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## Results of First Web-Based Membership Survey by Mix of Teaching Responsibilities

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In my previous columns, I have been providing you with summaries of the Institute's first Web-based membership survey. In this installment of the Membership Roundtable, the survey results are summarized on the basis of respondents' mix of teaching responsibilities (i.e., primarily undergraduate, primarily graduate, or an even mix of graduate and undergraduate). I will provide additional summaries of the survey data on other variables in future columns in this series.

In total, 454 usable responses were received. Of these responses, approximately 41% indicated they teach primarily undergraduates, 15% primarily graduates, and 44% an even mix of graduates and undergraduates.

Table 1 summarizes the level of importance of 18 items for a successful meeting by mix of teaching responsibility (1 = *very little importance*, 7 = *very high importance*), while Table 2 summarizes how well DSI is performing on these 18 items (1 = *very*

	Primarily UG	Primarily G	Even Mix of UG and G
Opportunity to interact with colleagues in your field	6.1	6.3	6.1
To learn about innovative teaching techniques	5.3	4.7	5.1
To present/obtain feedback on a research paper	5.3	5.2	5.2
Opportunity to interact with industry professionals	3.9	3.6	3.6
Desirable meeting locations	4.7	4.7	4.8
Presentations by noted scholars	4.8	4.8	4.7
Opportunity to interact with colleagues in other fields	4.5	4.3	4.3
To learn about curriculum changes at other institutions	4.8	4.3	4.6
To participate as a session chair or discussant	3.6	3.6	3.7
Opportunity to interact with international scholars	4.0	4.6	4.4
Learn how to obtain external funding	3.8	3.1	3.4
General professional development	5.1	4.6	4.9
Opportunity to view book and software exhibits	4.8	4.8	4.6
Job placement center	4.9	4.0	4.1
Participate in curriculum issue mini-conferences (undergraduate, MBA, PhD, academic administrator)	4.6	4.2	4.1
Tutorial and professional development sessions	4.9	4.1	4.4
New Faculty Development Consortium	3.9	2.9	3.1
Doctoral Student Consortium	3.9	3.3	3.2

**Table 1: Level of importance for successful meeting.**

	Primarily UG	Primarily G	Even Mix of UG and G
Opportunity to interact with colleagues in your field	5.8	5.6	5.6
To learn about innovative teaching techniques	5.0	4.8	4.9
To present/obtain feedback on a research paper	5.1	4.9	4.7
Opportunity to interact with industry professionals	3.3	2.9	2.7
Desirable meeting locations	5.1	5.0	5.1
Presentations by noted scholars	4.4	4.3	4.2
Opportunity to interact with colleagues in other fields	4.7	4.4	4.4
To learn about curriculum changes at other institutions	4.7	4.4	4.5
To participate as a session chair or discussant	4.5	4.5	4.6
Opportunity to interact with international scholars	3.7	4.3	4.0
Learn how to obtain external funding	2.7	2.0	2.5
General professional development	4.8	4.6	4.6
Opportunity to view book and software exhibits	5.5	5.7	5.3
Job placement center	5.2	4.4	4.8
Participate in curriculum issue mini-conferences (undergraduate, MBA, PhD, academic administrator)	4.7	4.4	4.4
Tutorial and professional development sessions	5.0	4.5	4.5
New Faculty Development Consortium	3.7	3.2	3.1
Doctoral Student Consortium	3.8	3.5	3.6

**Table 2: How well DSI is performing.**

Statement	Primarily UG	Primarily G	Even Mix of UG and G
My membership in DSI provides good value.	5.4	5.2	5.4
The DSI Annual Meeting is a good value.	5.3	5.2	5.4
The <i>Decision Sciences</i> journal is a valuable membership benefit.	5.1	5.2	4.9
The <i>Decision Line</i> news publication provides useful professional information.	5.3	4.9	5.2
DSI is my preferred professional society.	4.6	4.6	4.7
DSI international meetings are well organized and provide additional opportunities for international professional development.	4.9	4.7	4.8

**Table 3: Extent of agreement/disagreement.**

Goal	Primarily UG	Primarily G	Even Mix of UG and G
Improve dissemination of innovation in teaching, curriculum, and scholarship.	5.0	5.2	5.1
Enhance member services at the international and regional levels.	3.9	4.1	4.0
Increase the number and variety of professional development activities.	4.6	4.5	4.6
Increase membership and participation of all disciplines.	4.1	4.0	4.4
Promote the development and dissemination of research having educational and practical importance.	5.0	5.0	4.9
Increase globalization of the Institute.	4.2	4.6	4.7
Expand interdisciplinary activities.	4.6	4.5	4.6

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

poorly, 7 = very well). Referring to Table 1, all three groups ranked "opportunity to interact with colleagues in your field" the highest.

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" received the highest scores by all three groups. In general, the respondents who teach primarily undergraduates had the most positive perceptions regarding DSI's performance.

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*). "My membership in DSI provides a good value" was rated highest or tied for highest across all three groups. "DSI is my preferred professional society" received the lowest score across all three groups. The results in Table 3 clearly demonstrate the potential for improvement.

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*).

Based on these results, 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 use of this survey data will be to monitor the Institute's progress in meeting the needs of the membership over time. ■

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