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DECISION LINE

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PRESIDENT'S LETTER

Transition and Transformation

by Keong Leong, University of Nevada, Las Vegas

Only a few years ago, the United States was the world's largest automobile market. The situation has changed rapidly. Today, China has leapfrogged Japan and the U.S. to take over as the number one automobile market in the world. Jaguar and Land Rover are now owned by Tata, an Indian company. Anheuser-Busch, a long established giant in the U.S. beer industry, has merged with InBev to form Anheuer-Busch InBev, headquartered in Belgium. These examples remind us that any organization, irrespective of its geographic location, is continually confronted with new challenges and opportunities. Our Institute, too, is constantly challenged by its changing environment. We, too, exist in a competitive market. We need to manage our reputation through international engagement, improved quality of our creative and scholarly works, and our discourse at the annual meetings. The Institute should continue to look at ways we can have a bigger international presence. Thus one of this year's Board objectives is: Make the Institute a global organization.

Participants from within the U.S. at our annual meetings have generally accounted for more than 90 percent of the total number of attendees. We are not the only academic organization facing this challenge. The Association to Advance Collegiate Schools of Business (AACSB International) recognized that the U.S. market for accreditation had matured. They faced the very challenge that confronts us by attracting members from the pool of business schools outside the U.S. The Institute's Western Region, too, has had success in this area. At the most recent meeting of DSI's Western Region, nearly 20 percent of the attendees came from outside the U.S. The fact of the matter is that our Institute has long recognized the opportunities provided in the international arena. We started the Asia-Pacific chapter in 1994, the Mexico chapter in 2004, and the Indian Subcontinent chapter in 2006. The latest addition to our growing family is the European chapter, established in 2009. The European DSI will hold its first meeting in Barcelona in the summer this year. The

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FROM THE EDITOR

▪ KRISHNA S. DHIR, Editor, Berry College

Effective April 1, 2010, we have a new DSI president, Keong Leong of the University of Nevada Las Vegas. In his first *Decision Line* letter, he outlines the key agenda for his term in office. Describing the year to come as the "Year of Implementation," he outlines four broad objectives to be pursued by the Institute during 2010-2011. These pertain to enhancement of the quality of our journals, increased global presence, application of emerging technologies, and enhanced quality of service. During his term in office, various initiatives identified and developed during the previous year would be implemented.

Through these past few weeks we have seen no shortage of opportunities for decision scientists. Problems abound that require urgent attention. We have witnessed one disaster after another in a wide range of forms, each requiring imaginative, effective strategies for mitigation. Our economic troubles are challenging enough. Even as the United States struggles to recover, Europe suffers. Oil continues to leak into the Gulf of Mexico. Mother Nature has added to our woes. Ash from Eyjafjallajoekull continues to affect air travel. Large organizations seem to have made bad, even unethical, decisions. Yet, amongst all this drama, the enormous impact of a single person making the right decision was illustrated when an observant street vendor alerted a rookie policeman of the danger lurking in Time Square. Even now, not many know his name. He is publicity-shy Vietnam-veteran Lance Orton, an exceptional "ordinary citizen," who sells t-shirts near the Marriott Marquis on Broadway!

Once again, we bring you a set of stimulating and timely essays. They reflect the times. The feature article is coauthored by Clay Whybark of the University of North Carolina at Chapel Hill, Steven Melnyk of Michigan State University, Jamison Day of Louisiana State University, and Ed Davis of the University of Virginia. In their essay, they discuss disaster relief issues that "would frustrate most commercial supply chain managers." They provide a thorough discussion of "the critical management challenges typically encountered when deploying a disaster relief supply chain" and "underscore the need for more research on disaster relief supply chain management."

In the Research Issues feature column, Kenneth Bartkus and Daniel Holland, both of Utah State University, discuss the debate over the gap between academic rigor of research and its relevance to practitioners. They ask whether there was any evidence at all of collaboration between academic researchers and practitioners in scholarly works published in mainstream business journals. According to their investigation, collaborative research between business scholars and practitioners range between 5 percent and 26 percent of published articles.

Ken Kendall of Rutgers University, the feature editor of the E-Commerce column, was recently in England when Eyjafjallajoekull came alive and spewed ash. He was stranded in London. Read how straight forward, face-to-face communication trumped his iPhone efficiency. After all, it is not easy to emote on an iPhone. Besides, Eyjafjallajoekull saved our friend from being at Time Square on May 1st.

In the Deans' Perspective feature column, Richard Peregoy of the University of Dallas addresses the challenge of leadership education. He suggests an approach that emphasizes learning by doing. "Leadership involves values, and one cannot be a successful leader without being aware of one's own values, and the values of one's followers." He integrates his approach "with the functional skills of daily work experiences."

In the Doctoral Student Affairs feature column of the March 2010 issue, we offered the first part of a two-part essay by co-authors Varun Grover and Jason Bennett Thatcher of Clemson University. All in all, the essay discusses a total of 10 mistakes students make in their doctoral programs. The first five of these mistakes were discussed in the March issue. The remaining five are discussed here, in the second part of the essay. We hope you will enjoy the news and views presented in this issue. We look forward to hearing from you. Happy reading! ■

Krishna S. Dhir

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

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Disaster Relief Supply Chain Management: New Realities, Management Challenges, Emerging Opportunities

by D. Clay Whybark, University of North Carolina at Chapel Hill; Steven A. Melnyk, Michigan State University; Jamison Day, Louisiana State University; Ed Davis, University of Virginia

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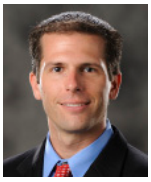

Jamison Day

is currently an assistant professor of supply chain management at Louisiana State University E. J. Ourso College of Business as well as a research fellow at the Stephenson Disaster Management Institute. His current focus integrates theory from complexity science and supply chain management to improve inter-organizational coordination in disaster relief. He is a member of the Decision Sciences *editorial review board. (**jamisonday@lsu.edu**)*

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At 4:53pm on January 12, 2010, the impoverished country of Haiti was struck by a magnitude 7.0 earthquake. By January 24, at least 52 aftershocks had been recorded. The effects of this natural disaster were enormous: at least 3,000,000 people were affected; between 217,000 and 230,000 people had died; an estimated 300,000 were injured; over 1,000,000 people were left homeless; some 250,000 residential and 30,000 commercial buildings had collapsed or were severely damaged. In response to calls for help from Haiti's President Préval, many countries pledged and/or delivered aid in the form of money, medicine, food, water, sanitation equipment, medical teams, engineers, and support personnel. The challenge: how to get these resources to Haiti—that task fell to the disaster relief supply chain.

The disaster relief supply chain operates under conditions that would frustrate most commercial supply chain managers. Different objectives and mechanisms drive disaster relief supply chains; their operating environment is extremely uncertain and dynamic, and unique management principles are often employed. Nevertheless, there are lessons to be learned that could apply to the most publicized commercial sector supply chains, such as those found at Wal-Mart, Toyota, Apple, and MacDonald's, and vice versa. Consequently, the purpose of this note is to introduce the disaster relief supply chain and to draw attention to the need for increased management research in the area. Surprisingly, little such work has been done by academic researchers thus far.

To underscore this lack of research, a search on Business Source® Premier of scholarly journals yielded only one article on disaster relief supply chains. A search for articles on humanitarian supply chains turned up only five articles. Searching ProQuest® for dissertations and theses disclosed one for disaster relief and one for humanitarian supply chains. In this note, disaster relief supply chains are treated as a subset of humanitarian supply chains. Yet, there are important differences between the situation encountered by a humanitarian supply chain and those met by disaster relief supply chains. For example, disasters occur without much warning so little, if any, advanced information is available. Other humanitarian supply chains have some advanced warning or may even constitute a permanent ongoing activity, like food bank supply chains.

New Realities

Some researchers such as Michel-Kerjan and Slovic (2010)[1] have predicted that the earthquake in Haiti is only an omen of what we can expect in the future. They point out that more than half of the planet's 20 costliest catastrophes have occurred since 1970, due to (1) a world population that is quickly growing; (2) a larger concentration of assets (and people) in high-risk areas; and, (3) increasing social and economic interdependency. According to these researchers, these trends are combining to create an environment in which natural disasters are increasing in frequency and intensity. The data in Figure 1 make this quite clear. As if to emphasize this argument, during the two-month period following the Haiti earthquake, there was a more intense earth-

quake in Chile, and smaller ones in Taiwan, Turkey, and Los Angeles.

The devastation of the disaster in Haiti, plus the frustration with delays, congestion and suffering, underscore the need for more research on disaster relief supply chain management. Yet the earthquake in Haiti is only one example of a horrible natural disaster. The data in Figure 1 illustrates why there is increasing the demand for disaster relief supply chains. This data includes epidemics and man-made disasters like war, genocide, insurgency, arson, and terrorism. Each of these can overwhelm a local population and create human suffering. As territorial tensions grow and pressures on limited resources like oil, water, and arable land increase, there is no reason to expect a decrease in human-initiated disasters.

The forces described here are already stressing the world's capacity to respond to large-scale disasters. The United Nations and some forward-looking private companies have recognized this need. In an historic development in January of 2008, three third-party logistics providers (Agility, TNT, and UPS) signed an agreement with the United Nations to provide additional transportation capacity in the event of a large-scale international disaster.[2] Such help from the private sector will be called on with increasing frequency. The private sector's ability to contribute will depend, to a great extent, on its understanding of the unique management challenges of disaster relief supply chains.

Management Challenges

The disaster relief supply chain is very much a product of its environment. Consequently, it is very different from what most supply chain researchers and private company managers know. Practices that may work well in commercial settings may not be appropriate when dealing with disasters. Consider some of the critical management challenges typically encountered when deploying a disaster relief supply chain.

Command and Control Issues. Although the United Nations has a leadership role and prescribed procedures in the event of a major international disaster, the role of the government (at the national/state/provincial/local/tribal levels) must be recognized. No international action can take place if the local government does not request it. When cyclone Nargis hit Myanmar (Burma) in 2008, the military junta refused to grant permission to some organizations to enter the country with aid. French and United States ships with aid supplies were anchored just offshore for more than two weeks before finally leaving. Even when permission is granted, there are still occasional conflicts of authority and delays in decision making, due to distance, communication impediments or misunderstanding. In the private sector world, there may be delays in decision making, but conflicts of authority are very unusual even across great distances.

Supply Chain Formation. The specific organizations that are assembled for any particular disaster is a function of severity, location, the nature of the disaster, availability of potential participants, anticipated needs and prescribed procedures. For instance, when delivering aid in some regions of the world, cargo security is a significant issue. In other regions logistics alternatives may be limited due to strained relationships between nations. In others, some well-qualified organizations may not be permitted to enter the country or traverse a specific country or area en-route. Thus the relief group's membership could change from one disaster to another, adding an extra dimension of complication to the coordination. New supply chains are formed in the private sector as well, but that occurs most frequently with anticipation of the changing needs of the customers and/or the relief group members.

Donor Independence. A disaster relief effort often relies upon donor organizations to provide the goods and services needed for responding to the disaster. During the initial phase, when speed in getting these supplies to the disaster area is important, food, water, shelter, and medical supplies are usually the highest priority. As more specific needs are identified, supply chain managers can make more precise requests; however, what they receive is often determined by what the donors decide to provide. Moreover, some donors restrict where and how their resources can be used. In contrast, it is hard to imagine a situation where a private sector firm is sent a truckload of items that the supplier thinks is appropriate (or simply has on hand) but which do not satisfy the needs of the recipient.

High Uncertainty Levels. Disaster relief supply chains function in the presence of high levels of uncertainty about disaster timing and location, victims' needs, donors' supply, infrastructure, and even relief group membership. In a post-disaster environment, some information is simply not available while other information may not

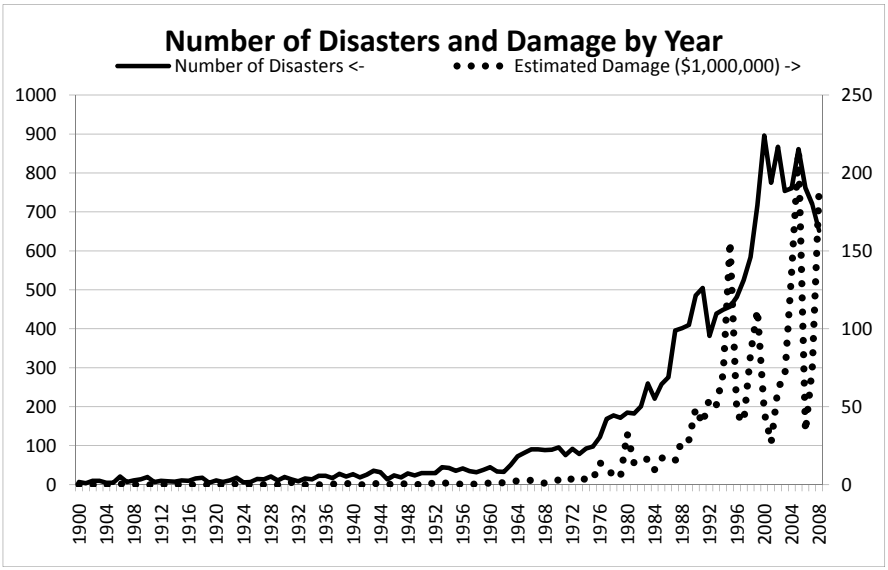

Figure 1: International disasters and damage. (Source: http://www.emdat.be/database)

make it to the organizations that need it.[3] As a case in point, the recent earthquake in Haiti was totally unexpected, even though the country has several tremors every year. In addition, the epicenter was within 15 miles of the capital, Port-au-Prince, devastating residential and commercial buildings as well as communications and transportation infrastructure. With the public telephone system out and cellular service reduced (and in some cases non-existent), it was difficult to determine victims' needs and communicate to donors what supplies were needed and where. When information about the specific location of needs began surfacing, the compromised infrastructure significantly increased the difficulty of getting the right supplies to where they were needed. Examples like Haiti make it clear that the magnitude of uncertainty faced by managers of a disaster relief supply chain is significantly greater (at least in scope) than what is typically faced by a private sector firm's supply chain.

Shifting Overall Priorities. During the initial stage of a disaster relief operation, responding just after the disaster has occurred, the critical performance attribute is that of speed. Most importantly, speed can translate into a reduction in lives lost and in human suffering, but it is required in the face of high demand uncertainty. Consequently, relief organizations often "push" available supplies into the disaster area as rapidly as they can. Yet, speed is difficult to attain for several reasons, including securing adequate supplies, finding sufficient shipping capacity, and getting to the disaster site. Experience, inventory availability, and capability dictate what will be moved, not knowledge of needs. Within days, as infrastructures are stabilized and people are moved out of harm's way, the supply chain quickly shifts to focus on efficiency in long-term recovery efforts. It becomes more demand-driven, using information about damage and needs, to "pull" supplies to the victims.[4] Private sector firms may also need to change their supply chain priorities over time, but rarely so quickly and radically as a disaster relief supply chain.

Changing Operational Needs. Not only do the priorities change over time, but the local conditions are highly dynamic as well. This situation requires different responses, resources and capabilities. For example, as the airport in Port-au-Prince became operational, setting priorities on incoming supplies became more important than finishing up the work on the airport control tower, particularly supplies which might help locate and rescue people still trapped under collapsed buildings. Local managers coordinated decisions as best they could with the many other organizations in their area. This type of situation gives rise to a shifting tension between execution (responding to the needs and worrying about the compliance with regulations later on) and compliance (making sure that actions are done in accordance with the appropriate procedures and regulations). Again, it is rare that a private sector supply chain would face such a dynamic operational environment.

Supply Chain Evolution. Shifting overall priorities and changing operational needs can lead to changes in the supply chain. As an example, during the relief effort in Myanmar in 2008 after cyclone Nargis, the transportation (road, port, and airfield) and warehousing infrastructure was badly damaged. So a receiving point was established in Bangkok, Thailand. When the military junta finally gave permission for the aid to start flowing, road transportation was used to get aid into Myanmar until ships that could get into the country were obtained, roads were repaired, warehouses made available, and the airport was reopened to cargo. During the time these physical changes were taking place responsibility was shifting between organizations, and more Burmese were being incorporated into the effort. All these changes occurred in a matter of a few weeks. This is a typical example in that the organizations, responsibilities, transportation routings and carriers, personnel, and other elements of the supply chain changed, often frequently, to meet changing conditions. Certainly, commercial supply chains evolve as changes occur in the customer base, the product line, supply base, or other conditions, but seldom with the rapidity of disaster relief supply chains.

Self-Initiated Participants. Following a disaster, it is not uncommon to encounter a number of uninvited or unexpected individuals, groups or even newly formed organizations attempting to help in the disaster relief mission. While they are usually motivated by the best of intentions, these efforts can create numerous problems. For example: (1) they compete for coordination, communication, logistics, and sustenance capacity like everyone else; (2) they often need more coordination effort since they did not participate in any prior planning efforts; and (3) they often disrupt the efforts of others. Their presence creates what can be best described as turbulence that complicates the supply chain management task. In the private sector, it would be odd to see a large number of unanticipated firms integrate so quickly with an existing supply chain.

Press Coverage and Publicity. When a significant disaster occurs, people everywhere are interested. Consequently, the advent of a disaster is usually accompanied by the arrival of the press. In the 2005 Hurricane Katrina, for example, the press was covering the inside of the Super Dome before the relief effort even got there. The presence of the press creates its own set of costs and benefits. It can, for example, seize resources needed for disaster relief. In Haiti, the press competed for valuable airport space and supply chain managers' time. Furthermore, the press can direct attention towards breakdowns or problems with the performance of the supply chain. The press was instrumental in uncovering the various problems encountered by FEMA in responding to and dealing with the effects of hurricane Katrina. On the other hand, the publicity arising from coverage of a charitable organization on site in a disaster can help generate donations. But this often leads to competition for press time among the participating organizations and can create coordination disincentives. Even though publicity is usually of value to a firm, such press attention is typically not showered on the private sector (sparing them the scrutiny and management time).

Post-Disaster Relief Activities. After the urgency of the initial disaster response and the creation of conditions in which the affected population is safe, the focus turns to restoration of the country(s) infrastructure. For instance, the press and President Préval of Haiti are already talking about the reconstruction of Haiti. It may not be possible to return to the conditions that existed before the disaster, but moving towards normalcy is important for the victims. The implication of this is that the restoration phase needs to be explicitly considered during pre-planning and execution of the response to the disaster. Explicitly taking into account the restoration phase during early planning could avoid some of the problems that arise after a disaster. As an example, using chemicals to extinguish the recent forest fires in California instead of water might have reduced the damage from the mudslides that occurred afterwards. Commercial supply chains do consider how to accommodate customer returns and have reverse logistics systems for end-of-life products (especially in Europe) but this is a fairly new initiative.

This brief list of management challenges is not intended to be exhaustive. Rather, it is constructed to point out some of the areas where management challenges exist in disaster relief supply chains and to invite academics and scholars to explore these areas, where opportunities exist for additional management research.

Emerging Opportunities

It now should be clear that disaster relief supply chains operate in a different environment from the types of supply chains that are more widely known and researched. These differences are important and offer opportunities to conduct potentially useful research. One obvious reason why studying disaster relief supply chains is important is because of the potential to save lives and reduce suffering for those people affected by a disaster. Another, less obvious, reason is that there are lessons to be learned for the private sector. The study of such highly responsive supply chains could help inform other contexts in which a growing importance is placed on customer responsiveness and product innovation, contrasted with cost and efficiency (see Melnyk, Davis, Spekman, & Sandor, 2010,[5] for a more detailed discussion). Moreover, increasing the breadth of supply chain research will help in developing classifications, identifying drivers of attributes and uncovering transferable practices than can benefit other sectors.

Although there has not been a great amount of management research on humanitarian and other "non-traditional" supply chains, interest is increasing and more is being published.[6] There are requests for a special issue of the *International Journal of Production Research*[7] and a new journal in Europe[8] is devoted to the topic. Sessions have been held at the Decision Sciences Institute annual meeting[9] and more are planned. In addition to the intrinsic value of studying disaster relief supply chains, such studies can add to supply chain management knowledge in general. The more that can be learned about effective practices in supply chain responses to different needs, the better the designs of future supply chains can be. Hopefully, this note will motivate some of you to seriously consider studying the problems and challenges facing humanitarian supply chains, submitting papers for publication, and attending sessions at the annual meeting. ■

Endnotes

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6. Boin A., P. Kelle, and D.C. Whybark, "Resilient Supply Chains for Extreme Situations: Outlining a New Field of Study" Special Issue of *International Journal of Production Economics*, forthcoming.
7. *Supply Chain Design: Issues, Challenges, Frameworks and Solutions*.
8. *Journal of Humanitarian Logistics and Supply Chain Management*.
9. See, for example, *Humanitarian Supply Chain Management*, Sessions SC-7 and SC-9, DSI Annual Meeting Proceedings, 2009.

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travel, dining out, theater, musical comedy, and the symphony. My wife, Leslie, and I spent many years going with Helen to local theater groups and the San Diego Symphony. Helen never said no when I suggested an event to attend. When her knees finally gave out we just modified the seating arrangements and choice of restaurants so that access was easy for her. Helen was always a real trooper. We continued enjoying theater, dining out, and the symphony up to just a few months before she passed. In her 94 years, Helen truly experienced a full life with experiences in the early days of radio and television in San Francisco and Los Angeles, in the Red Cross in World War II, and at San Diego State. She came to San Diego State when she was insulted by the salary that one of the local TV stations offered.

At many of the regional meetings Helen always amazed me with her uncanny memory. She could always remind me that someone had forgotten to sign the check that they had mailed to us, or had sent two checks long after these incidents escaped my memory. I truly believe that there was nothing related to her tenure as executive secretary of DSI (and the earlier AIDS) which she ever forgot. She always cherished her memories and friends which she made through DSI and San Diego State University. Her many friends will miss her, as do I.

—Howard Toole, Emeritus Professor of Accountancy, San Diego State University

■ KENNETH E. KENDALL, Feature Editor, School of Business-Camden, Rutgers University

Which communication and social media to use, and in what context, are all factors we study in ecommerce and information systems. Among the newer choices for businesses and individuals are software (applications or apps) for the iPhone and iPad, paired with cloud computing, which can be defined as "computing via the Internet (the cloud) where organizations and individuals use Web services, database services and application services, often without having to invest in corporate or personal hardware, software, or software tools beyond securing access to the Web" (Kendall and Kendall, 2011, p. 558). Experiencing a recent crisis in England facilitated a practical comparison between the usefulness of cloud computing versus face-to-face communication, with some surprising results.

Is Cloud Computing Useful? Not if You're Referring to an Ash Cloud

by Kenneth E. Kendall, Rutgers University, Feature Editor

When the Apple iPad debuted, I was in England, so I decided to make the trip with just my iPhone, complete with a variety London maps. After all, that was sufficient to keep me in touch with my friends and colleagues. My critically important files were stored on the "cloud" and, after completing an article about Web 2.0 and the theatre industry, I was hoping to get a little break from work in any case. I was invited to the premiere of the West End musical *Hair*.

On the heels of the *Hair* afterparty, it became apparent that we were stranded in London because of flight prohibitions due to the ash cloud created by the eruption of the Eyjafjallajökull volcano in Iceland. Since we coauthored an article about how CIOs and other information systems staff can learn lessons from the theatre industry on how to prepare for disasters (Kendall, Kendall, and Lee, 2005), it was only fitting that we found ourselves in a disaster in the middle of London's theatre district.

One of the early newcasts explained that all of England and most of the continent would be affected for about a week, although one expert suggested we might be stuck for a fortnight or even a couple of months.

Many people panicked. They took off for the coast to use the Chunnel or to try to catch a ferry to France, and then hoped to get transportation to Madrid where it was still possible to catch a flight. I stayed where I was and waited it out.

In this crisis, was electronic communication helpful? Personally, I was underwhelmed. The airline Web site tried to post up-to-date messages, but I wasn't able to change my flight using their Web site. There was no point in tweeting or texting other than letting our good friends know we were safe. Before leaving home, I purchased a data-roaming plan, which allowed me to surf the Web without fear of accumulating huge charges.

My FlightTrackPro app on my iPhone turned out to be the most reliable and least emotional form of communication. Based on information from the airlines that I forwarded in an email to **www.tripit.com**, and updates from the airlines, this iPhone app informed us of any cancellations or changes (there were four delays and two cancellations during this trip). The airline notified me of only one, and the screens in the airport were not updated, remaining stuck in time with outdated information about my flight.

But in the end, I needed to call the airline to change my flight and later have airline personnel help me arrange the final portion of the trip. For individuals trying to get out of a difficult situation, phone and face-to-face communication still win in a crisis, at least for now.

One consequence of our being stranded in England was that we got behind in our work and therefore needed to cancel a brief

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Kenneth E. Kendall

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■ MILES G. NICHOLLS, Feature Editor, Graduate School of Business, RMIT University

In Search of Engaged Scholarship: Evidence of Collaborative Research in the Business Literature

by Kenneth R. Bartkus and Daniel V. Holland, Utah State University

There is a perception among many in the academic community that scholarly research and academics themselves are becoming increasingly irrelevant. This is particularly true in the area of business where much of the debate has centered on the rigor/relevance gap (e.g., Tushman et al. 2007). In this regard, scholarly research conducted solely by academics is perceived to be driven largely by a quest for fundamental understanding (the rigor issue) with little consideration for how the research will be used by practicing professionals (the relevance issue). Alternatively, practitioner research is perceived to be driven largely by a consideration for how the research will help solve a particular problem for an organization with little interest in how that research will add to the common body of knowledge for the discipline. The implication is that while each orientation may have a place in the overall discipline and profession of business, it often results in suboptimal outcomes where practitioner research might lack the rigor required to validate findings and scholarly research might lack practical relevance. Regardless of the position that one might take on this issue, it has resulted in a growing concern that there is an ever-widening gap between scholarly research and the world of practice.

In response, the concept of engaged scholarship has emerged as a way of combining the best of both orientations. Van de Ven and Johnson (2006), in particular, have been at the forefront of this debate through their promotion of engaged scholarship as "a collaborative form of inquiry in which academics and practitioners leverage their different perspectives and competencies to co-produce knowledge about a complex problem or phenomenon that exists under conditions of uncertainty found in the world." In doing so, they maintain that collaborative research will advance both theory and practice within a given domain.

Van de Ven (2005) elaborates on four different levels of engaged scholarship: (1) informed basic research, (2) collaborative basic research, (3) design and evaluation research, and (4) action/intervention. Of these, collaborative basic research appears to represent the strongest and most direct form of engagement. It is also the most easily observed; evidence can be determined by simply counting the number of co-authored research by academic scholars and practitioners.

Unfortunately, the nature and scope of collaborative basic research has yet to be formally reported in the literature. Indeed, Van de Ven (2005) himself asks:

> Don't you think *if* we ground our research questions in practice, involve practitioners in problem generation, theory building, research design, and problem solving that management scholarship will flourish and the management profession will benefit? [italics added for emphasis]

If we are to answer Van de Ven's important question, we must take the first step in determining the extent to which engaged scholarship actually exists.

The purpose of this essay is to address this question by providing evidence of collaborative basic research and discuss its implications. To this end, we searched for collaboration (i.e., co-authored research by academic scholars and practitioners) in articles published in six well-known publications for the years 2008-2009. To add

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context to the analysis, we first categorized each publication based on its orientation toward scholarly versus practitioner-based research.

Publication Orientations

We referred to each publication's Web site to obtain information on the journal's stated aims and objectives. Based on the descriptions, we categorized publications into one of three areas: primarily scholarly, combined scholar/practitioner, and primarily practitioner. While journals oftentimes state a desire to be academically rigorous and relevant to management practice, the tone of the journals' stated goals, the target audience, and the format of published articles is expected to allow for categorization. Additionally, while the selected publications are not exhaustive, they appear representative of the three orientations and, as such, serve the purposes of this preliminary investigation. In essence, we wanted to determine if there was *any* evidence that collaborative research exists in mainstream business publications. Additional investigation would be warranted *if* evidence of collaborative research can be found.

Category 1. Primarily Scholarly

Decision Sciences

Stated Aims and Scope: "Articles published in *Decision Sciences* must meet high standards of research rigor and originality, while embracing managerial relevance, not only in the research problem studied, but also in their impact on enhanced decision making. The journal also publishes notes dealing with technical and methodological issues as well as theoretically-driven review and integration articles, particularly those focusing on an emerging topic or redirection of a line of research."

(*Decision Sciences* website, http://decisionsciencesjournal.org/mission.cfm)

Academy of Management Journal

Stated Aims and Scope: "The mission of the *Academy of Management Journal* is to publish empirical research that tests, extends, or builds management theory and contributes to management practice."

(*Academy of Management Journal* website, http://journals.aomonline.org/amj/)

Category 2. Combination Scholarly and Practitioner

Business Horizons

Stated Aims and Scope: "*Business Horizons* fills a unique niche among business publications of its type by publishing articles that strike a balance between the practical and the academic. To this end, articles published in *Business Horizons* are grounded in scholarship, yet are presented in a readable, non-technical format such that the content is accessible to a wide business audience."

(*Business Horizons* website, **http://www.elsevier.com/wps/find/journaldescription.cws_home/620214/description#description**)

Journal of Business Research

Stated Aims and Scope: "*The Journal of Business Research* applies theory developed from business research to actual business situations. Recognizing the intricate relationships between the many areas of business activity, *JBR* examines a wide variety of business decisions, processes and activities within the actual business setting. Published for executives, researchers and scholars alike, the Journal aids the application of empirical research to practical situations and theoretical findings to the reality of the business world."

(*Journal of Business Research* website, **http://www.elsevier.com/wps/find/journaldescription.cws_home/505722/description#description**)

Category 3. Primarily Practitioner

Long Range Planning

Stated Aims and Scope: "*Long Range Planning* is one of the leading international journals in the field of strategic management that is published six times a year. It features articles which offer original research

Journal Name	Number of Articles	Number of Collaborators	Percent of Collaboration
Scholarly Orientation			
Decision Sciences	**57**	**5**	**8.8%**
Academy of Management Journal	**104**	**10**	**9.6%**
Scholarly/Practitioner Orientation			
Business Horizons	**84**	**7***	**8.3%**
Journal of Business Research	**338**	**18**	**5.4%**
Practitioner Orientation			
Long Range Planning	**58**	**12**	**20.7%**
California Management Review	**57**	**15**	**26.0%**

*One article had three practitioners and no scholars.

Table 1: Collaborative research.

that bridge the gap between academia and practice. We aim to influence the behaviour of senior managers, administrators and to influence academic thinking. Our typical readers are executives with a good MBA and senior academics actively involved in practice."

(*Long Range Planning* website, **http://www.lrp.ac/**)

California Management Review
Stated Aims and Scope: "*California Management Review* serves as a vehicle of communication between those who study management and those who practice it. We publish articles that are both research-based and address issues of current concern to managers. *CMR*'s contributors include management consultants, policy makers, and senior executives as well as business school faculty from across the nation and abroad."

(*California Management Review* website, **http://cmr.berkeley.edu/about_cmr.html**)

Although we do not present formal hypotheses, we do propose that the number of articles published featuring collaborative research will vary based on the orientation or target audience of the journals. Collaborative research would appear to be more consistent with practitioner-oriented publications than those that are more scholarly-oriented. We would also expect that publications with a practitioner/scholarly orientation would fall between these two extremes, in terms of numbers of collaborations.

Results

The cumulative results suggest evidence of engaged scholarship in all three categories of publications. The results are summarized in Table 1.

Discussion

This exploratory analysis was intended to shed light on the presence of engaged scholarship in the literature. The results indicate that collaborative research between business scholar and practicing professionals ranges between 5 – 26% of published articles during the time period studied. It also appears that journals that have a stronger scholarly orientation are less likely than those with a practitioner orientation to report findings from collaborative research (and vice-versa). Additionally, the rates for joint practitioner/scholarly publications are very similar to those that have a scholarly focus. In total, the results suggest that the primary domain for the reporting of collaborative research in the literature is with the practitioner-oriented publications.

Although we cannot, at this time, explain the reasons for the variation in publication percentages, several propositions can be presented for consideration. It may be that collaborative work is more suited to practitioner publications. In this regard, the question is whether it is easier for scholars to adapt to a practitioner orientation or a practitioner to adapt to a scholarly orientation, given that the requirements for manuscript acceptance vary among the various journals. This does not, however, explain why publications that have a joint scholarly/practitioner orientation report collaborative research at roughly the same rates as the scholarly journals. It may be a function of the selected journals and/or the fact that we restricted the analysis to a relatively short time period.

Additional analysis covering more journal publications and across a longer time line appears warranted to further confirm (or refute) these preliminary findings. In the meantime, the evidence reported in this study suggests that engaged scholarship in the form of collaborative research between academic scholars and practitioners is indeed *bona fide.* As such, we recommend that Van de Ven's question of what would happen "if" we engaged in collaborative research should be revised as follows: "Does research that is grounded in practice, involves practitioners in problem generation, theory building, research design, and problem solving help management scholarship flourish and benefit?" Further analysis of the individual collaborative articles will help answer this question. For now, the question of "if" has at least been partially answered. ■

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stay in New York on Saturday, May 1. If we had not done so, we would have been either locked in or locked out of our hotel room at the Marriott Marquis, since that was the night of the recent terrorist attempt in Times Square. If we had stayed in New York, we would have experienced yet another crisis and this article would have been longer. ■

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

Following the earlier Enron and MCI scandals continued fraud and greed by highly educated leaders and followers brought about the economic recession starting in 2007. This suggests that the management of our large institutions missed something in the quest for greater profits gained faster and faster. Central difficulty of the problem resides in a lack of conscience applied to daily activities in the workplace. What are missing are the soft skills and ethical values of leadership that should be embedded in university classes as a continuation of what expectedly has been learned at home. [***Krishna Dhir, Feature Editor***]

A Challenge to Leadership Education

by Richard Peregoy, University of Dallas

Soft skills basic to leadership—particularly personal values, communication skills such as listening, teamwork, decision making, and giving and receiving feedback—plus developing relationships enhance the specific functional skills required of current MBA students.

Based on my years of experience working with organizations, including a Deming Prize winner and companies found on "*Fortune*'s list of 100 best companies to work for" (Levering & Moskowitz, 2009), the real but intangible difference in high-performing organizations lies in the really hard work required in the implementation of these basics. Well-established and practiced foundations in soft skills allow managers to apply the marketing, operations, and financial skills of the business as the building blocks necessary for successful economic performance.

Therefore, preparing students to understand the *spirit* of organization requires participative leadership and intelligent followership in the classroom as preparation for daily living and working is a challenge to leadership education.

Teaching Strategy and Leadership

Transformational leaders reflect clarity of vision in their personal values. Followers see the actions of leaders, reflect upon them, assess them against their personal values, gain insight, and focus on "getting the job done." Leaders lead by example. And followers make leaders. Much change occurred in the practice of management as work evolved through the mechanical era, the information era, and into today's knowledge-based era.

Old-style autocratic leadership needs to be updated to the world-wide and virtual-team orientation with an understanding that the acceptance of congruent values allows for individuality and team performance. Students in the classroom benefit when experienced faculty competently guide discussion by bringing in real life business practices to illustrate difficult to quantify issues. Nowhere is this need for personal values more evident than in the failure of values revealed in the exposure of the quantitative models driving the business decisions of the financial industry. A values-driven classroom provides students with the opportunity to jointly learn, develop, and practice soft skills as well as functional skills.

A very real question is *how can the human life be best lived*? This cannot take place in isolation for it involves the community in which one works. Plato tasks the leader to search for universally valid truths which if applied to governance leads to individual and organization success. Gandhi supposedly applied this analogously in his dictum "to be the change that you want to see."

In order to facilitate this change, students require a demonstrated ability in oral and written communications. Today students want more than "edutainment" in the educational process. They want to

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participate in the learning process by doing. Having students present pre-assigned articles and opening themselves to commentary and questioning reveals a depth of knowledge of concepts and provides an exercise in empowerment that is useful as a base for feedback and continued development.

Writing personal experience applications related to the study topics with reference to the readings and discussions, together with demonstrated reflection on what took place in the past, provides for contemplations of actions that can be improved. The teacher and the leader become *a guide on the side* as opposed to *a sage on the stage.* Students learn to manage themselves and to provide for the growth of others in the quest to make personal and organizational change.

Exercises enhance student learning through the practice of decision making, team problem solving, and listening. I was exposed to the New Truck Dilemma decades ago, and continue to find similar exercises in delegation and decision making invaluable. In a New Truck dilemma exercise (similar to what I learned in a training session using Norman R. F. Maier's technique) (Maier & Zerfoss, 1970), participants in a service organization within a company are told that a new truck will arrive. In the past, management decided who received the new truck. To understand delegation and team decision making, participants self-select case roles. In the role play, a description of the existing trucks and the drivers' years of service is made common knowledge.

The participants make the decision as to who gets the new truck, while the manager remains outside of the decision-making process. Emphasis is placed upon the quality of the decision by determining whether the worst truck was replaced and whether the decision is acceptable to management *and* satisfies the workers as well. Students in self-selected teams study the situation, role play, make a decision, and report out. What is important is the emphasis on making a team quality decision that is also acceptable to management. Debriefing reaffirms the values of delegation, values of the organization, and the beautiful view of people doing for themselves what they can do best . . . that is what most involves them in their daily work.

A simulation exercise allows role-playing in the resolution of a typical operations problem. Students attempt to resolve an operations process bottleneck problem, for which they provide data on their current work efforts. I draw from the students' work experience to set up the simulation. Self-assigned groups select roles from a previously prepared set of criteria, meet with the manager, and resolve the issue. Typically the issue is one of work assignment, overtime allocations, or weak performance by a team member that is harming group output. When they report out, I place emphasis on not only getting the problem solved for organizational efficiency, but also on providing for the human effects of dedicated, hard-working employees who may be caught in a dysfunctional system.

In a shortened version of a modified "Abilene Paradox" (Harvey, 1974) type exercise, self-selected groups are asked to agree on a trip destination within a limited time for discussion. As the group reports out, it is usual to find that there is limited agreement as to the destination and the way of travel. Some groups simply agree to get the assignment completed. Some are driven by the "alpha dog," and some do not reach agreement. The students participate in this type of exercise to demonstrate through the discussion the need to listen and to communicate feelings, emotions, and rational argument. It is not just *going along to get along* that is important, but doing what is right for self and others that is important.

See **DEAN**, page 18

■ XENOPHON KOUFTEROS, Feature Editor, Texas A&M University

The 10 Mistakes Students Make in Their Doctoral Program Revisited: The Student Response (Part Two)

by Varun Grover and Jason Bennett Thatcher, Clemson University

In Part 1, we presented recent Ph.D. program graduate's comments on the first five of ten mistakes identified by Varun Grover in 2001. In this installment, we provide their insight into the remaining mistakes. Generally speaking, our respondents confirmed that they witnessed many of these mistakes while completing their doctoral programs. However, our respondents also identify additional, useful, strategies for current students that can help them successfully navigate their doctoral programs. We believe that their "street-level insight" provides invaluable guidance for students seeking to complete their doctoral studies in a timely and effective manner.

Mistake 6: Doctoral Students Do Not Seek Help.

Doctoral students invest inordinate amounts of time in topics or methods for which expertise is available.

In reacting to this issue, we received mixed responses from our informants. Ranging from "I have this problem ☺" to "I don't know whether I was a successful doctoral student or not." One offered the insight that willingness to seek help varied. She commented that:

> "This is partially true. Some students have a lot of pride and won't ask for help. I think a lot is grounded in their cultural backgrounds. Others prefer to prove they can do it on their own. I believe sometime the knowledge dissemination is not encouraged, and students also don't know that help is available. "

Consistent with this observation, another noted:

> "Students with limited facility in the language of instruction and those with only modest interest in doctoral studies: the former tend to isolate themselves thereby compounding their difficulties while the latter simply exit the program."

In contrast, some students reported being overly reliant on their advisor. For example, one reported that:

> "I made the mistake of never acting without the permission of my advisor—i.e., I would ask my advisor if it was okay for me to contact someone who was an expert in a particular area of theory or methodological practice, without just doing it on my own. Since the answer was often "Why don't you wait and try to solve the problem on your own first?" I probably missed out on a lot of networking opportunities, in addition to spinning my wheels and wasting days (if not weeks) worth of my very valuable time. If I had my educational experience to do all over again, I would have reached out to experts (both at my own school and at other institutions) much quicker, and would not necessarily have felt that I needed to get permission from my advisor to do so every time."

Another underscored this intuition, that in conjunction with trying to solve the problem on his own, seeking help was a useful, necessary, and learning experience, he recalled that:

> "I used to seek help with difficult technical and theoretical problems all the time. However, I used to try to solve the problems myself first and spend significant amount of time to do research on the problem before seeking help from someone else. I would always ask senior doctoral students and junior faculty members first before talking to my advisor

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and other senior faculty members. I even did not hesitate to contact faculty members from other departments and schools (outside my university) if they were the experts in the area.

In one case, there was a ready way of obtaining collective help.

> "I think the students at my PhD institution were very lucky in that we had regular weekly research workshops for the duration of my time there . . . . Our department was very open and encouraging of doctoral students presenting their work in order to get feedback from a diverse group of people. In fact, this outlet for obtaining feedback is so popular that the available slots are normally all gone within a few weeks of the start of a semester. PhD students use the workshops to practice their job talks, to practice for upcoming conference presentations, and to solicit ideas about their proposed dissertation topic . . . . Whenever one of the students would encounter a problem with their research, all they really had to do was contact the workshop coordinator and say, 'Hey, can I please have a slot this semester to discuss this paper I'm struggling with?' I myself presented in our workshop three or four times over the course of my time in the program."

Caveat: The panelists agree that soliciting help can compress cycles of frustration—but often personality characteristics, the advisor's disposition, or institutional structures can facilitate or inhibit this. This is where students need to figure out when too much self-reliance is hurting them in the longer run, particularly when help points can be identified.

Mistake 7: Doctoral Students Do Not Build an Asset Base.

Doctoral students should invest time to build their personal value as a co-author . . . doctoral students should assess their assets and how they can leverage the "learning" in the program in order to create unique (inimitable) value for themselves.

Our respondents noted that building an asset base required a forward-thinking mindset that for some students could be challenging because they:

> "Start their PhD programs because they want to become teachers. Their focus is not so much in building any research assets for future career. They also feel that a PhD is just another degree."

To remedy this mindset, faculty had changed programs to:

> "put more focus during the induction days to inform PhD students that they are here mainly for research, hence they should think about writing from day one of their PhDs. This should create more awareness of the portfolio that needs to be built while studying."

To leverage their knowledge, another student suggested that:

> "Once you've spent a lot of time learning a particular topic area or working through a particularly challenging methodological issue, you do want to seek out ways to leverage that knowledge in the future, so all the time and effort don't go to waste by being used on just one paper."

Once an expert, an additional student observed that:

> "Co-authors greatly appreciated their expertise. For example, one doctoral student became an expert in social network analysis and started writing papers with different faculty members that required social network analysis. Another student became an expert in polynomial and response surface analysis."

Rather than narrowly focusing their skill sets on research methods, other students built theoretical asset bases by:

> "dialoging with a very wide range of faculty in a range of specializations. Initiating these dialogs generally required that the students have a base of credibility (apparent knowledge of a new topic or previous work with a respected individual). In most cases such efforts were only effective if the student was willing and able to provide the "heavy lifting" for their "collaborators." Students who treated the relationships as true collaborations often found themselves waiting for input from their collaborators. This impeded rather than enhanced their overall effectiveness."

One student felt that these assets were not really cultivated.

> "Most of the students in our program had some sort of informal label attached to themselves, such as the "stats expert" or "XXX methodology expert" or something. I don't know if they cultivated these labels intentionally, or if it just sort of happened. I would guess the latter."

Caveat: The respondents clearly see the advantages of building an asset base. However, this requires a longer term mindset that often gets lost amidst the projects and deadlines, various roles on projects, and perhaps most importantly, decisions about which skills to acquire—be it methodological or conceptual. In some cases it just happens—but it might be worthwhile for students to take stock of their assets about halfway through the program.

Mistake 8: Doctoral Students Are Too Ambitious.

Doctoral students invest a tremendous amount of time in proposing projects that are extremely ambitious.

One respondent suggested that the tendency to overextend is likely:

> "just a normal learning process. I believe in most situations students start with a bigger project than they can handle. The more they progress into the program, the more they realize how much is achievable. I won't consider this a mistake, just part of the learning process."

While doctoral students may be initially ambitious, our informants suggested that the tendency to overextend was tempered through time and advising. By the time a proposal is defended, one respondent noted that:

> "The ambitious projects are re-scaled with the help of the advisors and the confirmation committee. Specifically, students are informed what should be part of a PhD project and given the timeframe for completion the project is scaled down naturally."

Another acknowledged that:

> "My dissertation was initially like this. However, with the help of my committee members, I was able to scope it down. It was a monumental task for me from a data collection, analysis, and writing point of view. I think, with the help their committee members, most of my fellow doctoral students were able to develop a manageable dissertation topic."

However, whether a project was rendered manageable depended on the faculty advisor. A particularly keen observation by one informant was that:

> "In most cases the dissertation proposal process serves here to limit the extent to which overly ambitious dissertations are undertaken. This is, however, dependent on individual supervisors and the dynamics of the committee but I have seen few supervisors in our faculty that will pass an excessively ambitious proposal. The same is not true of other faculties that I have observed and in those cases timely completion was only possible through revised

expectations that in one case necessitated the removal of a committee member."

Caveat: The panel agreed that students are too ambitious—but it is only a mistake if they are not effectively advised, and the ambitious project comes back to haunt them. This observation underscores that selecting an advisor who has successfully managed the dissertation process and has the experience to help properly scope a project is an important, and perhaps even a necessary condition for completing a doctoral program.

Mistake 9: Doctoral Students Are Not Politically Astute.

Students should be friendly, receptive, and responsive to faculty; professional in their demeanor; and carefully choose their committees.

Our informants agreed that being politically astute, or aware, was a frequently observed characteristic of doctoral students. They observed that being astute was a necessary skill to succeed within the program as well as for furthering a research agenda.

Within a Ph.D. program, one observed that:

> "Politically astute students tend to be very effective in identifying those individuals that control the outcomes that they seek and then accommodating the needs of these stakeholders. Less astute students tend to insult, battle, or otherwise antagonize people that have notable control over their fate. While these students can still succeed, they often make the process more difficult."

Another offered a few "definite no-no's":

> "Implying to a faculty member that you know more than them, implying to a faculty member that you think you are as good a researcher as them and thinking that a tiff you have with a faculty member won't get back to your advisor within hours."

Being astute involved more than simply managing your own faculty, one student suggested that political skill influenced broader career outcomes:

> "Research is not done in a vacuum. There is a need for peer reviewers, referees, and editors; and doctoral students need their committees. It is critical that you are always friendly, receptive and responsive to anyone at conferences, in the hall, in the classrooms (both as a student and instructor) and especially the department secretary (as they truly run the place). I've seen countless project opportunities arise not from research prowess but rather from friendly conversations. Having said this, hard-selling projects via friendly interaction is probably not appropriate either. Just like dating, if someone is interested in your ideas they will ask, if they aren't leave it alone."

Even when students are astute, one informant observed that political skill is not a replacement for hard work:

> "I think the most successful students were those who just kept their mouth shut and worked hard. I think the students who tried to do too many things to "manage" their programs and faculty members who spent too much time in things that were not necessarily helpful did not succeed in the doctoral program."

Caveat: While most respondents agreed that political skills are important—for some it was simply a matter of working hard and avoiding friction. This is generally good advice. The problem occurs when the politics comes to the student—who gets entangled in power struggles between faculty. This unfortunate situation might require political acumen on the part of both the student and a faculty champion who is looking out for the best interest of the student.

Mistake 10: Doctoral Students Leave Too Early.

Our respondents provided an unequivocal response to leaving early. One boldly stated:

> "Dumb! Why would you start tenure early when you haven't finished your dissertation? It is a good way to get fired from your first job. If you want to leave early, finish early."

Another observed that:

> "There were at least three such incidents when I was in the doctoral program. In all three cases, the implication was the same. It took the students a long time to come back and finish their dissertation. The quality of their dissertation also suffered. They told me how difficult it was to work on dissertation while trying to settle in a new place and teaching new classes."

A student who is currently working in a job and lacked a degree suggested that she:

> "would strongly encourage everyone to finish their dissertation before they start a new position!!! There just isn't any free time once you become a faculty member, and it is difficult trying to balance the need to finish your dissertation with the need to be an active

Submitting articles to *Decision Line*

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

member in your new department and a good instructor. If I had known before leaving my previous institution what I know now (regarding how hard it is to balance a dissertation and new job), I would not have stayed another year (because it wasn't really necessary in my case), but I would have worked ten times as hard as I did to get done before leaving."

Finally, a student noted that not all students leave because they have secured an academic job. She suggested that students leave (and don't finish their Ph.D.'s) for a variety of reasons.

> "Generally speaking, PhD students here leave the degree because they have a critical situation that does not allow them to continue; e.g., critical illness, family problems, relocation overseas, financial constraints, etc. . . . "

Caveat: While there is strong agreement that leaving too early is indeed a mistake, there are exigencies that might "force the hand." This is where the advisor and student must carefully evaluate tradeoffs (there are always tradeoffs) that give weightage to work remaining, the nature of the exigency, the nature of the student, potential work demands in the job, and particularly high weightage to the downside risk.

Conclusion

The 10 "mistakes" identified seem to be largely endorsed by the panel. Doctoral students who create synergy, are proactive in their approach, evaluate opportunities carefully, avoid a deep lull period, manage the interaction with their advisor, seek help and criticism of their work, build a particular skill set, temper ambitious projects with reasoned reality, consider political realities, and don't leave the program prematurely tend to be successful in the program.

However, while identifying mistakes is easy, our respondents seemed to indicate that addressing them is easier said than done. There are extenuating circumstances that are unique to individuals and their context that could make it difficult not to commit certain mistakes. These unique factors could pertain to the institution, the advisor or the doctoral student. For instance, mistake 6 (don't ask for help) could result from certain programs where faculty are not readily accessible, the advisor forces the student to "look within" for assistance, and the student hates any kind of obligation. Collectively, these factors might interact and promulgate the mistake across groups of graduate students. Further, certain institutions could mandate post-comp requirements that prevent the lull period (mistake 4). Also, certain doctoral students may come in with little knowledge of the field and would like to spend time exploring various research areas before creating synergies (mistake 1).

Such contingencies might be prevalent for all mistakes—raising or lowering their incidence and intensity. However, what the panel seems to be saying is that a heightened sensitivity to the possibility of such mistakes can help the doctoral student work to minimize their occurrence or impact. Competent and motivated students, with the skills of "mistake management and minimization" in the context of the institution, advisor and their innate personality, will dramatically increase their chances of success in the doctoral program. ■

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DEAN, from page 14

Feedback somewhat similar to a 360-degree appraisal emphasizes the human value system integrated with the functional performance. In an effort to improve in both their individual presentations and their team participation, students have the opportunity to give and receive feedback on the effectiveness of their performance. Assessment in the feedback allows for an examination of an individual's personal sense of meaning. One of the more important elements is the development of relationships. Networks evolve through close contact. Trust is essential. And students who are evaluating the leader in the group based upon actions and then giving and receiving group feedback realize the strength of doing quality work contributing to the well-being of all.

Conclusion

This approach is neither a particular ethical nor value structure. Rather it is the development of the kinds of customs and conduct that the individuals and the group find desirable or appropriate. It is not relativistic, but virtues driven and concerned with what leaders do, how they do it, and why they do it. And it is integrated with the functional skills of daily work experience. It is through the discussions, the readings, the role plays, the constant communication, the feedback, and the exercises that students recognize their own need to grow and develop.

The incremental value is that of exhibiting and enhancing the values currently necessary for success that are so often lacking in modern organizations. Leadership involves values, and one cannot be a successful leader without being aware of one's own values, and the values of one's followers. By implementing the leadership teaching strategy, students have the opportunity to learn and practice theory and "what works" in becoming transformational leaders. Relevant articles, presentations, and exercises help in the development of customs and culture appropriate for leading an effective organization. ■

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IN MEMORIAM: Helen Beaver, 1916-2010

She was the grand lady of the Western Decision Sciences Institute! Helen Beaver personified WDSI. WDSI was her family and she was its heart and soul! The Decision Sciences Institute lost a great champion when Helen departed on January 9, 2010, after a brief illness at the age of 94. Each member of WDSI lost a precious friend. Her husband, Andy Beaver, had preceded her.

Helen was an indispensable resource for four different deans of the College of Business at San Diego State University. She was recruited there by Dean Charles W. Lamden in May 1960, and retired from there in May 1983 after 23 years of service. A new academician, whether joining SDSU or WDSI, could not do better than to go to Helen for guidance. She was a person who got things done. Gretchen Vik, Professor of Information and Decision Systems at SDSU tells a story, "One time I came into my office early in the morning, threw my purse in my file cabinet, and locked the drawer—then realized I had no key. When I called Helen and asked what to do, she told me to call the Key Department. When I called, the man there said "We don't take care of that." I said, "I'm sorry, Helen Beaver told me you were the one to call." He was in my office in five minutes unlocking the drawer!" The words, "Helen Beaver told me . . . " were magical! They opened doors!

Helen had already done fascinating things before the Decision Sciences Institute was established. In 1943, she was driving a variety of vehicles for the American Red Cross Motor Corps in Westwood and San Francisco, California. It is easy to imagine how impressive she must have looked in that handsome Red Cross Motor Corp uniform. In those days the American Red Cross Motor Corps fleet included over 100 'woodie' station wagons. They were used to transport military dependents and provide canteen service at the San Francisco docks as ships carrying US troops arrived and departed. Even then, Helen was very much the people-person we came to know at the Decision Sciences Institute. She transported war brides, and returning prisoners of war. She met patients at the airport and delivered them to the VA hospital. But this was only one phase of her career.

In 1949, Helen became an early pioneer in television! She was a program coordinator at the CBS affiliate, KPIX. Its studio was at the Mark Hopkins Hotel in San Francisco. A year later, Helen moved to the Los Angeles area to join KTTV, which was an independent station, then owned by the *Los Angeles Times*. Helen was their public service director, representing the station at various public forums. Helen met a number of celebrities-to-be, including Johnny Carson, Billie Burke, Bishop Sheen, Ernie Kovacs and others. This was an exciting period in television history. *Colgate Comedy Hour, Ernie Kovac Show, Victor Borge Show, Amos 'n' Andy, Dragnet,* and *The Jack Benny Show*, all premiered in 1950. Television was all live. Bloopers went on air, with no opportunity for editing.

In 1960, Helen's husband, Andy, accepted a position at Convair in San Diego, prompting Helen to join San Diego State University. When the WDSI was first founded in 1971, Helen was at hand to assist the fledgling organization get off the ground. Retirement from San Diego State University did not mark the end of her relationship with WDSI. She stayed with us throughout the decades, took great interest in our progress, and became the keeper of our history and culture. In 1998, Helen became the first recipient of the Jimmy D. Barnes Distinguished Service Award, an honor WDSI has granted to less than a handful of individuals. Helen attended her last WDSI meeting in Manzanillo, Mexico, in April 2004, when I was fortunate to be the president of WDSI. We shall miss our dear friend, Helen!

—Krishna Dhir, Berry College

Helen Beaver—A Remembrance

I first met Helen Beaver in 1972 on my first day as an assistant professor of accountancy at San Diego State University. I went to the College of Business Administration and was introduced to Helen who guided me through the necessary process involved in signing in. Upon getting the keys to my office, I went to inspect it and found that it was without a filing cabinet. I returned to Helen and was told by her that there were absolutely no filing cabinets to be had anywhere on campus. I was pleasantly surprised the next morning when I entered my office and discovered, to my astonishment, that somehow a new filing cabinet (which was still in its factory-wrapped plastic) had appeared. This was the first of many demonstrations that life was made much easier to be in the good graces of Helen. I am happy to say that I remained in her good graces for the next 38 years.

I was invited to my first American Institute of Decision Sciences (with the unfortunate acronym, AIDS) meeting at the Hilton Hotel in San Diego by Pieter Vandenburg and Bill Sherrard. A few years later I was selected to be the successor to Wally Lowry (who I had known in the masters program at Berkeley) as treasurer, a position I held for many years with the exception of one year when I was president. I always felt that this was just to make it easier to get the second signature on the checks that had to be written. After all, Helen ran all of the financial affairs of the Western Region and she taught me all that was required to manage and run a regional meeting. In this relationship we both discovered that we had many common interests including reading,

See **BEAVER**, page 7

Midwest Region Annual Meeting Highlights

by Udayan Nandkeolyar, University of Toledo

Jim Murray, retired president of First Energy Ohio Operations, gives the keynote address.

The Midwest region of Decision Sciences held its 41st Annual Meeting on April 22-24 in Toledo, Ohio at the Crowne Plaza Hotel. There were over 100 submissions of papers, abstracts and workshops which included a special track/mini conference on Project Management. More than 130 people registered for the conference.

The meeting highlights included:

- Keynote address delivered by Mr. Jim Murray, President of First Energy Ohio Operations (retd.) and University of Toledo College of Business Executive-in-Residence. He spoke about the role of Supply Chain Management
- Tour of the KUKA Toledo Production Operations (KTPO) facility that makes the body for the Jeep Wrangler made in Toledo. KTPO is an integrated supplier for the Chrysler assembly plant that is on the same compound.
- Tour of the Toledo Museum of Art.
- Research Paper Sessions: Papers and abstracts that were deemed to be sufficiently developed by the Track Chairs were presented in the "regular" sessions (72 papers).
- Table Topic Sessions: Papers and abstracts that were considered to be at a developmental stage were assigned to one of two Table Topic sessions (30 papers).
- Nine workshops were organized on topics ranging from Structural Equation Modeling to Global Supply Chain Security.
- An Editors Panel was assembled that brought Professors Ken Boyer, Srinivas Talluri, Janet Hartley and Xenophone Koufteros representing the editorial boards of various leading journals.
- Two sessions and one workshop were devoted to Project Management.
- One session was devoted to a panel of Global Supply Chain Management professionals.
- A two-session case competition of Graduate and Undergraduate student teams was conducted.

The conference was hosted by The University of Toledo, with sponsorships from Bowling Green State University, Dominican University, John Carroll University, Western Kentucky University and the Sadat Academy of Management Sciences. ■

Jim Murray receives a plaque of appreciation for the keynote address from Anand Kunnathur.

Paul Hong (University of Toledo) receives the Best Research Paper Award from 2010 MWDSI Program Chair Udayan Nandkeolyar (University of Toledo).

Institute Meetings

The 41st Annual Meeting of the Institute will be held November 20-23, 2010, at the San Diego Marriott Hotel and Marina in San Diego, California. Contact Program Chair Morgan Swink at swink@bus.msu.edu.

http://www.decisionsciences.org/annualmeeting/

The Asia Pacific Region Annual Meeting will be held jointly with the International Conference of Operations and Supply Chain Management from July 25-31, 2010, in Hong Kong and Guangzhou, People's Republic of China. Submission deadline was March 30, 2010. The conference will include a two-three-day program in Hong Kong (July 25 to 27) and a three-day program in Guang Zhou (July 28-30). Programs will include plenary sessions with presentations by nine well known professors and five industry and government speakers. There will also be company visits and exchanges with executives from leading companies such as Li & Fung and IDS groups in Hong Kong and Galanz in Shunde, the worlds' largest microwave oven manufacturer. In addition to parallel academic presentation sessions, there will also be discussion forums for academic researchers, industry practitioners and government officials and invited sessions which will focus on different topics related to the theme of innovation and technology management and enterprise transformation in China.

http://lf-scml.baf.cuhk.edu.hk/icoscm
http://www.apdsi.org

The European Region Annual Meeting will be held July 2-3, 2010, at the IESE Business School, University of Navarra, Barcelona, Spain. Contact Program Chair Marc Sachon at msachon@iese.edu.

http://www.e-dsi.eu

The Indian Subcontinent Region will hold its 2010 Annual Meeting on December 28-31, 2010, at the Management Development Institute, Gurgaon (Suburb of New Delhi), India. This also includes a special one day conference/workshop on Design and Management of Services. The call for papers for this conference is in preparation and will be distributed soon.

http://www.decisionsciences.org/regions/default.asp

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

The Midwest Region held its 2010 Annual Meeting on April 22-24, 2010, in Toledo, Ohio. For more information, contact Program Chair Udayan Nandkeolyar, University of Toledo, unandke@utnet.utoledo.edu

http://mwdsi2010.utoledo.edu

The Northeast Region will hold its 2011 Annual Meeting on April 14–16, 2011, at the Montréal Marriott Château Champlain in Montréal, Canada. A fantastic gala dinner (as part of the registration fee) is scheduled for Saturday night at 6:00 pm to midnight. For more information, contact Program Chair Minoo Tehrani, Roger Williams University, mtehrani@rwu.edu.

http://www.nedsi11.org/

The Southeast Region will hold its 2011 Annual Meeting on February 23-25, 2011, at the Savannah Marriott Riverside in Savannah, Georgia. For more information, please see the website below.

http://www.sedsi.org

The Southwest Region will hold its 2011 Annual Meeting on March 1-5, 2011, at the Hyatt Regency in Houston, Texas. Deadline for paper submissions is October 1, 2010. For more information, contact Program Chair Carl M. Rebman, Jr., University of San Diego, carlr@sandiego.edu.

http://www.swdsi.org

The Western Region will hold its 2011 Annual Meeting on April 5-8, 2011, at the Embassy Suites-Downtown in Historical Multnomah Hotel. Portland, Oregon. Deadline for paper submissions is October 1, 2010. For more information, contact Program Chair Sheldon R. Smith, Utah Valley University, WDSI2011@uvu.edu.

http://www.wdsinet.org

Call for Papers

Conferences

8th Annual International Symposium on Supply Chain Management will be held September 26 - 28, 2010, in Toronto, Canada. The Symposium provides a platform for sharing the latest research in supply chain management, and experiences resulting from field application. Deadline for paper submissions is June 1, 2010.

Publications

International Journal of Production Research plans to publish a special issue titled *Supply Chain Design: Issues, Challenges, Frameworks and Solutions*. Manuscripts must be submitted by September 30, 2010. This special issue aims to publish a set of papers that will shed greater insights into how supply chain design can help describe, explain, and predict supply chain activities and outcomes at both the corporate and supply chain levels. From the perspective of content, this special issue hopes to solicit a broad spectrum of papers. These papers may be either conceptual, empirical, or analytical in nature; they can adopt a domestic or international/comparative focus; and, they can pursue either theory-building or theory-testing. This issue is especially interested in soliciting papers that explore the issues of deploying supply chain designs in actual applications.

Papers should be submitted to one of the guest editors: Steven A. Melnyk (Melnyk@msu.edu) or Ram Narasimhan (narasimh@bus.msu.edu). Please contact either guest editor should you have any questions regarding the special issue or the potential suitability of topics for the issue. ■

2010 Program Chair's Message

MORGAN SWINK, Michigan State University

A little revolution is a good thing now and then. In 2009 the Decision Science Institute (DSI) celebrated its 40th year of existence as one of the leading academic societies. The annual conference in 2010 marks the beginning of the next 40 years, in which we expect to break new ground, try new ideas, and create new value for all participants.

Join us in San Diego as we launch a new chapter in the life of the DSI. We invite basic, applied, theory, and case study research in any field related to decision-making, as well as proposals for panel discussion, symposia, workshops, and tutorials dealing with research or pedagogical issues.

As a participant in the 2010 conference you can expect to enjoy the following:

- A warm welcome with numerous opportunities to meet new people, to consider new research and teaching approaches, and to enjoy the sights and sounds of San Diego
- High quality invited and sponsored sessions featuring highly respected researchers, educators, and practitioners
- A variety of venues in which you can present and receive constructive feedback on your research and teaching innovations
- Opportunities to scout out the job market and/or the talent pool
- More than 20 discipline-based and interdisciplinary tracks that address research, pedagogy, educational technologies, and more
- Three new special interest groups addressing health care, project management, and innovation
- Conference innovations that put new twists on an already successful formula

The 41st DSI Annual Meeting will be held November 20-23, 2010, at the San Diego Marriott Hotel and Marina in San Diego, California.

The venue for the 2010 DSI Annual Meeting is the Marriott Hotel and Marina. This location offers excellent weather, great access to restaurants, tours, and entertainment, and scenic view of the beautiful bay and port of San Diego. For more information visit:

www.sandiego.org

www.marriott.com/hotels/travel/sandt-san-diego-marriott-hotel-and-marina/

If you have any questions, suggestions, or requests, feel free to email Program Chair Morgan Swink at **swink@bus.msu.edu.** ■

San Diego
Decision Sciences Institute
41st Annual Meeting

2010 Annual Meeting Coordinators

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Miniconference on Hospitality Mgmt.

This miniconference examines emerging issues facing the hospitality industry, which is one of the fastest growing sectors worldwide. However, the current economic and political global climate means the industry has to deal with new challenges such as increased competition, declining revenues, and global terrorism. The miniconference will feature both invited and submitted papers on the salient issues that are impacting the hospitality industry. Submission deadline is May 1, 2010. ■

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2010 Doctoral Student Consortium

San Diego
Decision Sciences Institute
41st Annual Meeting

Creating successful career paths for students

Co-sponsored by McGraw-Hill/Irwin, Alpha Iota Delta and DSI

DSI's 28th annual Doctoral Student Consortium will be an engaging, interactive professional experience designed to help participants successfully launch their academic careers. We are pleased to have the co- sponsorship of McGraw Hill/Irwin with contributions from Alpha Iota Delta and Beta Gamma Sigma for this important event. The Consortium will take place on Saturday, November 20, 2010, at the 2010 DSI Annual Meeting in San Diego.

Who Should Attend?

The Doctoral Consortium is offered to individuals who are at least into their second year of doctoral studies. The Consortium welcomes students from all subject areas within the decision sciences. A variety of students with backgrounds in operations management, management information systems, management science, strategy, organizational behavior, marketing, finance, accounting, and other areas will increase the vitality of the sessions. This year's program will focus on basic preparation for an academic career, job search issues, the interview process, research strategies, effective teaching, among others. Students who are interested in addressing these subjects in a participative, interactive way will enjoy and benefit from the Consortium.

Why Should You Attend?

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

Program Content

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

Preparing NOW for an Academic Career. What can doctoral students do now to gain an advantage in the job market and lay the foundation for a successful academic career.

The Job Search Process. Should you target your job search on research-oriented schools? Teaching schools? Private? Public? What's the best way to market yourself? What is the proper format for your vita? This session will help participants answer these questions through insights drawn from a panel of faculty experts.

The Interview Process—Dos and Don'ts. How should you prepare for an initial interview or an invited on-campus interview? What questions should you ask? What can you expect? What factors should you consider when making a final decision?

Teaching Effectiveness. Dynamic and inspiring sessions will share insights and secrets for success as a professor in academia.

Information About Specific Research Areas. World-class research faculty from a variety of specific subject areas (e.g., supply chain management, MIS, educational research) will meet with students whose specific research area matches that of the faculty. This faculty 'mentor' will offer advice and guidance on appropriate journals, current popular topics of research, potential co-authors and suggestions for focusing on a specific research topic area.

Join Us

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

Application Process

Students in all areas of the decision sciences are encouraged to apply for the DSI Doctoral Student Consortium. Those wishing to be included should submit:

1. A current curriculum vita, including contact information (e-mail in particular), your major field (accounting, finance, marketing, management, operations management, MIS, management science, strategy, and so on), the title of your dissertation proposal or the title of a current research paper.
2. A letter of recommendation from your dean, doctoral program director, department chair, or dissertation chair. The letter should attest to the applicant's qualifications and good progress in the doctoral program. Interested students are encouraged to apply early if they wish

to ensure themselves space in the Consortium. Materials should be sent electronically to the Doctoral Consortium Coordinators (see below) by October 15, 2010. Those who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after October 15 will receive consideration on a space-available basis.

Participants must pay the regular student DSI member registration fee of $80 (or $105 for non-DSI member student) for the annual meeting, but there will be no additional charge for the Consortium. This fee includes the Consortium luncheon and reception on Saturday, the DSI luncheons on Sunday and Tuesday, and the CD-ROM of the conference 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
Sarv Devaraj, University of Notre Dame
sdevaraj@nd.edu

Rajiv Kohli, The College of William and Mary
rajiv.kohli@mason.wm.edu

San Diego
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2010 Discipline-based Tracks

Accounting: Assurance and Public Accountability
Robert Hutchinson, University of Detroit-Mercy, hutchirl@udmercy.edu

Information Systems Economics
Debabrata Dey, University of Washington, ddey@uw.edu
Vidyanand (VC) Choudhary, University of California Irvine, veecee@uci.edu

Information Systems Strategy and Design
Jeff Stratman, The University of Utah, jeff.stratman@business.utah.edu
T. Ravichandran, Rensselaer Polytechnic Institute, ravit@rpi.edu

Hospitality Management
G. Keong Leong, University of Nevada Las Vegas
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Natasa Christodoulidou, California State University Dominguez Hills
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Logistics, Distribution, and Order Management
DaeSoo Kim, Korea University, kimd@korea.ac.kr

Marketing and Management Strategy and Policy
Derrick D'Souza, University of North Texas, dsouza@unt.edu

Manufacturing Operations Management
Jan Olhager, Linkoping University, jan.olhager@liu.se
Martin Rudberg, Linkoping University, martin.rudberg@liu.se

Organizational Behavior/Organizational Theory
Mike Lewis, University of Bath, M.A.Lewis@bath.ac.uk

Service Operations Management
Larry Menor, The University of Western Ontario

Supply Management
Tom Choi, Arizona State University, thomas.choi@asu.edu
Murat Kristal, York University, mkristal@schulich.yorku.ca

2010 Topical/Interdisciplinary Tracks

Cross-functional Interfaces (Marketing/OM/Finance/IS/Accounting)
Elliot Bendoly, Emory University, elliot_bendoly@bus.emory.edu

Decision Making and Problem Solving (MS/OR/Statistics)
Shaw K. Chen, University of Rhode Island, chenshaw@uri.edu

Product/Process Innovation and Project Management
Mohan Tatikonda, Indiana University, tatikond@iu.edu

Process Quality and Productivity Management
Matthias Holweg, University of Cambridge, m.holweg@jbs.cam.ac.uk

Risk Analysis and Crisis Management
Kathy Stecke, The University of Texas at Dallas, kstecke@utdallas.edu
Thomas Schmitt, University of Washington, glennsch@u.washington.edu
Sanjay Kumar, The Pennsylvania State University, sxk89@psu.edu

Social Responsibility, Ethics, and Sustainability
R.D. (Robert) Klassen, The University of Western Ontario, rklassen@ivey.uwo.ca

2010 Special Tracks

Fellows Track
Sang Lee, University of Nebraska-Lincoln, slee1@unl.edu

Innovative Education
David Chou, Eastern Michigan University, david.chou@emich.edu

New Talent Showcase - Student Presentations
Susan Meyer-Goldstein, The University of Minnesota, meyer033@umn.edu

2010 Special Interest Groups

Innovation and Entrepreneurship
Roger Calantone, Michigan State University, rogercal@msu.edu

Healthcare Decision-Making and Policy
Rachna Shah, University of Minnesota, shahx024@umn.edu
Susan Meyer-Goldstein, The University of Minnesota, meyer033@umn.edu

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

2010 New Faculty Development Consortium

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 20, 2010, as part of the DSI conference. The day-long agenda for the consortium will consist of interactive presentations and panel discussions led by business faculty at varying stages of their careers. The program will also provide opportunities for interaction and networking with experienced faculty as well as with co-participants in the consortium.

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

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

To participate in the consortium, please send an email providing the information listed on the DSI annual meeting website at

http://www.decisionsciences.org/annual-meeting/meetinginfo/new-faculty.asp

along with your current vita to one of the coordinators listed below. To be eligible for participation, your application must be received by the end of the day on Friday, October 1, 2010. 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 2010 Annual Meeting, there will no additional fees for participating in this consortium. ■

New Faculty Development Consortium Coordinators

Rohit Verma, Cornell University, (607) 255-2688, rohit.verma@cornell.edu

Gopesh Anand, University of Illinois at Urbana Champaign, (217) 244-8051, gopesh@illinois.edu

2010 DSI Global Miniconference

With a gross domestic product (GDP) of over $14 trillion, the U.S. is the largest economy in the world. However large this number may seem, it represents only about 23% of the total world GDP of over $61 trillion. What does this mean to today's business decision makers? If we look to Hollywood, we can gain a little insight.

- On May 19, 1999, "Star Wars Episode 1: The Phantom Menace" was released for U.S. domestic audiences. The global rollout was to proceed during the following weeks. Yet, the very next day, bootleg versions of the film appeared on overseas screens. Digitization had changed the rules of the global game.
- On December 18, 2009, "Avatar" was released to a global audience. Within three weeks, the film topped the $1 billion mark in ticket sales. Amazingly, two thirds of the revenues came from global markets.

Today, regardless of the country of origin, corporate success increasingly requires that managers learn to use worldwide resources to meet the needs of global consumers. The mission of this miniconference is to help us better understand the rules of a global economy via cutting-edge research as well as to explore ways in which we can better teach the nuances of global decision making to today's students, regardless of where they hail from.

Indeed, globalization raises many challenges for decision makers everywhere—not just for transnational firms operating in culturally and geographically diverse environments. For academic researchers, globalization has generated many fruitful avenues of inquiry regarding (1) competitive strategy, (2) the design of global networks including the coordination of activities within the firm, and (3) the ability to build appropriate relationships among the various actors external to the focal firm. These avenues include, but are not limited to, the role of culture, knowledge development, innovation, supply chain networks, market relationships, and others. We look forward to provocative discussion of the many issues influencing global strategy such as country, social structure, politics, economics, human resources, supply chain management (services and manufacturing), foreign direct investment, and information technology. Our hope is to stimulate creative thinking regarding the challenges facing firms, society, the environment, and various institutions (government and non-government) in the context of globalization.

We invite DSI members to submit research papers, forums, tutorials, and other creative submissions for this event. ■

Global Miniconference Coordinators

Anthony Ross
Broad School, Michigan State University rossant@bus.msu.edu

Stanley E. Fawcett
Marriott School, Brigham Young University
stan_fawcett@byu.edu

Overview of DSI Annual Meeting Activities

San Diego
Decision Sciences Institute
41st Annual Meeting

Best Paper Awards Competition

Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, Best Interdisciplinary Paper, and Best Student Paper.

http://www.decisionsciences.org/annual-meeting/meetinginfo/competition.asp

Best Teaching Case Studies Award Competition

Serves an active role in the dissemination of new ideas with respect to case studies topics.

http://www.decisionsciences.org/annual-meeting/meetinginfo/competition.asp

Curricular Issues Miniconference

A forum to learn from those at the forefront of curriculum innovation and improvement, and to share experiences and lessons.

http://www.decisionsciences.org/annual-meeting/meetinginfo/curricula.asp

Doctoral Student Consortium

A unique opportunity for doctoral students from across the U.S. and world to interact with one another and with distinguished scholars in a one-day program devoted to career development.

http://www.decisionsciences.org/annual-meeting/meetinginfo/doctoral.asp

Elwood S. Buffa Doctoral Dissertation Award Competition

Encourages and publicizes outstanding dissertation research by selecting and recognizing the best dissertations written in the past year in the decision sciences.

http://www.decisionsciences.org/annual-meeting/meetinginfo/dissertation.asp

Global/International Research Miniconference

A forum for the discussion of the many issues influencing global strategy and network design.

http://www.decisionsciences.org/annual-meeting/meetinginfo/global.asp

Hospitality Management Miniconference

Examines emerging issues facing the hospitality industry, which is one of the fastest growing sectors worldwide.

http://www.decisionsciences.org/annual-meeting/meetinginfo/hospitality.asp

IT/SCM Interface Miniconference

Focuses on research at the nexus of information technology and supply chain management, highlighting current and emerging trends in the area.

http://www.decisionsciences.org/annual-meeting/meetinginfo/miniconferences.asp

Instructional Innovation Award Competition

Recognizes outstanding contributions that advance instructional approaches within the decision sciences. The focus of this award is on innovation in college- or university-level teaching.

http://www.decisionsciences.org/annual-meeting/meetinginfo/innovation.asp

Miniconference on Making Statistics More Effective in Schools and Business

Encourages interaction between business faculty and others involved in teaching business statistics with professionals from industry and government, with publishers, and with software vendors.

http://www.decisionsciences.org/annual-meeting/meetinginfo/miniconferences.asp

Miniconference on Successful Grantsmanship

Develop interests among DSI members in obtaining external research grants and to sharpen their skills to write grant proposals so that their endeavors may be more fruitful.

http://www.decisionsciences.org/annual-meeting/meetinginfo/miniconferences.asp

New Faculty Development Consortium

Deals with research, teaching, publishing, and other professional development issues for faculty who are beginning their academic careers. (Open to faculty members who have a Ph.D. degree and are in the first two years of their teaching career.)

http://www.decisionsciences.org/annual-meeting/meetinginfo/new-faculty.asp

Professional and Faculty Development Program

Provides insight into the challenges and opportunities in today's rapidly changing academic environment.

http://www.decisionsciences.org/annual-meeting/meetinginfo/miniconferences.asp

Technology in the Classroom Miniconference

A forum for participants to share novel or innovative applications of technology in the classroom that enhance the student's learning experience.

http://www.decisionsciences.org/annual-meeting/meetinginfo/technology.asp

Institute should continue to look for additional opportunities to grow internationally.

The Board has approved holding a World Congress every four years. The World Congress will involve collaboration with one or more peer international organizations, and will be held outside the U.S. Consequently, once every four years, the Institute's annual meeting will be replaced by a World Congress. I am establishing an Ad Hoc Committee on World Congress, which will be charged with developing a proposal to organize and implement the inaugural World Congress. The committee will develop an implementation plan including potential partners, dates, and locations and make recommendations to the Board.

The benefits to our members are derived primarily through our publications and various forums of interaction, such as our regional and annual meetings. The impact factor of the *Decision Sciences* journal has increased substantially over the last few years, thanks largely to the work of outgoing editor, Vicki Smith-Daniels. We are grateful to Vicki for her valuable contribution. We are confident that Asoo Vakharia will continue to improve the quality of the journal. *The Decision Sciences Journal of Innovative Education* continues to draw interest and has increased submissions and acceptances. As such the number of issues per year will soon be increased from two to three. Surveys of our members indicate that *Decision Line* is the most widely read publication of the Institute. Our publications are important to the success of our Institute. Thus another Board objective is as follows: Enhance the quality of the Institute's journals.

Another Board objective is: Enhance service quality. The economic recession has caused many state university budgets to be cut drastically. Funding for faculty members to attend conferences has been curtailed, causing declining participation at these meetings. The Institute, too, has been affected by this trend. We have to examine ways in which we can differentiate our meetings from those of others, even as we provide value to our members. In his last President's Letter, Ram discussed the changes made to our annual meeting and the "transition to an interesting, informative, high quality and enjoyable conference." For the first time, this year's annual meeting will include invited sessions from three Specific Interest Groups (SIGs): Project Management (PM), Health Care Decision Making and Policy (HCDMP), and Innovation and Entrepreneurship (IE). It is anticipated that additional SIGs will be added based on member interests.

This is the Year of Implementation. Paul Rubin, Chair of the Ad Hoc Committee on Website, has agreed to facilitate the implementation of a Members Zone on our website, which will offer wikis, blogs, and discussion forums, and serve as a repository for information such as research data files, cases and problems, annotated bibliographies, mailing lists, and photo galleries. The Internet is an excellent marketing medium to reach prospective members worldwide at minimal cost. Podcast is one way members and non-members can easily access information of interest to them. This technology, too, can be an important medium for disseminating cutting-edge research, augmenting our traditional channels. The publicity gained through this medium could potentially increase the citation of research published by the Institute and, therefore, the impact factor of its journals. Selected articles from *Decision Line, Decision Sciences, Decision Sciences Journal of Innovative Education,* and presentations by the best paper award winners and instructional innovation award competition finalists at the annual meetings could be podcasted and made available on the Institute's website. Such technologies can help enhance the Institute's reputation and stature. This leads us to the Board's final objective: Evaluate emerging information and communication technologies for applicability to the Institute's activities.

I will apprise you of our progress in my future letters. ■

MARKETPLACE *(See more listings at http://www.decisionsciences.org/placement)*

INDIANA UNIVERSITY
Kelley School of Business
Operations & Decision Technologies Department
Operations and Supply Chain Management Visiting Faculty

The Operations and Decision Technologies Department of the Kelley School of Business invites applications for visiting faculty positions in Operations and Supply Chain Management to begin Fall 2010 or Spring 2011. The openings are at a non-tenure-track level (Lecturer or Assistant Clinical Professor). To qualify at the Clinical level a Ph.D is required. A strong teaching record is required and industry experience is desirable.

The major teaching responsibilities involve Operations and Supply Chain Management with a special emphasis in the Logistics area. An interest in teaching Data Analysis and Spreadsheet Modeling would be a plus. Courses would be taught at the undergraduate and graduate levels and an 18 credit hour teaching load would be required.

Faculty will be available to meet with candidates at the POMS conference in Vancouver, and individual arrangements will be made for those not attending the conference. To ensure consideration, applications should be received by May 4, 2010; however the search will continue until positions are filled. Interested applicants should send a cover letter, vita, evidence of strong teaching, and the names and addresses of three references to:

F. Robert Jacobs
(jacobs@indiana.edu)
Chair of Faculty Search Committee
Department of Operations & Decision Technologies
Kelley School of Business
Indiana University
Bloomington, IN 47405-1701

Indiana University is an Affirmative Action Equal Opportunity Employer committed to excellence through diversity. The University actively encourages applications from women, minorities, and persons with disabilities.

OFFICERS' NOMINATIONS

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

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

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

The Nominating Committee is most appreciative of your assistance.

Office _____

Nominee's Name & Affiliation _____

_____

Statement of Qualifications_____

_____

_____

_____

Nominator's Name & Affiliation_____

_____

FELLOWS' NOMINATIONS

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

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

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

Decision Sciences Institute Fellows

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

**deceased*

DECISION SCIENCES INSTITUTE

2010 Annual Meeting Registration Form ▪ San Diego, California ▪ November 20-23, 2010

All attendees must register for the meeting. Conference registrations must be postmarked by November 1, 2010, to avoid a late fee of $50. After November 1, requests for cancellation refunds will not be accepted. **Mail form and payment for registration to:** Decision Sciences Institute, 35 Broad Street, Suite 414, Atlanta, GA 30303, fax 404-413-7714.

Last Name

First Name & Middle Initial

First Name for Badge

Organization/Affiliation

Mailing Address (❑ New ❑ Home ❑ Business):

City, State, Zip and Country

Telephone (❑ Home ❑ Business) Fax

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

E-mail

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

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

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

3. Date of arrival:
❑ *a. Fri. (11/19)*
❑ *b. Sat. (11/20)*
❑ *c. Sun. (11/21)*
❑ *d. Mon. (11/22)*
❑ *e. Tues. (11/23)*

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

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

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

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

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

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

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

The Annual Meeting Proceedings will be produced in CD-ROM format and is included in the conference registration fee for all registered attendees. If you **DO NOT** wish to receive the Proceedings, please indicate below. Additional CD-ROM Proceedings can be purchased at a cost of $25 each, but must be ordered by **October 1, 2010** (see form below).

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

Member registration	$325.00	
2010-11 Member dues renewal (For the exact amount owed, please refer to the dues renewal notice previously mailed to you.)	160.00	
(Outside U.S. & Canada add $5)	5.00	
Non-Member registration (❑ Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	485.00	
(Outside U.S. & Canada add $5)	5.00	
Student member registration	80.00	
2010-11 Student dues renewal (For the exact amount owed, please refer to the dues renewal notice previously mailed to you.)	25.00	
(Outside U.S. & Canada add $5)	5.00	
Student Non-Member registration (❑ Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	105.00	
(Outside U.S. & Canada add $5)	5.00	
Emeritus Member registration	80.00	
(Outside U.S. & Canada add $5)	5.00	
Emeritus Non-Member registration	115.00	
(Outside U.S. & Canada add $5)	5.00	
Extra Sunday's luncheon(s) @ $40.75 each		
Extra Tuesday's awards luncheon(s) @ $40.75 each		
Extra CD-ROM Proceedings @ $25.00 each		
After November 1, 2010 (LATE FEE)	50.00	
TOTAL		

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

Total Amount $_____

Card No. _____ Expires: ___/___

Card Holder's Name _____
(Please Print)

Signature_____

Billing Address_____

City/State/Zip _____

CALENDAR

JULY

July 25

The Asia Pacific Region will hold its 2010 Annual Meeting from July 25-31, 2010, in Hong Kong and Guangzhou, People's Republic of China. The conference will include a two-three-day program in Hong Kong (July 25 to 27) and a three-day program in Guang Zhou (July 28-30). See http://lf-scml.baf.cuhk.edu.hk/icoscm

OCTOBER

October 1

Submission deadline for the **Doctoral Student Consortium**, to be held at the 41st Annual Meeting of the Institute (November 20-23, 2010, at the San Diego Marriott Hotel and Marina in San Diego, California). See page 26 for details.

October 1

Application deadline for the **New Faculty Development Consortium**, to be held at the 41st Annual Meeting of the Institute (November 20-23, 2010, at the San Diego Marriott Hotel and Marina in San Diego, California). See page 29 for detailed information.

October 1

Submission deadline for the **Southwest Region and Western Region 2011 Annual Meetings**. See page 21 for more information.

NOVEMBER

November 20-23

41st Annual Meeting of the Decision Sciences Institute, to be held at the San Diego Marriott Hotel and Marina in San Diego, California. Program Chair is Morgan Swink, Michigan State University, dsi2010@bus.msu.edu. For more information, see http://www.decisionsciences.org/annualmeeting

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

Decision Sciences Institute Application for Membership

Name, Institution or Firm

Address (☐ Home ☐ Business)

Phone Number

Dues Schedule: ___ Renewal ___ First Time ___ Lapsed

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

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

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

(Student membership requires signature of sponsoring member.)

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

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

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

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

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

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

Total amount $_____

Card No. _____ Expires: ___/___

Card Holder's Name _____

Signature_____
(Please Print)

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