

2000 DSI Competitions and Programs

Best Paper Awards Competition

Four Best Paper Awards will be presented at the annual meeting, each with a \$200 prize:

- Best Theoretical/Empirical Research Paper,
- Best Application Paper,
- Best Interdisciplinary Paper, and
- Best Environmental Issues Paper.

Reviewers will be asked to nominate competitive paper submissions for these awards. Nominations will then be reviewed by a best paper review committee, which will make award recommendations.

Case Studies Award Competition

The Case Studies Workshop serves an active role in the dissemination of new ideas with respect to case studies topics. The Best Case Studies Award, with a \$200 prize, will be presented in conjunction with the 26th annual DSI Case Studies Workshop on "Case Techniques in the Decision Sciences." Cases may be methodological in nature (i.e., crafted to support the learning of a specific technical skill) or integrative (i.e., designed to foster the integration of scientific approaches and analyses with real-world decision making). Submission deadline was March 1, 2000. For information concerning this competition, please contact the coordinator.

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Elwood S. Buffa Doctoral Dissertation Competition

The purpose of the Doctoral Dissertation Competition is to encourage and publicize outstanding dissertation research by selecting and recognizing the best dissertations written in the past year in the decision sciences. The Elwood S. Buffa Dissertation

Award, accompanied by a \$1,500 stipend, will be presented at the annual meeting. Submission deadline was March 1, 2000. For information concerning this competition, please contact the coordinator.

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Instructional Innovation Award Competition

The Instructional Innovation Award Competition seeks to recognize outstanding contributions that advance instructional approaches within the decision sciences. The focus of this award is innovation in college- or university-level teaching. Four finalists will be chosen to make presentations at the conference competition. The winning entry receives a prize of \$1,500 and each of the other finalists receives \$250. Submission deadline was March 1, 2000. For information concerning this competition, please contact the coordinator.

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Curricular Issues Miniconferences

The Curricular Issues Miniconferences include four programs that focus on administrative and curricular issues. The Academic Administrator Program addresses various issues and problems that confront the department chair and other academic administrators. It is of special interest to those who hold or expect to hold department- and college-level administrative positions. In addition, there are degree-focused programs at the Undergraduate, MBA, and Ph.D. levels. The Undergraduate Curricular Issues program provides a forum for exchange of teaching and curriculum ideas. The 6th Annual MBA Curricular Issues program continues its focus on

changes in MBA curricula. The Ph.D. Curricular Issues program discusses the changing environment in the business Ph.D.

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Doctoral Student Consortium

The Doctoral Student Consortium provides a unique opportunity for doctoral students from across the nation to interact with one another and with distinguished scholars in a one-day program devoted to career development. Attendance at this consortium is by invitation based on an application. All students who meet the criteria will be accepted (see page 33 for more information).

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New Faculty Development Consortium

The New Faculty Development Consortium deals with research, teaching, publishing, and other professional development issues for faculty who are beginning their academic careers. Attendance at this consortium is by application and is open to faculty members who have completed their Ph.D. degree and are in the first two years of their teaching career. Application deadline is September 8, 2000 (see page 36 for more information).

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Professional Development Program

The Professional Development Program keeps the Institute's membership current in their fields. The content of the sessions offered is designed to provide insight into the challenges and opportunities of an academic career in this rapidly changing environment. Topics include, but are not constrained to, the following: new instructional and research methodologies, professional service and consulting, globalization of business education, obtaining research funding, career path strategies, meeting increasing demands in teaching, service, and research, and the challenge and opportunities of new technologies. The deadline for submissions was May 1, 2000.

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Case Study Writers' Workshop

The Case Study Workshop for members engaged in developing new instructional cases will be held for the 26th year. The deadline for submissions was April 1, 2000. The Workshop will be scheduled for several back-to-back conference sessions. The format includes some short presentations by seasoned authors and 'round-table' presentations and critiques of the 'case-writing-in-progress' of invited participants. Attendance at the Case Study Writers' Workshop is open to all conference attendees.

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Case-Based Research Track and Case Research Workshops

Members are invited to submit case-based research manuscripts. Members are also invited to propose workshops on case-based research methods. Submission deadline for manuscripts and proposals was March 1, 2000. These will be reviewed for inclusion in the Case Studies Track of the DSI program for regular sessions or topic tables.

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Innovative Approaches for Teaching with Spreadsheets Mini-Conference

This professional development mini-conference will be focused on the topic of innovative approaches for teaching with spreadsheets and will be held on Saturday, November 18, 2000, as part of the DSI Annual Meeting in Orlando. The deadline for submissions was May 1, 2000.

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2000 Annual Meeting Coordinators

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Job Placement Coordinator

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New This Year!

**The DSI Job Placement Service
begins listing applicants and positions on July 1st.
Check out the Job Placement area
of the DSI website at
<http://www.decisionsciences.org/place/index.htm>**

Doctoral Student Consortium

Job placement and professional development for students pursuing an academic career

The Decision Sciences Institute and Irwin/McGraw Hill will sponsor the Institute's 18th annual Doctoral Student Consortium on Saturday, November 18, at the 2000 DSI Annual Meeting to be held at the Marriott Orlando World Center in Orlando, Florida. The focus of the consortium will be on job placement and professional development for students planning to pursue an academic career.

The Doctoral Student Consortium is a unique program devoted to critical career development, teaching, and research issues for students who are near the end of their doctoral studies and entering the job market. The Consortium will consist of interactive large-group sessions and small-group workshop sessions with prominent academicians from a variety of institutions and disciplines. The sessions will include such topics as:

- Interviewing for a job
- Institutional expectations of new faculty
- Developing research strategies
- Enhancing teaching effectiveness
- Successful career planning

All participants must apply for the Consortium and submit (one copy each):

1. A current curriculum vita (please include e-mail address—most pre-Consortium correspondence will be handled electronically);
2. A letter of recommendation from your dean, doctoral program director, or dissertation chair, attesting to your qualifications and your expected entry into the job market;
3. A one-page abstract of your planned dissertation, including the title and a description of your research problem.

Applications will be evaluated by the consortium coordinator. The minimum criteria for acceptance are that the applicant must have his/her dissertation research well underway by October 2000, be involved in placement activities starting in the 2000-2001 academic year, be within two

years of degree completion, and not have received the doctoral degree by the time of the annual meeting. Repeat attendance is offered on a space-available basis only. First-time participants receive priority over all second-time applicants. Students in any discipline related to the decision sciences are invited to apply.

Applicants are encouraged to submit early, and should send their complete package of application materials to the Doctoral Student Consortium Coordinator by July 30, 2000. Individuals who apply by this date and meet the criteria stated above will be accepted for participation. Applications will be considered on a space-available basis through October 1, 2000.

Attendees must pay the regular student registration fee for the annual meeting. There is no additional charge for the Consortium itself.

Consortium participants will be recognized in *Decision Line*, the Institute's news publication. At the annual meeting participants will receive special recognition in the placement system, special designation on their name badges, and an introduction at the breakfast and plenary session.

Please note that participation in the 2000 Doctoral Student Consortium is by invitation only, based upon review of the application materials. Each participant will be responsible for his/her own student registration fee for the annual meeting as well as travel, lodging, and meal expenses. Customarily, the participant's school will provide some monetary support for expenses. ■

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2000 TRACKS

Accounting: Theory, Applications and Practice
Akhilesh Chandra, North Carolina A&T State University

Case Studies

David P. Christy, The Pennsylvania State University

DSS/AI/Expert Systems

Gary Koehler, University of Florida
Siddhartha Bhattacharyya, University of Illinois - Chicago

Finance/Financial Management

Amy Puelz, Southern Methodist University

Innovative Education

Karen Brown, Seattle University

International Business

Tomas Hult, Florida State University

Management Information Systems

Paul Cronan, University of Arkansas

Marketing: Theory, Models and Applications

Kathy Pettit-O'Malley, University of Idaho

MS/OR: Techniques, Models and Applications

Holly Lewis, Pennsylvania State University

Organizational Behavior/Organizational Theory

Anne M. O'Leary-Kelly, University of Arkansas

P/OM - Manufacturing

Peter M. Arnold and J. Robb Dixon, Boston University

P/OM - Services

Larry Jacobs and Kathleen L. McFadden, Northern Illinois University

Quality and Productivity

Paul M. Bobrowski, Syracuse University

Statistics and Decision Analysis

Robert J. Pavur, University of North Texas

Strategy and Policy

Catherine Daily, Indiana University

2000 THEMES

Educational Issues

Engineering/Business Coordination

Michael P. D'Itri, Dalton State College

Environmental Issues

Enterprise Resource Planning (ERP) Systems

Ted Weston, Colorado State University

Ethical Issues

Global Issues

Health Care Issues

David Mendez, University of Michigan

Interdisciplinary Studies

Technology and Innovation

Public Sector Issues

Small Business, Entrepreneurship, and Industry Applications

Workshops Proposed for Undergraduate Issues Mini-Track

Gary Kern, Indiana University South Bend

Program Chair Gary Ragatz has asked me to develop a series of special sessions related to undergraduate curriculum issues. In consultation with him and others, I have suggested the following four sessions. These are all designed to be informal panel discussions that should require a minimum of preparation. The goal of these panel discussions is to offer and converse about a variety of approaches currently being employed for undergraduate business education.

"Business I" Revisited: How's the Integrated Business Course Doing?

PANELISTS:

Peter Arnold, Boston University
Vijay Kannan, Utah State University
(discussing the James Madison University program)
Charles Peterson, Northern Illinois University

A few years ago, a number of business programs redesigned their curricula addressing the core business functions. Many of these schools developed strongly integrated courses that were team-taught. These "Business I" or "Business 101" courses required strong integration and faculty coordination. In some cases, students were organized into cohorts that experienced this portion of their instruction together and participated in team-based learning experiences.

At the time that these programs were implementing the new design, faculty from several schools presented their initial results at subsequent DSI Meetings. Now, in November 2000, is a good time to revisit these programs and evaluate their mid-term success. This panel of faculty represents programs at various stages in their development of the Business I course. They will discuss several questions related to their experiences. Specifically:

- What have been the lasting benefits of these curricular changes for the schools, for the faculty, for the students?
- What have been the most difficult problems related to implementation?
- If you knew then what you know now, would you do it all again? How would it be different?

Experiential Learning: Getting Students More Involved

PANELISTS:

Pamela Cox, Cazenovia College
Janelle Heineke, Boston University
Beth Kern, Indiana University South Bend

There are several types of experiential activities that can be introduced into learning aspects of business decision-making. Faculty are increasingly introducing these techniques into their classrooms in an effort to improve student involvement and to appeal to alternative learning styles. This session will allow several examples to be presented in the context of discussing potential benefits and possible advantages of incorporating these games, simulations, and experiences into the classroom.

Questions to be addressed during the panel discussion include:

- What are the benefits to experiential learning activities? How might they differ from "traditional" learning activities?
- What are the "risks" associated with implementing these activities in your classroom? What additional preparation is necessary for the activities to succeed?
- Does including experiential activities in a course have an impact on other aspects of the course?
- How do you assess the "success" of the experiential activities?

Learning Outside the Classroom: International Experiences

PANELISTS:

Paula Bobrowski, State University of New York - Oswego
Karen Brown, Seattle University
Gary Ragatz, Michigan State University

Increasingly, faculty are challenging students to learn from experiences that cannot be replicated adequately in the classroom situation. These types of activities take many forms, but the central issue addresses learning of an experiential nature that simply doesn't "fit" into the classroom. In many cases, the experience may be related to classroom topics.

One group of such activities immerses students in another culture. In some cases, this might involve international travel, attending classes

for credit at their home institution while visiting another institution's campus and country. Not only are the students exposed to a different faculty and a different educational approach, they are also often involved in the other country's day-to-day life and interacting with students from that other institution.

Questions addressed during this panel discussion will include:

- What are the benefits to your students, your faculty, and your school, from their involvement in your "outside the classroom" activity?
- What administrative or logistical concerns were created by the implementation of your activity?
- How is the experience incorporated into the general curricula for your undergraduate students?
- If you were to begin this experience again at another school, what would you do differently in planning and implementation?

Learning Outside the Classroom: Internship and Project Experiences

PANELISTS: Sanjay Ahire, University of Dayton

Kathryn Ernstberger, Indiana University Southeast

Gisela von Dran, Syracuse University

Increasingly, faculty are challenging students to learn from experiences that cannot be replicated adequately in the classroom situation. These types of activities take many forms, but the central issue addresses learning of an experiential nature that simply doesn't "fit" into the classroom. In many cases, the experience may be related to classroom topics.

One such outside the classroom experience may involve students in completing a project related to their class topic. The project may require direct involvement with a local business or nonprofit organization. The students' contributions to the local business community may be quite valuable, and their learning experience would be very difficult to re-enact in the "traditional" classroom setting.

Other schools have developed extensive internship programs that immerse students in job-related situations that require them to

apply concepts and skills learned in the classroom. These internships are a required portion of the curriculum at some schools.

Still other business programs require their students to become involved in aspects of professional and community outreach. The students complete service experiences that benefit the local community and exercise the students' ability to apply their learning outside the classroom context.

Questions to be addressed during this panel discussion will include:

- What are the benefits to your students, your faculty, and your school, from their involvement in your "outside the classroom" activity?
- What administrative or logistical concerns were created by the implementation of your activity?
- How is the experience incorporated into the general curricula for your undergraduate students?
- If you were to begin this experience again at another school, what would you do differently in planning and implementation?

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21st Annual Workshop for New Case Writers: The Art of Case-Writing

This 90-minute workshop's subject will be the process of case writing. Its intended audience is people who have never written a case, or who have written but never submitted one for review and/or publication. Leading the workshop will be Bill and Margaret Naumes from University of New Hampshire, and Tom Urban from Unisys Corporation. All three are experienced in case writing and case teaching. By the end of the session, the participants should be prepared to start work on their own case writing projects.

The problem addressed in the workshop is the difficulty in finding good cases in many disciplines. In addition, the AACSB now recognizes case writing as a legitimate form of research. For these reasons, conference participants may be interested in exploring the possibility of creating their own instructional cases. Even experienced case writers can benefit from sessions such as this, as it provides the

opportunity to share experiences, and to identify colleagues with similar interests, with the possibility of exchanging cases and thus expanding their pool of teaching materials. However, the emphasis will be on selecting sites for case research, organizing and focusing case materials, and developing an instructor's note.

- The presenters will begin by describing the process of identifying potential case subjects. This will include the use of many common sources of case studies, such as students, consulting projects, alumni, as well as various media. These sources frequently can be related to perceived gaps in the availability of case material for specific courses.
- The discussion will then focus on the development of teaching objectives to be achieved through the case writing process. The teaching objectives of the case are the key factors in determining how the case and instructor's note will be written.

- How to gain access to information, how to organize the material needed to complete the case, and the formats for case writing will also be discussed at this point.
- Finally, the presenter will discuss the preparation of an effective instructor's note to accompany the case. This will include the presentation of the case objectives, summary, teaching plan, conceptual underpinnings, proposed questions and answers as well as case analysis as part of the instructor's note. ■

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New Faculty Development Consortium

Professional development for pre-tenure faculty members

The 2000 Annual Meeting of the Decision Sciences Institute will include the annual mentoring program for new faculty, the New Faculty Development Consortium. The focus of the consortium will be on career management and balancing the demands of career and personal lives. The consortium will actively involve faculty whose goal is to give advice on the best ways to navigate the perils and pitfalls of the assistant professor.

The seminar will last a full day on Saturday, November 18, 2000. It will include discussion sessions with successful faculty

and opportunities for interaction and networking.

New faculty members are encouraged to apply using the form below. The Decision Sciences Institute has members from all disciplines and as such the consortium is open to all faculty. However, applicants are required to have finished their Ph.D. work and be in the first three years of their post-doctoral teaching career.

Applications should be submitted by September 8, 2000, and participants will be notified by the end of September. For the consortium, participation will be limited to

the first 50 qualified applicants. Each participant will be expected to register for the Institute's 2000 Annual Meeting in Orlando. No additional fees are charged for the consortium. ■

Direct all inquiries and applications to:

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Application for New Faculty Development Consortium

Send this form to:

Scott Young, University of Utah, David Eccles School of Business, 1645 E. Campus Drive, Salt Lake City, UT 84112

Name: _____

Proceedings: _____

Current position: _____

Papers under review: _____

Department: _____

School address: _____

Phone numbers: (w) _____

Have you attended a previous DSI Doctoral Student Consortium?

(h) _____

Email: _____

Ph.D. Institution: _____

Courses taught: _____

Ph.D. subject area: _____

Research topics: _____

Date granted: _____

Publications: _____

What is your major concern as a new faculty member?

SUBMISSION DEADLINE: September 8, 2000

Check out the DSI Placement Database

Database will be available beginning July 1, 2000

Once again it is time to open the DSI placement database in preparation for the Decision Sciences Institute's fall annual meeting. Listings for applicants and positions will be posted on the Internet. In October, a hardcopy directory will be sent to all applicants and recruiters, as well as all business schools in the AACSB dean's directory. At the conference, those who list with us will be entitled to use the placement services, which includes interview tables, a message center, and placement database access.

Listing fees are still a great value at \$200 for each position listed, \$25 for applicant listings, and no charge for student members. Confidential listings are \$100 and must be arranged directly with the placement coordinator. Membership must be current for all applicants. New members and renewals may not be processed until membership fees are processed. (See membership information on the DSI homepage.) Instructions for use of the system follow and are available on the DSI homepage at <http://www.decisionsciences.org>. Questions and suggestions should be directed to me at the address below.

Submitting Placement Data

There are two methods for submitting placement data.

Hardcopy Method. Placement forms and directions will be mailed to all members. In addition, placement forms and directions can be found on the Job Placement Services area of the DSI home page. Please use the area of interest codes provided on the directions as this classification is used to organize the web pages. Hardcopy submissions may be mailed or faxed. No vitae or position descriptions will be accepted in hardcopy form. Please mail or fax the completed form to the Placement Service Coordinator Gary Klein at the address or fax number below. Attach a check for payment or indicate appropriate payment information on the form as indicated below.

Electronic Method. From the DSI website, download an ASCII copy of the placement form. This can be done with most web browsers by saving the file as an ASCII file or mailing the form to yourself. Complete the form using any word processor and save the result as a "text" or "rich text format" file. If you do not have access to your own server, you may attach your vita or position announcement to the submission. These will be posted on the DSI Placement server. Send your attachment via e-mail in rich text format, html, or MS Word Office 97document format to Gary Klein at gklein@computer.org. You may alternately send the file on a 3 1/2" disk (PC-compatible) to Placement Coordinator Gary Klein at the address below. Vitae will be posted as received. Include appropriate payment information as indicated below.

Viewing the Database

All members and institutions have access to the database via the DSI website. Select the viewing of "applicants" or "positions" from the Placement Center Home Page. Positions and applicants are listed by primary interest area. Searches may be conducted by using the find function on your browser. You may also acquire a copy of the information within an interest area by mailing yourself any html document or saving it as a file. In addition, tabular versions readable by most word processing systems can be downloaded to your system. Visit the website to conduct any of these activities.

Payments

Payments are by check, Visa, Mastercard or purchase order. Payment by check should accompany the mailed submission. Payment by credit card requires complete information on the submission form. Institutions posting a position should provide a copy of the purchase order with mailed submissions. Submissions sent electronically by institutions should include the

purchase order number on the position form. Regardless of method, include the required payment or payment information with the submission of the form to the placement coordinator at the address below. ■

SEND LISTINGS AND PAYMENT TO:

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phone: (719) 262-3157
fax: (719) 262-3494
gklein@computer.org

DSI WEB SITE:

<http://www.decisionsciences.org>

2000 DSI Annual Meeting Program Chair Web Page

For the latest materials pertaining to the 2000 DSI Annual Meeting, check out the Program Chair Web Page at:

<http://mgt.bus.msu.edu/dsi2000/>

From this web page, you can access the 2000 DSI Call for Papers and lists of the coordinators, track chairs, and theme chairs. There is also a link to the 2000 DSI Annual Meeting Participation Request Form Web Page, where you may volunteer to participate as a reviewer of the competitive paper submissions and/or as a discussant or session chair for any of the tracks. We look forward to your participation in the 31st annual meeting, November 18-21, 2000, in Orlando.

Orlando Beckons in November

Here's a few suggestions for things to do while visiting Orlando.

Swim, boat, water ski, or fish in more than 300 lakes, springs and rivers. Sunny beaches are located within an hour's drive.

Tee off on more than 125 area golf courses. Several are world-acclaimed courses sculpted by renowned golf course architects such as Joe Lee, Tom Fazio and Robert Trent Jones as well as golf stars Arnold Palmer, Jack Nicklaus and Gary Player.

Visit the Charles Hosmer Morse Museum of American Art to see the world's largest display of Tiffany stained glass.

Cruise out of Port Canaveral (45 minutes east) for gambling excursions, three and seven-day cruises.

Shop 'til you drop at Belz Factory Outlet World & International Designer Outlets (more than 160 name-brand factory discount stores), Lake Buena Vista Factory Outlet (collection of 35 factory stores), or The Mercado (60 specialty shops).

Take your pick of theme parks & attractions:

- Amazing Animal Adventure
- Busch Gardens
- Cypress Gardens
- Daytona International Speedway
- Daytona USA
- Fantasy of Flight
- Green Meadows Petting Farm
- Jungle Adventures
- Jungleland
- Kennedy Space Center Visitor Complex
- Ripley's Believe It or Not!
- Sea World of Florida
- Silver Springs
- Skull Kingdom
- Splendid China/Chinatown
- Terror on Church Street
- United States Astronaut Hall of Fame
- Universal Studios Florida

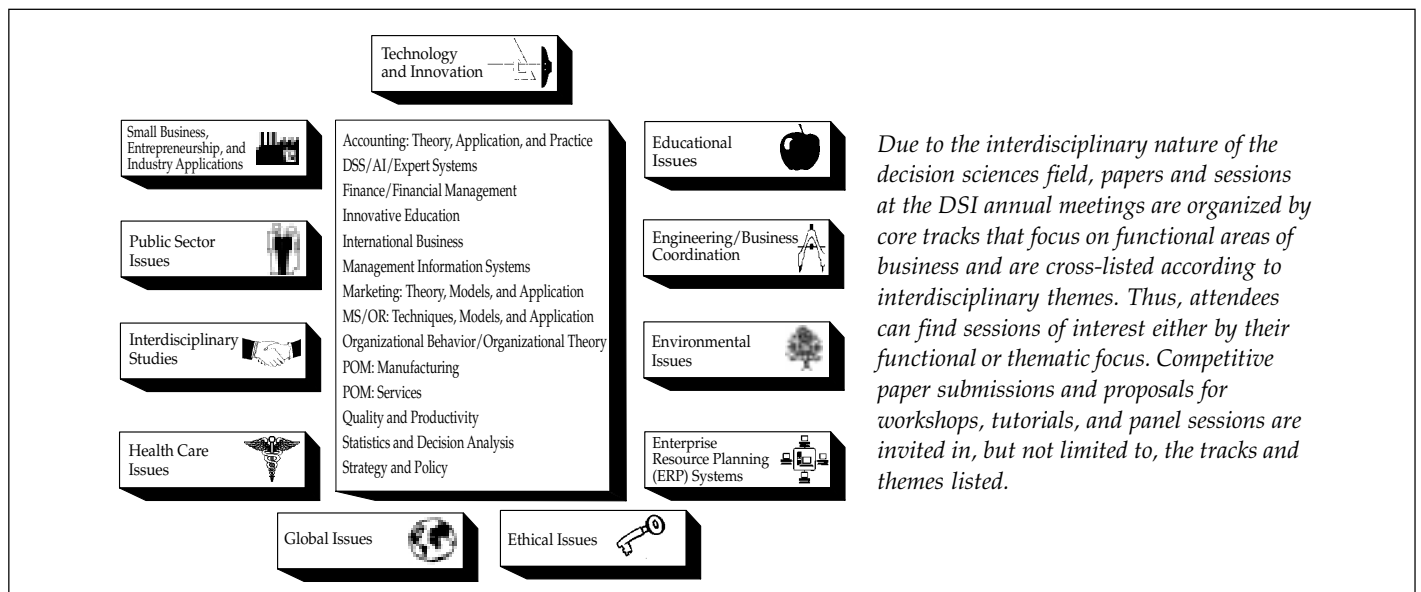
• Walt Disney World:

- Disney-MGM Studios Theme Park
- Epcot
- The Magic Kingdom
- The Walt Disney World Wide World of Sports

• Water Parks:

- Adventure Island Tampa
- Blizzard Beach
- River Country
- Typhoon Lagoon
- Water Mania
- Wet'N Wild

Source: <http://www.index411.com/orlando/01003ga.htm>



Due to the interdisciplinary nature of the decision sciences field, papers and sessions at the DSI annual meetings are organized by core tracks that focus on functional areas of business and are cross-listed according to interdisciplinary themes. Thus, attendees can find sessions of interest either by their functional or thematic focus. Competitive paper submissions and proposals for workshops, tutorials, and panel sessions are invited in, but not limited to, the tracks and themes listed.