking like this one is an extremely valuable

service to society; it might not have direct relevance to university teaching in decision sciences, but, of course, is quite relevant in a college of education that educates secondary education teachers. Holmström, Ketokivi, and Hameri invite academics to think differently about the questions of "managerial relevance" and the idea of "translating academic research to managerial language" in their paper⁵ and quote the organization theorist James March:⁶

"If a manager asks an academic consultant what to do and that consultant answers, then the consultant should be fired. No academic has the experience to know the context of a managerial problem well enough to give specific advice about a specific situation. What an academic consultant can do is say some things that, in combination with the manager's knowledge of the context, may lead to a better solution."

Although a consulting practice can expose the faculty member to current problems in his/her area of expertise, without accompanying research, its contribution to teaching will be limited. The primary mission of professional programs in universities is to educate engineers, managers, and so on, and not to educate consultants.

A good example of an initiative to guide research with high relevance to teaching is the study done by Zhao, Flynn, and Roth⁷ that focuses on decision sciences research in China. This study provides an overview of current research and proposes a foundation for future China-based research. They examine recent economic reforms and their impact on the development of research questions in the decision sciences, as well as discuss characteristics of the diverse regions in China and their potential as sites for various types of research. They provide an overview of recent China-based research on decision science issues relating to national culture, supply chain management, quality management, production planning and control, operations strategy, and new product development and discuss some of the unique methodological challenges inherent in China-based research. This

approach is not only relevant to emerging economies and developing countries, but also to regional problems faced in developed countries.

Another perspective on the relevance of research is tying one's research area to one's teaching. Some of our colleagues do this very successfully. In addition to enhancing productivity, this will also enhance the teaching quality. If one knows and comprehends $\alpha\%$ of a topic, only $(\alpha - \beta)\%$, for a constant $\beta > 0$, of it can be conveyed to the student. Since β is constant, the only way to improve on this is to increase α . Doing research on stochastic inventory models contributes to better educating students on the true significance of EOQ models.

The Current Environment in Teaching-intensive Universities

In the recent "Faculty Worklife Survey" conducted on my campus in Spring 2011,⁸ the average percentage of time reportedly spent on research and scholarly activity was 17 percent. Although the faculty members were most satisfied with the opportunities to make a difference in students' lives and the intellectual stimulation of their work, lack of time to work on research and scholarly activity and lack of financial support were the areas that faculty reported the most frustration. Based on occasional discussions with my colleagues, the situation is not much different in other master's universities.

Faculty members are lacking two essential ingredients: time and resources. Lack of time is mainly due to heavier teaching loads as compared to doctorate-granting universities. Especially during these dire budgetary times, no panacea seems to be in sight. The only way out of this is to utilize teaching more effectively with one's research activities. Some among us are quite capable of doing this. We should be looking into how we can learn from these colleagues.

Perceived lack of research resources, though, is something that can be more easily managed. Most of the faculty members in master's universities completed their graduate studies in doctor-

ate-granting universities and completed their earlier major research in these institutions. The yearning for a group of researchers working in similar areas that result in cross-fertilization of ideas is very natural. There are some among us in master's universities who have found ways to achieve very productive research agendas. Again, we should look into how they are doing this and what we can learn from them.

Conclusions

What differentiates universities from vocational schools is the critical-thinking component in the subjects taught in universities. Critical thinking cannot be taught in a vacuum; it must be in the context of the discipline studied at the university. A faculty member must be actively engaged in research in the area to effectively teach the critical thinking component of the subject matter. In other words, teaching in a university must be "research-driven."

To be able to do relevant research of consequence in a teaching-intensive university, time and resources are needed even in these financially difficult times. We must find resources for doing research; otherwise, the unavoidable consequence will be the misconception that research is not needed for effective teaching in teaching-intensive universities.

Endnotes

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Book Review: *Moneyball*

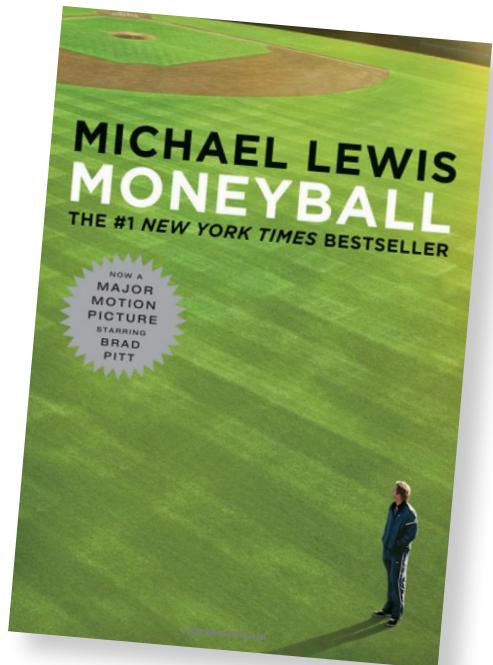
by E. James Flynn, Indiana University

Reintroducing *Moneyball*: How Organizations Use Logic, Systems and Processes to Make Decisions

The start of the baseball season, as well as the commercial and critical success of last fall's movie *Moneyball*, based on Michael Lewis' book *Moneyball: The Art of Winning an Unfair Game*, makes this a good time to (re)introduce this book. Lewis chronicles how Billy Beane, the general manager of the Oakland Athletics (A's), a major league baseball team, rebuilds his division-winning but cash-strapped team after the loss of three high-profile free agents. This book is not just a baseball book, it's for anyone who is interested in the logic, systems, and processes that organizations use to make decisions. It chronicles how Beane reassessed through rigorous analysis what many would now call "business analytics," the traditional norms and statistics used to build and manage baseball teams, and finds them wanting. His willingness to question conventional wisdom was the first step in developing and implementing a new set of metrics to use in selecting acquiring and using baseball players. This review will highlight a few of the book's key elements and offer insights on how we address our research, structure our curriculum, and teach our classes.



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Moneyball: The Art of Winning an Unfair Game
Michael Lewis, New York: W. W. Norton, 2003

per win. Clearly the A's were the more efficient team. Following this outstanding season, the A's lost three extremely productive players when their contracts expired and the team could not match the offers the players got on the free-agent market. (The three players signed contracts that collectively paid them \$33 million dollars in 2002, which was \$5 million less than the A's 2002 payroll for the entire team.) For the 2002 season, the Yankee player payroll was \$90 million higher than the A's. The expectation, based on conventional baseball wisdom, was that the A's would be a much worse team in 2002 because they couldn't afford to replace these three players. If the market for players was reasonably efficient, the A's would not be as good in 2002 as they were in 2001.

How the A's replaced these players is a key element of the story. The methods used to do this were revolutionary to baseball. The A's had begun using different metrics to evaluate the contribution of a player to a team's success a few years earlier when Beane became general manager. The inspiration for using different statistics was based on the work of several 'sabermetricians,' baseball fans and officials who began in the late 1970s to rigorously analyze the mountain of statistics baseball collected. The questioning of conventional baseball decision criteria by Beane is interesting because of his story. He was viewed in high school as one of the top prospects in the country. He was what baseball scouts called a "five-tool player" based on their observations of his main attributes: hitting for average, hitting for power, base-running skills and speed, throwing ability, and fielding abilities. The use of scouts to identify baseball

prospects was the basis of how players were identified. Beane turned out to be a mediocre player who never achieved the stardom the scouts saw in him. The extent to which Beane became his own inspiration to reassess how to identify and value a baseball player is not fully developed in the book. Instead the book shows how Beane had built the A's into the powerful team they were in 2001 and then how he rebuilt the team for the 2002 season.

The book shows how importing analytical talent, notably Paul Podesta, a Harvard graduate with a degree in economics, created a new and more efficient way to build a powerful (successful) team which eventually became a new baseball paradigm. One of the key insights from this new analysis was that most of the traditional statistics used in baseball did not predict how many games a team would win. As a result, the A's began to focus on replacing the

wins a player accounted for rather than explicitly replacing the player himself. Rather than pursue high-cost free agents, the type of players the A's lost, they found undervalued players who could replace the wins those players created. The A's success from 1999-2001 showed them that they had found the market for baseball players was very inefficient and that they had discovered a way to exploit the inefficiencies.

While other teams relied on traditional metrics which valued players on the wrong metrics, by using the new metrics, the A's were able to achieve success by using their knowledge base of how to identify, evaluate, and exploit the market's inefficiencies. The A's were the only team that really understood this.

A comparison between some of the old metrics and axioms of baseball and the ones derived from the types of analysis conducted by the A's is shown in Table 1 below.

Pre-Guidelines	New Guidelines	Strategic Implications
1. Pitching	Is 75% of the game Speed/velocity is the critical attribute	Strikes, especially strikeouts, count Luck, "randomness" has more impact on pitchers than thought Middle relievers are the worst pitchers on the staff Number of pitches thrown is overlooked It is more efficient to create a closer than buy one
2. Defense	Wins games Can't be overrated	Players with highest on-base percentage are usually the ones who should play
3. Hitting	Batting average count: Hits take preference over walks Sacrifices and bunts are good	On-base percentage counts. A walk is as a hit because it gets the batter on base An out is an out—there are only 27 of them in a game. They must be preserved.

Table 1. Baseball guidelines pre- and post-application of business analytics.

Insights

Research

I was struck with the thought that we often conduct our research without thoroughly reviewing and analyzing the assumptions our theories, models, and concepts are based upon. No matter what field we are in, there could be surprisingly powerful contributions that could be made if we occasionally took a contrarian approach to our work. This is most often seen when interdisciplinary research teams address a topic or issue of common interest. Given that the A's were able to develop new insights from outside its "self-populating institution" (2003, p. 241), do we adequately incorporate the contributions to our research we can get from working with others whose primary discipline is outside of our own? In addition, it encourages us to review the dominant metrics used in our fields. Just as the traditional metrics used in baseball had to be comprehensively analyzed, have the metrics in our fields

been rigorously analyzed to see how they impact different types of organizational performance?

Curriculum

The curriculum at most business schools is based on models developed in the late 1950s and early 1960s. While we recognize the contributions of advanced technology and systems, globalization, shorter product life cycles, discontinuous change, and leaner operations systems, among other characteristics, how comprehensively have we used these developments to think of what an appropriate curriculum would be if we designed it without any consideration of what has driven business school curriculum for over a half century?

Teaching

While *Moneyball* may not have an inherent appeal to many students, it is a book one could use in an orientation program or "Introduction to Busi-

ness" course. While business analytics is the major topic of the book, other areas of business are also covered. For example, finance topics receive attention when contract values and options are discussed. Human resources are tangentially discussed in how the A's attempted to draft the best players and develop them internally rather than going out and hiring high-profile free agents. Organizational behavior and leadership are included in how Billy Beane interacts with his staff and manager. Finally, strategic advantage is covered as well, and the hiring of Theo Epstein to be the general manager of the Boston Red Sox after the 2002 season resulted in the dissemination of the perspective and knowledge developed by the A's. Because the raw data was not proprietary, as soon as others began to copy the analytical methods used by the A's, they lost their competitive advantage in the market to acquire players who can contribute to a team's wins in the most efficient way. ■

FROM THE REGIONS

Sixth Annual Indian Subcontinent DSI Conference

In today's global environment and intense competition it is evident that the businesses and non-business organizations around the world must conduct their operations with utmost efficiency to achieve performance excellence in order to survive, let alone thrive. Hence, decision making, in all functional areas and at all levels of management, play a crucial role in achieving the desired excellence by making the best use of the available resources. There is a need for the decision makers to appreciate the various technical, cultural, behavioral, social, and environmental interdependences they have to deal with while making decisions and adapt and utilize various decision sciences tools and techniques for efficient and effective decisions.

In this context, the 6th ISDSI International Conference on "Decision Sciences for Performance Excellence" offers a platform to promote interdisciplinary research at a global level.

The Indian Subcontinent Region Decision Sciences Institute (ISDSI) and IBS Hyderabad are organizing the 6th annual conference of ISDSI at Hyderabad, India from December 27-29 2012. We invite all academicians, practitioners from business and industry, and research scholars to this international conference to share, discuss and deliberate on a variety of research agendas, ideas, and findings in all disciplines relevant to decision making, decision processes, and their impact on performance excellence.

Selected papers will be published as refereed conference proceedings. Further, authors of these papers will be encouraged to submit their papers to the *Decision Sciences Journal*, *The Journal of Accounting Ethics & Public Policy*, *International Journal of Emerging Markets*, and other suitable international journals.

The extended deadline for submission of papers is September 30, 2012. Submission details can be found at cba.uah.edu/guptaj/ISDSI2012.pdf.

For more information on the conference in Hyderabad, India, please visit the conference website:

www.ibshyderabad.org/conference/ISDSI-IBS



by Yang Sun, California State University, Sacramento

In memory of Dr. Russell K. H. Ching



It is with heavy hearts that we share with you the news that Russell Ching, longtime DSI member and the associate dean for the undergraduate program in the College of Business Administration (CBA) at California State University, Sacramento (a.k.a. Sacramento State), passed away on May 25, 2012. Russell was a beloved mentor, friend, and professor to many CBA students over the years and a source of support and inspiration for his faculty colleagues and the CBA staff. He was a gifted scholar and a warm and generous man who cared deeply about his students, his colleagues, his friends and family, and the world around him. It was an honor and pleasure to be among his colleagues and friends.

"This tragic loss has left many of us in complete shock and grief," said CBA Dean Sanjay Varshney. "Russell was a gentle, kind, and very giving individual that we all dearly loved as a colleague and friend. He will be

deeply missed."

He was highly respected and regarded by his colleagues, staff, and students, and known for his commitment and kindness. He joined the CBA at Sacramento State as a faculty member in 1994, served as the chair of the MIS department from 2002 to 2005 and as the associate dean for the undergraduate program since 2006.

"Russell had worked tirelessly to make improvements to the CBA undergraduate program," said CBA Senior Associate Dean Suzanne

Ogilby. He cared a great deal about the quality of our program and the students' part of our program, about the daily lives of the faculty that delivered the program, and about the contribution that the CBA staff made to the educational experience of our students. I cannot say enough about his dedication and work ethic towards the success of CBA progress and improvement."

Under Russell's leadership, a new component of Sacramento State's CBA, the Business Honors Program, will become part of the college's curriculum in Fall 2012. This upperclass undergraduate program is designed for high-achieving and highly motivated students who aspire to lead an organization from an executive level. It was the brainchild of Russell and his fellow colleagues.

Russell was an internationally known scholar in the areas of information technology and information systems. He authored numerous scholarly articles, taught a wide range

of courses, and served as a master's thesis advisor for many students at Sacramento State. His research publications appeared in many SSCI journals, including *Journal of the Operational Research Society*, *Journal of Computer Information Systems*, *Information Systems Management*, *Service Industries Journal*, *Total Quality Management and Business Excellence*, and *Journal of Global Information Management*, and conference proceedings for the Decision Sciences Institute, Association for Information Systems, Asia-Pacific Decision Sciences Institute, and International Consortium for Electronic Business. He received his Master of Science in Business Administration, Management Information Systems, from Sacramento State and his Ph.D. with a concentration in Computer Information Systems and Quantitative Analysis from the Sam M. Walton College of Business, University of Arkansas, Fayetteville.

Russell was very enthusiastic in serving the academic community, too. He served as the treasurer and later as the president for the Asia Pacific Regional Subdivision of the Decision Sciences Institute, and was recently elected the Asia Pacific DSI regionally elected vice president. He also served as the president for the International Consortium for Electronic Business and was on the executive board of the Association for Information and Management Sciences. He chaired the organizing committee for the 2008 International Conference on Electronic Business in Hawaii, and was the local arrangements chair for the 2009 Americas Conference for Information Systems in San Francisco.

He is survived by his wife, Lisa; two sons, Christopher and Samuel; and a daughter, Elizabeth. ■

by Krishna Dhir, Berry College

Remembering John C. Rogers



John Calvin Rogers, III

John Calvin Rogers, III, 67, of Morro Bay, California, passed away suddenly after a brief illness on February 13, 2012. I had expected to see him again. My last conversation with him was late in January. We had discussed his experiences in Hungary and my own impending trip to those haunts. He told me of his plans to travel through the summer, arriving in Budapest in May. I, too, was planning to be in Budapest the same time. We talked of getting together—him, his wife, Marti, my wife, Sheila, and me—at Budapest's famed Vörösmarty Ter in May 2012.

I met John over three decades ago, while transitioning from the corporate sector to the academe. To assimilate into the academic culture, I turned to the Decision Sciences Institute. I met John when I attended a Western Regional meeting for the very first time. John was a consummate ambassador of the Decision Sciences Institute and of the Western Regional Subdivision (WDSI) in particular. A number of members attribute the quality of their association with the Institute to John's role in the organization and his encouragement. Michael Gallagher, former provost of erstwhile Mesa State College, now known as the Colorado Mesa University, states, "John and I first worked together in the 1970s at the University of Arkansas, and then again in Colorado until 2003. He encouraged my involvement in WDSI and to take a larger role both regionally and nationally, which was very rewarding. I considered him one of my very best friends."

Shannon Taylor also met John Rogers in the mid-1980s. Both were professors in the College of Business at Montana State University. Shannon says, "At that time we also became active participants in the Western Decision Sciences Institute. I was president of WDSI in 1988, and John was president in 1990. I observed John's leadership skills during those years. He and I served the Decision Sciences Institute at both the national and Western regional

levels. He ranks as one of the most politically savvy administrators with whom I have worked."

In whatever John did, his involvement was total. To his friends, he was fiercely loyal. He created opportunities for those who were close to him. In his association, we all thrived. His friends became my friends, in the most profound sense of the word. Terrell Williams, who served as president of WDSI during 1992-93, met John at Utah State University. Terry states, "John Rogers was a friend of mine. But John was more than that. He was an inspiration. He was a person of complete integrity and deep loyalty. I went to Utah State University in 1968 right out of my Ph.D. program. John joined a short time after. We immediately hit it off, and John took me under his wing. He was already an accomplished researcher and publisher, and I was a raw neophyte. He taught me and prodded me along to become professionally credible before he left Utah State University to go to Montana State University. He got me deeply involved in WDSI, and he was largely responsible for my becoming its president. His work as program chair and president was an example to me. He helped me get to know people in DSI that I might never have met without his connections. He was an influence, a friend, and a mentor to many."

As provost, Michael Gallagher recruited John in an administrative role to lead the business administration program at Mesa State College. Gallagher writes, "He was always a professional no matter which side of the desk he sat on and was always 'up' with his humor and truly unique take on the world." His personal message to John reads: "I'm going to miss you big guy, especially all those late night phone calls over the years just to chat about work or life in general. I'm so glad I knew you and was one of your many colleagues, but most of all, your friend. I already miss you but

have lots of fond memories and know that you're in a better place."

On John's years at Utah State University, Michael Parent writes, "When John joined our faculty at Utah State University he brought with him considerable energy. John really enjoyed his profession and shared his passion with others openly and without any expectation. He was the kind of colleague with whom one remained friends even after several career moves and many years had elapsed between visits. John really wanted his colleagues to experience the same rewards he did from teaching, research and service." Shannon Taylor strikes a similar note, "John was always a source of very solid professional analysis. He gave me many options to think about when it came to my career choices. He was a friend and valued colleague. I was fortunate to watch him at work and play."

Terry Williams, too, attests to John's steadfast loyalty to his friends, "After he left Utah State, we kept in close touch professionally and personally, continuing to research and publish together. More moves took John to Cal Poly San Luis Obispo and me to Cal State and on to Western Washington University. We finished our careers at those schools, and through it all we kept in close touch. We saw our families and our careers grow over time. John gave my wife and me the honor of acting as contingent guardians of their children. John was always instrumental in getting me to do things and to go places. Trips that we made together to Hungary, France, and Scotland would have never happened without his motivation. The trip we took with our wives with John at the wheel driving on the "wrong" side of the road from London to Sterling, Scotland, in a tiny Ford Fiesta was an experience not to be missed. John's wife and mine became fast friends on that trip. John and I worked closely together on many research projects that I would not have pursued without his encouragement and expertise. I will sorely miss John, as will many others. I've shed more than a few tears over him, and I am grateful

for our association and friendship over 40 years. Yes, John Rogers was a friend of mine, and I'll never forget him. DSI, its members, and I are much better for our association with him."

John's world was much larger than his immediate surroundings and included far reaches of the world. He enjoyed experiencing a variety of cultures, traveling to remote parts of the globe, and seeing the world as a way of learning. "I will see you in Budapest," he had told me as we signed off on our last conversation. He had a special love for Hungary. When I was getting ready to visit the University of Pannonia in Veszprem, west of Budapest, for the first time, I turned to John for an orientation to Hungarian academic and social life. I knew of his deep knowledge of the Hungarian culture. His involvement with Hungary started when László Muraközy of Debrecen University visited him in San Luis Obispo. László notes, "I met John for the first time in San Luis Obispo at Cal Poly's Orfalea College of Business School in 1993. He was the dean of the school and I came from a faraway university located in the eastern part of Hungary. I was charged by my university to build a business school. We had no traditions in this field. That was the reason why I was in the U.S., to learn as much as possible about the best practice. John had a strategic view of making Cal Poly's business school more international. So, he was interested in the cooperation. That was the beginning. The following years, step by step, we developed closer and closer cooperation and some exchange programs, too. He visited Debrecen year after year, helped us to find the best way, and taught courses to our Hungarian students. He was our Fulbright professor for a year as well. Our colleagues visited San Luis Obispo and I had the opportunity to participate in some very interesting conferences of the Western Decision Science Institute. I learned a lot from John. He was an outstanding professor, but for me, his leadership ability and strategic thinking was even more impressive."

It was always a joy to be around John. He had a wonderful sense of humor and a zest for life. Shannon recalls, "John and I played in a weekly poker game during the school year. We had a group of four or five business professors who would convene each week in my backyard shop. John was an excellent poker player and frequently went home with the most money." And Michael Parent reminisces, "John visited me one summer in the mountains of Wyoming. Marti and kids had gone on a horseback ride, and there were a few chores to do, among them chopping wood. John was curious about the task and well equipped with strength and athletic ability having played lacrosse in college. He had never chopped wood before and offered to provide the refreshment later if I'd let him have a go. It's actually a chore I quite enjoy. There are no rules in chopping wood, save hit the log and not one's toes. And, chopping wood is thirsty work. So, I handed John the ax while enjoying a brief Mark Twain meets Robert Frost moment. It might have been his enthusiasm, perhaps too much, or maybe the 7,500 foot elevation. John soon knew what the old timers meant by the first heat from a winter's wood supply. He joined me on the porch: five cold ones still in their plastic loops and a traveler in hand. I was reminded then as now about Frost's admonition to match one's avocation and vocation as John surely did:

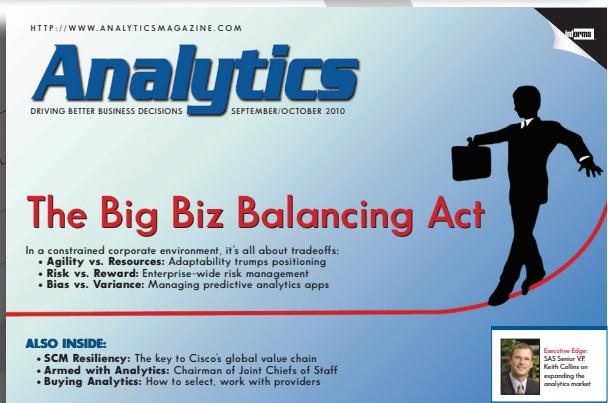
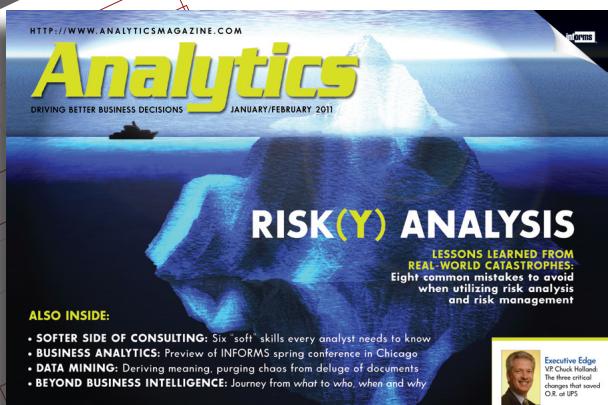
*Only where love and need are one,
And the work is play for mortal stakes,
Is the deed ever really done
For Heaven and the future's sakes.*

"And, I can imagine John grinning on the way to his next assignment, five cold ones in their plastic loops and a traveler in hand."

In May this year, I took a train from Veszprém to Budapest. I wondered what John would have wanted to do had he joined me there. I went to Vörösmarty Ter, lunched at the nearby Bangó Margit Konyhája, then settled with a cappuccino at Gerbeaud and missed John terribly. ■

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Analytics

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Analytics is published by INFORMS the Institute for Operations Research and the Management Sciences. INFORMS is the world's largest membership society dedicated to the analytics profession. The society publishes 12 scholarly journals and a membership magazine, organizes national and international conferences, bestows awards and prizes, and arranges for efficient communication and networking among analytics professionals.

Focused Issue on “Responsible Purchasing and Supply Practices”

Submission Deadline:
August 31, 2012

Focused Issue Co-Senior Editors:

Christopher Seow (Royal Docks Business School, University of East London and Cass Business School, City University, UK)

Joseph Sarkis (Clark University, USA)

Martin Lockström (China Europe International Business School, Shanghai, China).

Motivation

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

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

While the rhetoric around responsible purchasing and supply for sus-

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

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

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

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

Review Process and Deadlines

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

The anticipated deadlines for this focused issue are:

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

Focused Issue on “Management of Innovation Within and Across Borders”

Submission Deadline:
January 31, 2013

Focused Issue Co-Senior Editors:

Janice Carrillo (University of Florida, USA)

Cheryl Druhl (George Mason University, USA)

Juliana Hsuan (Copenhagen Business School, Denmark)

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

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

We seek papers that address contemporary topics and have the potential to create a new foundation for the management of innovation in the future. We are particularly interested in the processes

which underlie innovation. The papers may draw from one or more methodologies, including analytical, empirical, and conceptual approaches. Multi-disciplinary papers are encouraged, as long as they adhere to the editorial guidelines established for DSJ.

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

Innovation Within a Value Chain:

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

Innovation Across Functions:

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

Innovation Across Company and Geographic Borders:

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

Review Process and Deadlines

All submissions must be made electronically through Manuscript Central at mc.manuscriptcentral.com/dsj. Before

submitting, authors should carefully review the guidelines available at: decisionsciencesjournal.org/authors.asp. All authors submitting a manuscript should indicate that it is for the focused issue on “Management of Innovation Within and Across Borders.”

The anticipated deadlines for this focused issue are:

- **January 31, 2013**
Submission deadline for initial submissions
- **April 30, 2013**
First-round decision deadline on all submitted manuscripts
- **July 31, 2013**
Submission deadline for invited revisions
- **December 1, 2013**
Final decisions

decisionsciencesjournal.org/



ANNOUNCEMENTS

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

Institute Meetings

■ The 43rd Annual Meeting of the Institute will be held November 17-20, 2012, at the San Francisco Marriott Marquis in San Francisco, CA. For more information, contact Program Chair Thomas Choi at thomas.choi@asu.edu.
www.decisionsciences.org

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

■ The Asia-Pacific Region will hold its 2013 Annual Meeting in Bali on July 10-13. Contact Program Chair Norma Harrison for more information at:
norma.harrison@mgsm.edu.au.

■ The European Region will hold its 4th annual conference June 16-19, 2013, in Budapest, Hungary. The meeting will be preceded (June 14-15, 2013) by a Deans' Roundtable on Accreditation and a PhD Workshop on Professional Acculturation. For more details, contact either the conference secretariat (pannon@edsi2013.org or diamond@diamond-congress.hu) or the Conference Chair, Gyula Vastag (gvastag@gmail.com).

www.edsi2013.org

■ The 7th Annual Meeting of the Indian Subcontinent will be held in Hyderabad, India, December 27-29, 2012, at IBS. The submission deadline has been extended to September 30, 2012.

www.ibshyderabad.org/conference/ISDSI-IBS

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

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

jmuscate@kent.edu

■ The Northeast Region will hold its 2013 Annual Meeting April 5-7, 2013, at the New York Marriott at the Brooklyn Bridge in New York City. John Affisco, Hofstra University, is the program chair: john.f.affisco@hofstra.edu

■ The Southeast Region will hold its 2013 Annual Meeting February 19-24 at the DoubleTree in the historic district of Charleston, SC. Program Chair Kellie Keeling, University of Denver, can be reached at:

kellie.keeling@du.edu

■ The Southwest Region will hold its 2013 Annual Meeting on March 12-16 at the Albuquerque Convention Center in Albuquerque, NM. Program chair is June Wei, University of West Florida:

jwei@uwf.edu

■ The Western Region will hold its 2013 Annual Meeting on March 26-29, 2013, at the Long Beach Renaissance Hotel, Long Beach, CA. Program chair is Hamdi Bilici, California State University, Long Beach:

hamdi.bilici@csulb.edu

Call for Papers

Conferences

■ The 12th International Conference on Electronic Business (ICEB2012) will be held in Xi'an, China, the birthplace of Chinese civilization, on October 12-16, 2012. Submission deadline has passed. For more information:

orsc.edu.cn/iceb2012/

■ The 2012 APICS International Conference & Expo will be in Denver, CO, at the Colorado Convention Center on October 14-16, 2012. Gain insights into how operations management professionals are enhancing their global capabilities.

www.apicsconference.org

Publications

■ *Decision Sciences Journal* is publishing a focused issue on "Responsible Purchasing and Supply Practices." Initial submission deadline is **August 31, 2012**. See page 22 of this newsletter for more information.

■ *Decision Sciences Journal* is publishing a focused issue on "Management of Innovation Within and Across Borders." Submission deadline is **January 13, 2013**. See page 23 of this newsletter for more information.

■ *The European Journal of Operational Research* is planning a special issue on Eco-Efficient Based Green Supply Chain Management. Submission deadline is **August 31, 2012**. For more information: www.journals.elsevier.com/european-journal-of-operational-research/call-for-papers/special-issue-on-eco-efficient-based-green-supply-chain-management/

■ *The Journal of Business Logistics* will publish a special topic forum on strategic sourcing and performance. Submission window is **November 15 - December 31, 2012**. Email guest editors: cwc13@psu.edu, ketchda@auburn.edu, or tcrook@utk.edu.

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

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

More conferences and calls for papers

are listed on our website:

www.decisionsciences.org/conferences/default.asp



2012 Program Chair's Message

THOMAS Y. CHOI, Arizona State University

Globalization—Working Together and Celebrating Our Differences



Choi

We want to give you a heads-up for a new initiative we are trying out this year. That is the "Track Caucuses." This initiative is largely designed to provide some continuity from this year to next year. You will meet like-minded scholars there that share common research interests. Please keep your eyes open for this event. The track chairs of this year and next year have been asked to come and lead the caucus. We intend to provide food.

In addition, the 2012 DSi Annual Meeting will feature exciting plenary talks by leading professionals and academics. **Stuart Kauffman**, whose talk is "Beyond Entailing Laws: The Illusion in our Habit of Control and the Promise of a Habit of Enablement," is an American theoretical biologist and complex systems researcher concerning the origin of life on Earth. **Jeffrey K. Liker**'s talk is entitled "The Myth of Top Down Decision Making: Distributed Problem

Solving at Toyota." He is professor of industrial and operations engineering at the University of Michigan and is the author of *The Toyota Way*, an international best seller. **Jack Meredith** will speak on "OM Journal Research vis-à-vis Managerial Decisions: Where Are We?" He is a professor and distinguished scholar at Wake Forest University, and a former editor of *Journal of Operations Management*.

In addition, this year we will have Theme-Based Showcase Sessions from five different continents. The session on

The 43rd Annual Meeting of the Decision Sciences Institute will be held in San Francisco on November 17 - 20, 2012. For the latest updates, see: www.decisionsciences.org

Africa will highlight research challenges and opportunities in the African continent. Australia's session will present challenges and opportunities faced in Australia. North America's session is about the return of manufacturing previously sourced to other continents. Asia's session will address emerging trends and managerial challenges on that continent. And South America's session will address sustainable supply chains particularly in agro-industry, a cornerstone in many South American economies.

For more details, see the conference website at www.decisionsciences.org/Annualmeeting. ■

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2012 New Faculty Development Consortium

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

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

The consortium will be held on **Saturday, November 17, 2012**, as part of the DSi conference. The day-long agenda for the consortium will consist of interactive presentations and panel discussions led by business faculty at varying stages of their careers. The program will also provide opportunities for interaction and networking with experienced faculty as well as with co-participants in the Consortium.

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

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

To participate in the Consortium, please send an e-mail providing the information listed on the DSi annual meeting website under NFDC along with your current vita to the coordinator listed below. To be eligible for participation, your application must be received by the end of the day on **Monday, October 1, 2012**. Early applications will be appreciated. The first 50 qualified applicants will be selected for participation. Although each NFDC participant will be required to register for the DSi 2012 Annual Meeting, there will no additional fees for participating in this consortium. ■

Application for 2012 New Faculty Development Consortium

November 17, 2012 • San Francisco, California

Send in this form and a current copy of your vita to Janet Hartley (see below).

Application deadline: October 1, 2012.

Name: _____

Current institution and year of appointment: _____

Mailing address: _____

Year doctorate earned & Doctoral institution: _____

Phone | Fax | E-mail: _____

Research interests: _____

Teaching interests: _____

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

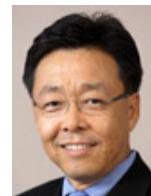
Have you attended a previous DSi Doctoral Student Consortium? yes no

If so, when? _____

New Faculty Development Consortium Coordinators:



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



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



2012 Doctoral Student Consortium

Building the foundation for a successful career

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

DSI's 30th annual Doctoral Student Consortium is an engaging, interactive professional experience designed to help participants successfully launch their academic careers. The Consortium will take place on Saturday, November 17, 2012, at the 2012 DSi Annual Meeting in San Francisco, California.

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 and supply chain 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, research strategies, teaching effectiveness, job search issues, placement services, 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." The consortium provides an opportunity for you to meet and get to know some of the leading

researchers and educators in the field.

2. **Skill development.** Excellent research and teaching require practical skills in addition to content knowledge. You will learn from veterans who will share their secrets to success.
 3. **Effective research strategies.** Advice and counsel from accomplished researchers in your field can help you develop an effective strategy for moving from your dissertation to a planned research program. The Consortium's Research Collaborative provides a forum for discussing your research ideas with leading researchers and peers who will provide you with valuable feedback and insights.
 4. **Learn about DSi.** Take advantage of this unique opportunity to "test-drive" DSi, learn about its people, its processes (such as placement services), and everything it has to offer you.
 5. **Fun!** Come socialize with your current and future colleagues in a city that offers an exciting blend of cultural attractions and landmarks and just happens to be one of the top travel destinations in the world.
- ### 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 2012. His sessions are simply not to be missed—even experienced faculty members sit in on these dynamic and inspiring sessions.
 - **Research Collaboration.** This open and interactive forum will feature guidance from tenured faculty mentors to help you develop a strategic research plan to advance your career and tenure goals. Working in small breakout groups and with the advice and guidance of the accomplished faculty mentors, you will identify your 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. You will also learn about how to constructively review 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.



- **The Changing Nature of Academia-Dean's Panel.** Deans play a significant role in setting the direction for their respective colleges and have the latitude to allocate financial and other resources to support research, teaching, and service. Deans, however, face significant challenges as state funding and associated university budgets are shrinking in the face of global economic pressures. How do these challenges affect incoming junior faculty? What are the deans looking for in new hires? Are the criteria for selection and faculty retention shifting? What does it take to make promotion and tenure? Is the ability to obtain funding for your research becoming increasingly important? What are the evaluation criteria, especially in light of demands by accreditation bodies? How do research, teaching, and service get rewarded?

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 2012- 2013, 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, supply chain management, MIS, management science, strategy, and so on), the title of your dissertation proposal or the title of a current research paper.
2. Interested students are encouraged to apply early if they wish to ensure themselves space in the Consortium. Materials should be emailed to Xenophon Koufteros or Shawnee K. Vickery, Doctoral Consortium Co-coordinators at XKoufteros@mays.tamu.edu or

vickery@msu.edu by October 1, 2012. Those who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after October 1 will receive consideration on a space-available basis.

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

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

Doctoral Consortium Coordinators:



Xenophon Koufteros
Associate Professor
Jenna & Calvin Professor in
Business Administration
Department of Information
& Operations Management
Mays Business School
320J Wehner Building
Texas A&M University
College Station, TX 77843-4217
xkoufteros@mays.tamu.edu
979-845-2254



Shawnee K. Vickery
Professor of Operations and
Supply Chain Management
Demmer Legacy Fellow
Department of Supply Chain
Management
N358 Business College Complex
The Eli Broad College of
Business
Michigan State University
East Lansing, MI 48824
vickery@msu.edu
517-432-6441

Theme-Based Showcase Session—Africa

by Adegoke Oke, Arizona State University



Adegoke Oke,
Coordinator

economies, Africa continues to enjoy robust growth. Yet, academics and practitioners in the West, especially in the U.S., know little about Africa, and have a lot of misconceptions about operating there. In line with the theme of the 2012 conference "Globalization: Working Together and Celebrating our Differences," this

DSI's theme-based session on Africa at the DSi 2012 meeting is an interactive panel-led discussion that will be focused on highlighting the research challenges and opportunities in the African continent. Despite the stagnant growth in Western

session will bring together academics and practitioners from different cultures and with diverse experience in operating and doing research in Africa.

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

1. What are the challenges and opportunities for decision sciences researchers in Africa?
2. Doing research in Africa
 - Learning by doing—what can we learn from the China experience in terms of doing research in an emerging market?
 - What are potential research issues and topics?
 - What are the opportunities and challenges?

- Data availability and access issues
- Potential partners/collaborations
- How to go about it

3. Africa—"the dark continent?" Or the next location for low-cost manufacturing/commodity manufacturing operations?

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

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

Theme-Based Showcase Session—Australia

by Danny Samson, University of Melbourne



Danny Samson,
Coordinator

and first-world living standards; it also has small domestic markets and low population density. While it once had the highest living standards in the world based on agriculture, Australia now earns its way based on its mining industry.

For decades Australia has struggled to remain viable as a manufacturing base, and the current trajectory is highly problematic. For example, its automotive sector is a third in size of what it was and is seem-

This session will present some of the economic and business/managerial challenges and opportunities, and research questions, faced by academics and organisations in Australia. Australia is a large island continent with only 23 million people

ingly below efficient scale. The difficulty of competing internationally from a "far-away" high-cost base with a small domestic market poses unique challenges embodied in the question "How can we compete?"

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

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

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

1. How can its enterprises use innovation to create higher levels of value

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

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

Theme-Based Showcase Session—North America

by David A. Johnston, York University, Toronto, Canada



David A. Johnston,
Coordinator

In this session focused on the theme "Reshoring and Third Generation Manufacturing in North America," we specifically examine the emerging phenomena of "reshoring" in U.S. manufacturing. That is the return of manufacturing previously located or sourced to other continents, primarily Asia. Is this part of a third generation of manufacturing driven by new technology and shifting global trends in labour and energy markets? Our discussion should consider:

1. What kinds of industries and products are most appropriate for reshoring?

2. How will this support the future mass customization of goods and services and increase customer responsiveness in North American markets?
3. Where do practices such as new product development, six sigma lean, automation, high involvement workplaces, supply management and sustainability fit into a reshoring strategy?
4. How do human resource issues factor into decisions to locate one or part of a business in North America? Are reshored jobs just a job or a good job?
5. What are the social, political, environmental and economic opportunities and barriers to reshoring?
6. Does reshoring and third generation technology matter differently for the Canadian and Mexican economies?

Structure of Session

Ideally, we would like a panel representing a broad spectrum of opinion. That is, three or four speakers who, after briefly summarizing their positions (10 to 15 minutes), could then engage with the audience and each other. This could include both academics and practitioners from well-known companies. We emphasize that this session is not a seminar to inform about past work but rather to stimulate thinking about future directions in academic research and firm strategy.

For more information on this session, contact David A. Johnston, York University, Toronto, Canada at johnston@rogers.com. ■

Theme-Based Showcase Session—Asia

by Xiande Zhao, Chinese University of Hong Kong and South China University of Technology, and Mohan Gopalakrishnan, Arizona State University



Xiande Zhao



Mohan Gopalakrishnan

We will invite several senior executives and academics managing industry-based research centers to discuss emerging trends and managerial challenges of supply chain management in Asia. They will share how companies in their countries are dealing with these challenges and the role supply chain management plays in improving competitiveness. The two session co-chairs

will bring in their perspectives on how academics can help to deal with these challenges through research, education and consulting.

Panelists include:

- **Edward Y. M. Zhu**, CEO of CHIC Group Global Co. Ltd. (chicgroup.cn), heads a company with nine divisions including food, agriculture, and medical devices, with a focus on integrating resources and capabilities in the supply chain.
- **Raymond Tan**, president of Luen Thai International Group, or **John Romagna**, executive vice president of Luenthai Holdings Corporation and responsible for strategy, systems and support.
- **Venkat Saddikuti**, director of the Center for Manufacturing Excellence, Indian Institute of Management, Indore, India (svenkat@iimindr.ac.in), focuses on the

topic of health care supply chain in India. He has 18 years of experience in industry and academia, including with the MIT-Singapore Alliance and as a Fulbright scholar at Arizona State University.

- **Devanath Tirupati**, EADS-SMI Chair Professor of Sourcing & Supply Management, and chairperson of the Centre for Supply Chain Management, Indian Institute of Management, Bangalore, India (devanath.tirupati@iimb.ernet.in) focuses on industry-academic collaboration and knowledge building in India. He received his PhD from the Sloan School of Management, MIT.

For more information, contact the co-chairs, **Xiande Zhao** (xiande@baf.msmail.cuhk.edu.hk) or **Mohan Gopalakrishnan** (mohan.gopalakrishnan@asu.edu). ■

Theme-Based Showcase Session— South America

by Edgar Blanco, Massachusetts Institute of Technology, and
Ely Paiva, Fundacao Getulio Vargas, Sao Paulo



Edgar Blanco



Ely Paiva

In this panel we will learn about sustainable supply chains in the region. Agroindustry is a corner stone of several economies in South America. The panelists will describe the operations, strategies and “perfomance” of global competitive supply chains in South America. The discussion will include the

panelists' perspectives on the long-term sustainability of these industries.

Initially, we will present the topic broadly. Afterwards, two invited speakers will briefly summarize their positions (15 minutes). The questions that we plan to discuss:

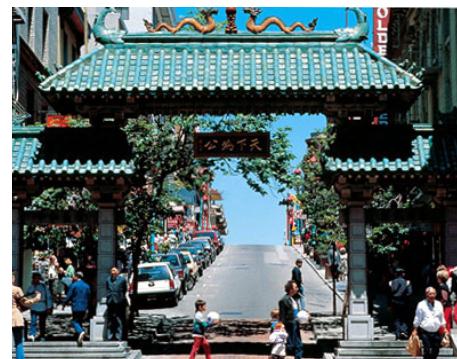
- What are the current constraints and achievements in the cases presented?
- How is the triple bottom sustainability present in the cases presented?
- What are the future challenges for sustainable supply chains in the region from a global competition perspective?

For more information on this session, contact the co-chairs:

Edgar Blanco, Massachusetts Institute of Technology, eblanco@mit.edu.

Ely Paiva, Fundacao Getulio Vargas, Sao Paulo, ely.paiva@fgv.br. ■

Join Us in San Francisco in 2012!



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

San Francisco Marriott Marquis



Rising 39 stories high in the skyline, the magnificent San Francisco Marriott Marquis exudes an essence of modern luxury and the convenience of an extraordinary downtown San Francisco hotel. Just south of Market Street, the hotel is steps away from the Yerba Buena Gardens, renowned museums and cultural attractions, world-class shopping on Union Square, and AT&T Park, home of the San Francisco Giants. Nearby visit the largest Chinatown outside of Asia and

the oldest Chinatown in North America. In the hotel enjoy inspiring penthouse views and cocktails at The View Lounge or the finest contemporary cuisine at Mission Grille.

To guarantee your reservations at the Marriott Marquis and to receive the special offered group rate, your reservations must be made by October 29, and you must supply a credit card (Visa, Master Card, American Express, Discover, or Diners Club). Note that the Decision Sciences Institute special group rate may



not be available if the group room block becomes full (based on occupancy of the hotel from November 16-21, 2012), or after October 29.

For reservations, please refer to the guidelines below. Online registration is available at:

www.marriott.com/hotels/travel/sfodt

Click "Special Rates and & Awards," then enter one of the following Group Codes:

- **Single/Double occupancy** (\$187): dsidsia
- **Triple occupancy** (\$207): dsidsib
- **Quadruple occupancy** (\$227): dsidsic

Hotel Room Types

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

Check-in time is 4:00 pm of the day of arrival and checkout time is 12:00 pm.

Reservations by Phone

If you prefer to call in your bookings, contact Marriott Reservations at 888-575-8934 and reference group code "DSI".

Conference Registration form is available at www.decisionsciences.org/annual-meeting/documents/dsi-conf-regis12.pdf. (Online registration will be available in late summer.) ■

**San Francisco Marriott Marquis
55 Fourth Street
San Francisco, CA 94103
415-896-1600**

2012 DSi Annual Meeting Website

[www.decisionsciences.org/
annualmeeting/](http://www.decisionsciences.org/annualmeeting/)

chairing the 2012-2013 Ad hoc Committee on Conference Planning which will evaluate the system's performance. Special recognition also goes to Thomas Choi and his 2012 Annual Meeting Program Committee for accepting the challenge to go live with the system. Early feedback is encouraging as the Program Committee has processed over 1,000 submissions for the conference.

Other technology issues relate to obtaining an integrated system for processing membership applications, conference registration, accounting systems, membership communications, placement, and website services, among others. The 2011-2012 IT Committee suggested, as one alternative, contracting with an "IT Entity" under a Tier 1/Tier 2 approach. The Tier 1 vendor would assume full management responsibility for the Institute's information systems including strategic management (i.e., CIO activities), selection and management of tier 2 vendor software, website development and content management, etc. Under this scenario, responsibility for managing DSI's information systems would be largely removed from the DSI Home Office. Another alternative is to establish IT expertise in the Home Office which would work directly with the software vendors to design and implement an integrated approach for DSI's system needs. It is worth noting that the Home Office has been without IT expertise while waiting for the IT strategy to be defined. Jon Jasperson is chairing the 2012-2013 IT Committee which is tasked with evaluating alternative Tier 1 and Tier 2 vendors and recommending an approach that best meets the strategic objectives of the Institute.

A second major objective is to review the organizational and governance structure of DSI and propose changes, if any, that will:

- Enhance decision-making efficiency and effectiveness,
- Ensure balanced representation of the diverse membership interests and goals

of the Institute,

- Reflect the global perspectives and aspirations of the Institute, and
- Make the Institute a welcoming home to the decision sciences community.

DSI's current organizational and governance structure is best characterized as a coalition of independent regions (both U.S. and international based) and a U.S.-based national organization. The challenge is to rethink and revise the organizational and governance structures employed when DSI was a fledgling U.S.-based organization such that the new structures support the vision of transitioning DSI into a global institution for decision sciences community and not a collection of regions. The Institute is at a crossroads where it is time to leave the familiar path and blaze a new trail for global success. Peter Ward is chairing an Ad hoc Committee on Organizational Structure and Governance, which will help address these issues.

A third objective considers DSI's journal portfolio, which includes the *Decision Sciences* journal (DSJ) as the flagship research journal and *Decision Sciences Journal of Innovative Education* (DSJIE) as an upcoming teaching-oriented journal. The Institute's journal portfolio plays a critical role in the strategic positioning of the Institute. The quality perception of the Institute and its journals are inseparable and directly impact the assessment by college deans, promotion and tenure committees, faculty members, and industry. In addition, members rely on the Institute's journals as potential outlets for their research and to provide professional development opportunities such as serving as paper reviewers and members of the editorial boards. Some argue that increasing the breath of the Institute's journal portfolio would provide more opportunities for the membership and attract a wider variety of high quality scholars.

Two questions must be asked. First in retrospect, would DSI be better off today if in addition to the multidisciplinary journals of DSJ and DSJIE the society had an OM, SCM, MIS, or other focused journals in its portfolio? Second, when looking five to ten years out, what journal portfolio would best position DSI as a

premier society in the decision sciences? For example, while DSJ has evolved into a combined MIS/OM/SCM journal, should it be repositioned back on decision sciences (e.g., focus on decision making, information systems, business analytics, decision support systems, operations research, interdisciplinary decision-making, etc.) while adding a functionally oriented journal (such as DSJ on Supply Chain Management) to accommodate the concentrated interests of the membership on publishing OM/SCM research? Or perhaps another general purpose journal such as a case journal should be included in the portfolio? Or a combination of the above? Bob Jacobs has accepted the challenge to chair an Ad hoc Committee on defining the Strategic DSI Journal Portfolio that will consider the impact on the society's scholarly reputation, revenue streams, enhanced opportunities for the membership's professional development, and membership growth.

The fourth objective addresses the Institute's desire to expand its global membership base by offering a variety of international meeting opportunities for the membership. The following two initiatives are underway in support of this objective.

Barbara Flynn is chairing the Ad hoc Committee on World Congress to explore the feasibility of a World Congress in Brazil to be held in 2015. The committee will identify potential partnering organizations including professional societies, academic institutions, and industry groups, and DSI members who can serve as 'champions' for making it happen. The intent is to strengthen DSI's presence in Latin America and lay the groundwork for establishing relationships that will enhance global membership and scholarly opportunities for all of DSI's membership.

DSI offers a broad portfolio of international meetings including annual regional meetings hosted by the Asia-Pacific, European and Indian Sub-continent Regions, a bi-annual International Conference, the annual meeting in the U.S., and a World Congress is in the exploratory stages. This provides smorgasbord of international meetings from which DSI members can choose.

However, the objectives, net benefit to DSI, the membership participating, interplay among conferences, etc. is not well understood. Shaw K. Chen chairs the Strategic Planning for International Affairs Committee that will investigate the relative benefit of each meeting type and propose a strategy for managing the various international meeting types.

The fifth objective is to better understand the regional subdivisions and identify strategies for enhancing the value delivered to the membership and the strategic contributions of the regions. Historically, DSI established the regions to provide services that could best be provided at the regional level such as holding regional meetings. Each region has its own governance structure and is represented on the board of directors by a vice president elected by the region. The regions are considered important venues for attracting new members into the Institute. In 1998 the board removed the requirement that regional meeting attendees must be DSI members in order to participate in regional activities. As a result, preliminary analysis indicates that the majority of regional DSI meetings attendees are not DSI members. This raises important questions relating to the strategic benefit of the regions and what strategies can increase the conversion rate of regional attendees into DSI members. In order to better understand the composition of regional meeting attendees and their attributes including perceptions on joining DSI, a subcommittee of DSI regional vice presidents is surveying all 2011-2012 regional meeting attendees. Janet Hartley is spearheading this initiative. The research findings are expected to provide new insights into the needs of the regional meeting attendees, their perceived value of DSI membership, and strategies for increasing the portion that join DSI. Initial results from the regional surveys precipitated a short survey also being sent to all DSI members in order to better understand demographics and service requirements.

The final objective is to monitor and nurture the grassroots efforts for developing Specific Interest Groups (SIG). While several SIGs were introduced by the DSI

Board several years ago, the concept hasn't gained traction within the Institute. As a result the DSI Board approved new procedures for the formation of SIGs. A "Specific Interest Group" represents a community comprising of members of the Institute who have an interest in advancing a specific area of knowledge, learning or technology and may communicate, meet, and organize conference sessions to share ideas, solutions, and/or conduct research.

It is envisaged that SIG activities would not be tied entirely to the seasonality of the annual and regional meetings of the Institute. Instead, SIGs will remain active throughout the year with various activities, discussions on topics of interest, interactions with practitioners, and creative projects. These interactions among the members of the SIG community may occur both in virtual and physical forums.

Basic procedures describing SIG operation are detailed below.

- Each SIG shall have a membership list which is provided to the DSI Home Office. Communication among SIG members may occur by listserv.
- Only DSI members may join a SIG. However, no additional fees are required for joining a SIG beyond the annual membership dues.
- Each SIG shall have a SIG chair. New SIGs shall have founding chairs who shall serve until a new election can be held. Each SIG is responsible for conducting its own elections and informing the Board of its election procedures in the annual report for the SIG. Founding chairs are eligible to stand for election if they so choose. Elected chairs shall serve a one-year term but there is no limit to the number of times a SIG chair may serve.
- Each SIG must organize a minimum of three sessions at the annual meeting. These sessions could include prominent researchers or practitioners invited to participate, thus creating interest from current members as well as new members.
- Failure to organize a minimum of three sessions will put the SIG under probation. A SIG placed on probation will be discontinued if it fails to organize

at least three sessions at the annual meeting the following year, or if the Board decides that the attendance at the sessions does not justify the continued existence of the SIG.

- Each year the SIG chair will provide a report on the state of the SIG and the sessions it organizes at the annual meeting.
- All SIGs will have a website provided by the Institute.
- The content of the SIG websites will be maintained by the SIGs.

A SIG proposal must include the following:

- i) A Statement of Purpose which clearly defines the specific area of knowledge, learning or technology of the SIG.
- ii) An explanation of the importance of the specific area of knowledge, learning or technology to the Institute.
- iii) Signatures from at least 10 members expressing support for the new SIG from current Institute members.
- iv) The name of a founding chair who has agreed to lead the SIG until elections can be held.

All proposals are to be submitted to Carol Latta, Executive Director by October 1, 2012, for possible inclusion in the 2013 Annual Meeting.

The Development Committee for Excellence in the Decision Sciences is investigating strategies for facilitating SIG formation and incorporating them into the fabric of the Institute. In addition, the 2012 Annual Meeting will also hold caucuses for each track which will provide an opportunity for the membership to meet in focused groups to discuss opportunities for creating SIGs among other topics.

I intend to keep the membership updated on the progress being made on all of these important objectives. I feel privileged to guide the Institute in accomplishing the objectives. The DSI Board and Committee Chairs are equally committed to these objectives. I invite the membership to remain engaged and contribute in ways that will ensure the success of our efforts and make it a memorable year for the Institute. ■

DECISION SCIENCES INSTITUTE BUDGET SUMMARY

FY 2012-2013
July 1, 2012 through June 30, 2013

REVENUES SUMMARY (EXHIBIT II)

Publications	159,680
Membership & Interest Revenues	248,115
Convention	<u>417,084</u>
 TOTAL REVENUES	 <u>824,880</u>

EXPENSES SUMMARY (EXHIBIT III)

Publications	44,001
Member Services	383,260
Convention & Other Expenses	<u>402,800</u>
 TOTAL EXPENSES	 <u>810,061</u>
Net Revenue Over (Under) Expenses	<u>14,819</u>
Plus Depreciation Expense (Not a cash expense)	<u>3,100</u>
Net Revenue Over (Under) Cash Expenses	<u>17,919</u>

FUTURE DSI ANNUAL MEETINGS

- 2012 November 17-20, San Francisco Marriott Marquis, San Francisco, CA**
Program Chair: Thomas Choi, Arizona State University
- 2013 November 16-19, Baltimore Marriott Waterfront, Baltimore, MD**
Program Chair: Funda Sahn, University of Houston
- 2014 November 22-25, Tampa Marriott Waterside Hotel & Marina**
Program Chair: Johnny (Manus) Rungtusanatham, Ohio State University
- 2015 November 21-24, Sheraton Seattle Hotel, Seattle, WA**

Submitting articles to Decision Line

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

Deans' Perspective & Editor

Maling Ebrahimpour, University of South Florida, Saint Petersburg
bizdean@usf.sp.edu

Doctoral Student Affairs

Varun Grover, Clemson University
vgrover@clemson.edu

E-Commerce

Kenneth Kendall, Rutgers, The State University of New Jersey
ken@thekendalls.org

From the Bookshelf

James Flynn, Indiana University, Indpls.
ejflynn@iupui.edu

In the Classroom

Kathryn Zuckweiler, University of Nebraska, Kearney
zuckweilerkm@unk.edu

Information Technology Issues

Subhashish Samaddar, Georgia State University
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In the News

Carol Latta, Decision Sciences Institute
clatta@gsu.edu

International Issues

Andre Everett, University of Otago, New Zealand
andre.everett@otago.ac.nz

Membership Roundtable

Gyula Vastag, University of Pannonia/Corvinus University of Budapest
gyula.vastag@uni-corvinus.hu

Production/Operations Management

Daniel A. Samson, University of Melbourne, Australia
d.samson@unimelb.edu.au

Research Issues

Mahyar Amouzegar, California State Polytechnic University, Pomona
mahyar@csupomona.edu

OFFICERS' NOMINATIONS

The Institute's 2012-13 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 2014.

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, 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 _____

Decision Sciences Institute Fellows

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

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

2012 Annual Meeting Registration Form • San Francisco, California • November 17-20, 2012

All attendees must register for the meeting. Conference registrations must be postmarked by October 29, 2012, to avoid a late fee of \$50. After October 29, requests for cancellation refunds will not be accepted. **Mail form and payment for registration to:** Decision Sciences Institute, 75 Piedmont Avenue, Suite 340, Atlanta, GA 30303, fax 404-413-7714.

Last Name
First Name & Middle Initial
First Name for Badge
Organization/Affiliation
Mailing Address (<input type="checkbox"/> New <input type="checkbox"/> Home <input type="checkbox"/> Business):
City, State, Zip and Country
Telephone (<input type="checkbox"/> Home <input type="checkbox"/> Business) Fax
Cell phone (to receive text message updates during the conference)
E-mail

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

1. Where will you stay in San Francisco?

- a. Conference hotel
- b. Other (please specify)

2. Type of accommodation:

- a. Single b. Double

3. Date of arrival:

- a. Fri. (11/16)
- b. Sat. (11/17)
- c. Sun. (11/18)
- d. Mon. (11/19)
- e. Tues. (11/20)

4. Do you plan to attend:

- a. Sunday's luncheon?
- b. Monday's reception?
- c. Tuesday's luncheon?
- d. All?
- e. None?

5. Interest Area (check one):

- a. Academic Administration
- b. Accounting
- c. Economics
- d. Finance
- e. Health Care Systems
- f. Innovative Education
- g. International Business
- h. Marketing
- i. Microcomputer Systems & Apps.
- j. MIS/DSS
- k. Managerial Problem-Solving
- l. Organizational Behavior
- m. Organizational Theory
- n. Manufacturing/Service Management
- o. Public/Nonprofit Management
- p. Quantitative Techniques & Meth.
- q. Statistics and Decision Theory
- r. Strategic Management & Policy
- s. Technology and Innovation
- t. E-commerce
- u. Other
- z. None

6. What is your primary regional affiliation:

- a. Asia-Pacific Region
- b. European Region
- c. Indian Subcontinent Region
- d. Mexico Region
- e. Midwest Region
- f. Northeast Region
- g. Southeast Region
- h. Southwest Region
- i. Western Region
- j. At-Large
- k. None

7. What is your interest in Placement?

- a. As employer and employee
- b. Employee only
- c. Employer only
- d. None

8. What was the primary reason you decided to attend the annual meeting?

- a. Annual Meeting in general
- b. Job Placement
- c. Doctoral Student Consortium
- d. New Faculty Development Consortium
- e. Program Miniconferences
- f. Professional Devel. Program

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

Member and non-member fees for all registration categories

include Sunday's luncheon, Monday's reception, Tuesday's award luncheon, and the CD-ROM Proceedings (see information below about the Proceedings).

The Annual Meeting Proceedings will be produced in CD-ROM format and is included in the conference registration fee for all registered attendees. If you **DO NOT** wish to receive the Proceedings, please indicate below. Additional CD-ROM Proceedings can be purchased at a cost of \$25 each, but must be ordered by **October 1, 2012** (see form below).

I DO NOT wish to receive the Annual Meeting Proceedings.

Member registration	\$325.00	
2012-13 Member dues renewal (For the exact amount owed, please refer to the dues renewal notice previously mailed to you.)	160.00	
Non-Member registration (<input type="checkbox"/> Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	485.00	
Student member registration	80.00	
2012-13 Student dues renewal (For the exact amount owed, please refer to the dues renewal notice previously mailed to you.)	25.00	
Student Non-Member registration (<input type="checkbox"/> Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	105.00	
Emeritus Member registration	80.00	
Emeritus Non-Member registration	115.00	
Extra Sunday's luncheon(s) @ \$46.71 each		
Extra Tuesday's awards luncheon(s) @ \$46.71 each		
Extra CD-ROM Proceedings @ \$25.00 each		
After October 29, 2012 (LATE FEE)	50.00	
TOTAL		

CREDIT CARD INFORMATION: Visa MC American Express
 Discover

Total Amount \$_____

Card No. _____ Expires: ____/____

Card Holder's Name _____

(Please Print)

Signature _____

Billing Address _____

City/State/Zip _____

INSTITUTE CALENDAR

■ AUGUST 2012

August 31

Decision Sciences Journal is publishing a focused issue on "Responsible Purchasing and Supply Practices." Submission deadline is August 31. See page 22 of this newsletter.

■ OCTOBER 2012

October 1

Deadline for applying to New Faculty Development Consortium in San Francisco. See page 25 of this newsletter.

■ NOVEMBER 2012

November 17 - 20

42nd Annual Meeting of the Decision Sciences Institute will be held in San Francisco at the Marriott Marquis.

www.decisionsciences.org/annualmeeting/

■ DECEMBER 2012

December 27 - 29

The 6th Conference of the **Indian Subcontinent Decision Sciences Institute** will be held in Hyderabad, India.

www.ibshyderabad.org/conference/ISDSI-IBS

■ JANUARY 2013

January 31

Decision Sciences Journal is publishing a focused issue on "Management of Innovation Within and Across Borders." Submission deadline is January 31, 2013. See page 23.

■ FEBRUARY 2013

February 19 - 24

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

www.sedsi.org

■ MARCH 2013

March 12 - 16

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

www.swdsi.org

March 26 - 29

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

■ APRIL 2013

April 5 - 7

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

April 18 - 20

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

www.pom.edu/mwdsi/

Decision Sciences Institute Application for Membership



Name, Institution or Firm

Address (Home Business)

Phone Number

Dues Schedule: Renewal First Time Lapsed

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

Regular Membership \$160 \$160

Student Membership \$25 \$25

(Student membership requires signature of sponsoring member.)

Emeritus Membership \$35 \$35

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

Institutional Membership \$160 \$160

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

Please send your payment (in U.S. dollars) and application to:

Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303. For more information, call 404-413-7710 or email dsi@gsu.edu.

CREDIT CARD INFORMATION: Visa MC AmEx Disc.

Total amount \$ _____

Card No. _____ Expires: ____/____

Card Holder's Name _____

Signature _____
(Please Print)

DECISION SCIENCES INSTITUTE

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