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Results of First Web-Based Membership Survey by Member Type

Scott M. Shafer, Feature Editor

In a previous column I reported on some of my preliminary analysis of the Institute's first Web-based membership survey. I have now had the opportunity to further analyze the data by member type, member tenure, type of teaching, type of institution, and primary academic interest. In this installment of the Membership Roundtable I will summarize the results by

member type. Future columns will provide summaries of the survey on the other variables. As you may recall from my earlier column, 454 usable responses were received.

Table 1 summarizes the level of importance of 18 items for a successful meeting by member type (1 = very little importance, 7 = very high importance), while Table 2



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	Academic		
	Administration	Faculty	Student
Opportunity to interact with colleagues in your field	5.8	6.1	6.4
To learn about innovative teaching techniques	4.9	5.1	5.0
To present/obtain feedback on a research paper	4.7	5.2	5.6
Opportunity to interact with industry professionals	2.9	3.7	4.0
Desirable meeting locations	4.9	4.8	4.5
Presentations by noted scholars	4.3	4.8	5.2
Opportunity to interact with colleagues in other fields	4.3	4.4	4.7
To learn about curriculum changes at other institutions	5.3	4.7	4.3
To participate as a session chair or discussant	3.8	3.7	3.4
Opportunity to interact with international scholars	3.8	4.2	4.5
Learn how to obtain external funding	3.2	3.5	4.4
General professional development	5.0	4.9	5.5
Opportunity to view book and software exhibits	5.0	4.7	4.8
Job placement center	4.3	4.3	6.2
Participate in curriculum issue mini-conferences (undergraduate, MBA, PhD, academic administrator)	5.5	4.2	4.9
Tutorial and professional development sessions	4.6	4.5	5.0
New Faculty Development Consortium	3.8	3.2	5.5
Doctoral Student Consortium	3.7	3.3	5.8

Table 1: Level of importance for successful meeting.

summarizes how well DSI is performing on these 18 items (1 = very poorly, 7 = very well). Referring to Table 1, the students tended to score the items higher, followed by faculty, and then by academic administrators. All three groups ranked “opportunity to interact with colleagues in your field” the highest. Academic administrators ranked “participate in curriculum issues ...” second and “to learn about curriculum changes ...” third. Faculty ranked “to present/obtain feedback on a research paper” second and “to learn about innovative teaching techniques” third. Student members ranked the “job placement center” second and “doctoral consortium” third.

In terms of how well DSI is performing on these 18 dimensions (see Table 2), “opportunity to interact with colleagues in your field” and “opportunity to view book and software exhibits” were ranked in the top 3 by all three groups. Academic administrators and faculty also appear to be moderately pleased with the meeting locations.

The Web-based survey also asked respondents to indicate the extent of their agreement/disagreement with the six statements listed in Table 3 (1 = strongly disagree, 7 = strongly agree). In a similar fashion to Table 1, the students tended to have the strongest agreement, followed by faculty, and then by academic administrators. Two exceptions to this general trend were academic administrators had the strongest agreement that “[*Decision Line*] provides useful professional information” followed by students, and that faculty had the least amount of agreement to the statement “DSI is my preferred professional society.” One possible explanation for the latter is DSI’s explicit interdisciplinary focus.

Finally, and perhaps most importantly, Table 4 summarizes the respondents perceptions related to how well the Institute is performing on the seven goals adopted by the Board of Directors (1 = very poorly, and 7 = very well).

In closing, I think it is fair to say that DSI has performed moderately well but there are significant opportunities for improvement. In addition to providing insights into these opportunities, another important

	Academic Administration	Faculty	Student
Opportunity to interact with colleagues in your field	5.2	5.7	5.6
To learn about innovative teaching techniques	4.6	5.0	4.4
To present/obtain feedback on a research paper	4.3	4.9	5.0
Opportunity to interact with industry professionals	2.0	3.0	3.9
Desirable meeting locations	5.0	5.1	5.2
Presentations by noted scholars	3.8	4.3	4.7
Opportunity to interact with colleagues in other fields	4.0	4.5	5.0
To learn about curriculum changes at other institutions	4.8	4.6	3.9
To participate as a session chair or discussant	4.2	4.6	3.7
Opportunity to interact with international scholars	3.4	3.9	4.3
Learn how to obtain external funding	1.8	2.5	3.0
General professional development	4.9	4.6	5.2
Opportunity to view book and software exhibits	5.4	5.4	5.7
Job placement center	4.8	4.9	6.0
Participate in curriculum issue mini-conferences (undergraduate, MBA, PhD, academic administrator)	4.9	4.5	4.9
Tutorial and professional development sessions	4.6	4.6	5.1
New Faculty Development Consortium	2.6	3.3	4.4
Doctoral Student Consortium	2.9	3.6	4.6

Table 2: How well DSI is performing.

Statement	Academic Administration	Faculty	Student
My membership in DSI provides good value.	5.2	5.4	5.8
The DSI Annual Meeting is a good value.	5.1	5.3	5.7
The <i>Decision Sciences</i> journal is a valuable membership benefit.	5.0	5.0	6.0
The <i>Decision Line</i> news publication provides useful professional information.	5.6	5.1	5.5
DSI is my preferred professional society.	5.1	4.6	5.3
DSI international meetings are well organized and provide additional opportunities for international professional development.	4.3	4.8	4.9

Table 3: Extent of agreement/disagreement .

use of this survey data will be to monitor the Institute's progress in meeting the needs of the membership over time.

Previous Column Update

A couple of columns ago I updated you on the campus rep program. In between the writing and publication of that column, the Executive Committee at their meeting in March voted to eliminate this program. While I was not at this meeting, my understanding is that the Executive Committee felt the campus rep program had not been all that effective. I would add that many of the communication functions performed by the campus rep program could be handled via the Web. I would like to personally thank the members who volunteered to serve as campus reps and encourage you to find other ways to serve the Institute such as volunteering to serve on committees. ■

Goal	Academic Administration	Faculty	Student
Improve dissemination of innovation in teaching, curriculum, and scholarship.	5.3	5.1	4.8
Enhance member services at the international and regional levels.	3.9	3.9	4.3
Increase the number and variety of professional development activities.	4.8	4.6	4.5
Increase membership and participation of all disciplines.	4.0	4.2	4.5
Promote the development and dissemination of research having educational and practical importance.	5.2	5.0	4.5
Increase globalization of the Institute.	3.8	4.5	4.4
Expand interdisciplinary activities.	4.7	4.5	4.8

Table 4: Institute's performance on goals adopted by Board of Directors.

DSINFO—The Decision Sciences Institutes's Listproc

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DSINFO, a listproc maintained by the Decision Sciences Institute, is for subscribers who would like to share email on news and announcements relating to DSI and the decision sciences community. For example, DSINFO subscribers receive notices from the Home Office as soon as *Decision Line* articles and *Decision Sciences* abstracts are posted on the DSI website (<http://dsi.gsu.edu>). Because this content is placed on the website prior to printing the hard-copy, the articles/abstracts are available on the Internet weeks before the publications arrive in the mail.

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If you have questions about the list, or would like to suggest ways that it can be used, contact either Bob Jacobs, DSI Information Technology Coordinator at jacobs@indiana.edu, or Hal Jacobs at [hjacobsgsu.edu](mailto:hjacobs@gsu.edu). ■