

2009 Program Chair's Message

MALING EBRAHIMPOUR, Roger Williams University



Since its inception in 1969, the Decision Sciences Institute (DSI) has provided a forum for disseminating knowledge and advancing the science and practice of decision making in organizations. In November 2009, we will celebrate 40 years of success as a premier society for decision-making professionals. DSI supports the advancement of high-quality research and sponsors an annual meeting for discussing new developments and generating new ideas in a cordial and affable environment that is conducive to the development of long-lasting fellowship and friendship. It is our hope that the 2009 DSI Annual Meeting will build on the success of the last 40 years and pave the way for another 40 years of fellowship and progress in the practice of decision making.

The Decision Sciences Institute's 2009 Annual Meeting theme is "Celebrating 40 Years of Fellowship, Learning & Advancing the Practice of Decision Making." We invite basic, applied, theory, and case study research in the field of decision making, as well as proposals for panel discussions, symposia, workshops, and tutorials dealing with research or pedagogical issues. This meeting

will include invited sessions featuring highly respected researchers, educators, and practitioners who will share their knowledge and experience on decision making practices. The sessions will be

Celebrating 40 Years of Fellowship, Learning and Advancing the Practice of Decision Making

organized into 26 tracks and various miniconferences. The meeting will also feature professional activities focused on curricular issues, technology in the classroom, grantsmanship, and faculty development programs for doctoral students, new and senior faculty.

We invite you to join us in New Orleans, Louisiana, for the 2009 DSI Annual Meeting to be held at the Marriott New Orleans from November 14 to 17. Detailed information on the hotel and meeting event activities in New Orleans is available on the meeting website

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

If you have any questions, suggestions, or requests, feel free to email Program Chair Maling Ebrahimpour at dsi2009@rwu.edu. ■

2009 Annual Meeting Coordinators

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2008 Track Chairs

Accounting: Assurance and Public Accountability

Richard L. Jenson, Utah State University
Mehmet C. Kocakülâh, University of Southern Indiana

Business Ethics and Leadership

Shirley Hopkins, California State University, Chico

Barbara Withers, University of San Diego

Business in East Asia

Shaw K. Chen, University of Rhode Island

Case Studies

Rik Berry, University of Arkansas - Fort Smith
Lynn Ruggieri, Roger Williams University

DSS/AI/Expert Systems

Silvana Trimi, University of Nebraska - Lincoln

E-Commerce

Binshan Lin, Louisiana State University, Shreveport

Fellows

Linda Sprague, Rollins College

Finance/Financial Management

Luis Eduardo Rivera Solis, Dowling College

Health Care Management

Neset Hikmet, Nicholls State University

Hospitality Management

G. Keong Leong, University of Nevada-Las Vegas

Natasa Christodoulidou, California State University, Dominguez Hills

TRACK CHAIRS, see page 29

2009 Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

Co-Sponsored by Alpha Iota Delta, Prentice Hall, and DSI

The advancement and promotion of innovative teaching and pedagogy in the decision sciences are key elements of the mission of the Decision Sciences Institute. At the President's luncheon during the 2009 Annual Meeting, the 31st presentation of this prestigious award, co-sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and the Institute, will be made.

The Instructional Innovation Award is presented to recognize outstanding creative instructional approaches within the decision sciences. Its focus is innovation in college or university-level teaching, either quantitative systems and/or behavioral methodology in its own right, or within or across functional/disciplinary areas such as finance, marketing, management information systems, operations, and human resources.

The award brings national recognition for the winner's institution and a cash prize of \$1,500 to be split among the authors of the winning submission. Authors of each of the remaining finalist entries share \$750. Author(s) of the winning submission will be encouraged to prepare a paper for possible publication in *Decision Line*.

Please do not resubmit previous finalist entries. Submissions not selected for the final round of the competition will be considered for presentation in a regular session associated with the conference's Innovative Education track. Therefore, competition participants should not submit a condensed version of their submission to a regular track.

All submissions must adhere to the following guidelines and must be received no later than April 1, 2009.

Instructions

Applications must be submitted in electronic form using instructions on the conference website at

<http://www.decisionsciences.org/Annualmeeting>

A tentative summary of instructions appears below; however, applicants should consult the website instructions before submitting. Submissions will consist of one document electronically submitted using the conference website, and one supplemental letter sent via U.S. mail.

Electronic Submission Notes

1. Number of documents and their format: The electronic submission must consist of one document, in PDF format, completely contained in one file. Graphics and images may be integrated into this one document, but no separate or attached files of any kind are permitted. No audio, video, or other multimedia of any form can be included. Nothing may be separately submitted by any other means, including disks, videotapes, notebooks, etc. Further information about maximum file size, etc. can be found on the electronic submission form.
2. Anonymity: Include no applicant names, school names, websites, or other identifying information in your document. This information is captured separately on the electronic submission form. Applicants not adhering to this policy will be ineligible for consideration.

Document Format

Competition finalists will closely adhere to these format requirements.

1. Length: Your one electronically submitted document can be no more than 30 total pages when formatted for printing.
2. Title Page: On the first page, provide the title of the submission and a table of contents. Number all pages in your submission in the upper right-hand corner.
3. Innovation Summary: On the second page, explain why your submission provides a new innovative approach to teaching. You may also incorporate this into the abstract to be entered separately on the electronic submission form.
4. Summary Section: On the next 3 to 7 pages, present a double-spaced summary of your submission, with the following headings:
 - a. Topic or Problem toward which your approach is focused.
 - b. Level of students toward which your approach is focused.
 - c. Number of students with whom the approach has been used.
 - d. Major educational objectives of your approach.
 - e. Innovative and unique features of your approach.
 - f. Content: Describe the content or substance of the material addressed with your approach. Indicate why you focused your innovative efforts on this material or content.
 - g. Organization: Explain how you structured the material or content, unique features of your approach, and how your approach contributes to student learning.
 - h. Presentation: Discuss how you designed the explanation and illustration of the

material or content, what is unique about your approach, and how its use makes learning more effective.

- i. Effectiveness and specific benefits of your approach to the learning process: Indicate how your major educational objectives were met, benefits derived from the presentation, students' reactions to the presentation, and how you evaluated the effectiveness or benefits derived. It is essential to include measures of the success of the approach, which may include, but should not be limited to, instructor or course evaluations.
- j. Transferability: Explain how this innovation could be used by other institutions, professors, or courses.

The Summary Section will be used for the first round of reviews and may also serve as the Proceedings version for both finalists and papers accepted for presentation in regular sessions.

5. Expanded Section: This is the complete, full version of the submission that should stand alone without the summary section. The expanded section may not exceed 21 pages, including exhibits. This document is used in the second round of reviews and permits you to describe the content, organization, presentation, and effectiveness in more detail. In addition to the same information provided in the Summary Section, you may:

- a. List experiential exercises, handouts, etc. (if any), which are part of your innovative approach and explain where they fit in your approach.
- b. Add any other discussion or material that you feel is essential to an understanding of your submission.
- c. Appendix. Attach copies of illustrative material, especially any that you have developed, and a copy of the most recent course syllabus in which the innovative activity was used.

The total length of your electronically submitted document, including appendices, must not exceed 30 pages. The text must be double-spaced, using 11-12 point characters, and a minimum of one-inch margins.

Page Counts

- Title Page = 1 page
- Innovation Summary = 1 page
- Summary Section = 3-7 pages
- Expanded Section = less than or equal to 21 pages
- TOTAL SUBMISSION = less than or equal to 30 pages

Supplemental Letter

In addition to the document submitted electronically, send a letter via US mail to the competition coordinator (address given below) from your department chair, head, or dean attesting to the submission's authenticity. Include a self-addressed, stamped postcard or envelope that will be returned to confirm receipt of the supplemental letter.

Evaluation

The materials will be evaluated by the Institute's Innovative Education Committee. All submissions will be blind reviewed. Therefore, it is important that all references to the author(s) and institutional affiliation are entered only on the electronic submission form and do not appear anywhere in the submitted document itself.

The submissions will be evaluated in two phases. All submissions will be evaluated for (1) content, (2) organization, (3) presentation to students, (4) transferability to other institutions, professors, courses, etc., and (5) innovation. Consideration will be given to the clarity of the presentation of the innovative features of the submission and the demonstrated effect it has had. Phase two will be the finalists' presentation at the annual meeting. Both the written submission and presentation will be considered in the final voting for the award.

All applicants, including the finalists, will be notified by June 8, 2009. If you are one of the finalists, you will be required to attend the Instructional Innovation Award Session at the annual meeting in Baltimore. At that session, each finalist will do the following: (1) present a review or summary of the submission, (2) conduct an in-depth presentation or a discussion of a specific component of the submission (selected by the finalist), and (3) respond to questions from the audience.

This session has two purposes: to provide an avenue for the Institute's members to see and discuss innovative approaches to education which could be used in their classes, and to enable

the authors of the innovative packages to "bring their approaches to life" and add another dimension to the evaluation process.

The Committee invites your participation in this competition to recognize excellence in innovative instruction.

Please remember that all submissions must be received by April 1, 2009. ■

Instructional Innovation Award Competition Coordinator

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multiple strategic and tactical problems. These include new product design and development, coordination of virtual teams located across continents, vendor and outsourcing management, designing effective and efficient supply chains, and knowledge management systems. There are a few documented success stories in the application of IT to support business decision making. For example ECR (Efficient Consumer Response) is one mechanism which has been used to enhance collaborative decision making in the supply chain. Another emerging concept in global corporations is the "24-Hour Knowledge Factory," which can be used to support the collaborative efforts between globally dispersed team members. However, what seems to be lacking is a focus in terms of problem settings and corresponding tools/technologies to support collaborative decision making.

<http://decisionsciencesjournal.org/index.cfm>

2009 Doctoral Dissertation Competition

Searching for the best 2008 dissertation in the decision sciences

Co-sponsored by McGraw-Hill/Irwin and the Decision Sciences Institute

McGraw-Hill/Irwin and the Decision Sciences Institute are co-sponsoring the Elwood S. Buffa Doctoral Dissertation Competition. The purpose of the competition is to identify and recognize outstanding doctoral research in the development of theory and/or applications of decision sciences completed during 2008. A monetary award of \$1,500 will be presented at the 2009 Annual Meeting. Submission deadline is April 1, 2009.

The dissertation must deal with the development of methodology for, and/or application of, decision sciences. This could include analytical or empirical based research.

The dissertation must have been accepted by the degree-granting institution within the 2008 calendar year. It is not necessary for the degree to have been awarded by the end of 2008. Also, the dissertation may not have been submitted previously to a Decision Sciences Institute dissertation competition.

The following are the requirements:

1. A nominating letter on university letterhead stationery submitted by the student's major professor. This letter introduces the student, the supervisor of the dissertation, and the degree-granting institution. It also certifies the acceptance of the dissertation by the institution within the required time frame. All contact information for both the author and the major professor should also be stated in the letter. This letter should be emailed as a PDF file to fsahin@utk.edu. Call this file "Last Name-Nomination" where Last Name is the student's last name. (For example, if the student's name was Kong, the file should be called "Kong-Nomination")

2. A separate statement by the major professor about why the dissertation deserves special recognition. This letter should be emailed as a PDF file to the e-mail address given above. Please call this file "Last Name-Recommendation," where Last Name is the student's last name.

3. A summary of the dissertation. This five-to-ten page double-spaced overview should include a description of the problem, the methodology, and the major findings and conclusions. At the top of the first page, the dissertation's major and minor fields should be identified. Major fields typically are accounting, economics, finance, information systems, organizational behavior, design, and theory, operations management, supply chain management, and strategy/policy. Minor fields are often simulation, optimization, service sector, quality, quantitative analysis, artificial intelligence, expert systems, experimental design, and so on. The summary should include a 250-word abstract. This letter should be emailed as a PDF file to the e-mail address given above. Call this file "Last Name-Summary" where Last Name is the student's last name.

4. Three copies of a complete dissertation in hard copy format should be mailed to the following address:

Funda Sahin
Department of Marketing and
Logistics
College of Business Administration
The University of Tennessee
317 Stokely Management Center
Knoxville, TN 37996-0530

Important: Because of the blind-review process, it is essential that the author, degree-granting institution, and supervising professor not be identified within the contents of items 2, 3, and 4 above. All acknowledgments or other references that would identify the author, institution, or professors must be removed from the dissertation and all accompanying documents except the nominating letter. The coordinator will change the names of files before they are distributed to the reviewers so that the names of files are not identifiable with a particular student.

In ALL email communications, make sure that the doctoral student's full name appears somewhere in the email message. ■

**Elwood S. Buffa Doctoral Dissertation
Competition Coordinator**

Funda Sahin
Department of Marketing & Logistics
College of Business Administration
University of Tennessee
fsahin@utk.edu

2009 Doctoral Student Consortium

Creating successful career paths for students

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

DSI's 27th annual Doctoral Student Consortium is an engaging, interactive professional experience designed to help participants successfully launch their academic careers. We are pleased to have the sponsorship of McGraw Hill/Irwin and Alpha Iota Delta for this important event. The Consortium will take place on Saturday, November 14, 2009, at the 2009 DSI Annual Meeting in New Orleans.

Who Should Attend?

The Doctoral Consortium is offered to individuals who are well into their doctoral studies. The Consortium welcomes students from all subject areas within the decision sciences. A variety of students with backgrounds in operations management, management information systems, management science, strategy, organizational behavior, marketing, finance, accounting, and other areas will increase the vitality of the sessions. The program will focus on career goals, job search issues, research strategies, effective teaching, manuscript reviewing, and promotion and tenure, 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, its 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.

Teaching Effectiveness. Harvey Brightman will return to the Doctoral Consortium for another post-retirement workshop in 2009. His sessions are simply not to be missed. Even experienced faculty members sit in on these dynamic and inspiring sessions.

Mapping Out a Research Plan. Tenured faculty mentors help participants to develop a strategic research plan for moving from the dissertation to a planned research program that will put them on a strong trajectory for tenure. Working in small groups, with the advice and guidance of a faculty mentor, participants will identify their areas of expertise, target appropriate journals, profile suitable co-authors, and plan a mix of publications.

Being a Professor. Professor Ira Horowitz, a DSI Fellow and past president, will share his insight and secret for success as a professor in academia.

Writing and Reviewing Manuscripts. Editors from journals in the decision sciences and related fields will describe the missions of their publications and will discuss how to craft strong manuscript submissions, how to improve the chances of getting a journal article accepted, and how to respond to reviews. Participants will also learn about how to be a constructive reviewer of manuscripts.



Harvey Brightman (right) with 2008 Consortium Coordinator Maling Ebrahimpour, Roger Williams University, at the 2008 Doctoral Student Consortium.

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

Balancing It All. How do you balance the demands of teaching, research and service, and manage to 'have a life'?

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 2010-2011, 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 to Rhonda Aull Hyde, Doctoral Consortium Coordinator, by October 1, 2009. Those

who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after October 1st will receive consideration on a space-available basis.

Participants must pay the regular student registration fee for the annual meeting, but there will be no additional charge for the Consortium. This fee includes the luncheon and reception on Saturday and the networking luncheon on Sunday. 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 Student Consortium Coordinator

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302-831-1324

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Information Security

Janet Renwick, University of Arkansas, Fort Smith

Bryan Foltz, The University of Tennessee at Martin

Information Systems

Marzie Astani, Winona State University

Asghar Sabbaghi, Indiana University, South Bend

Innovative Education

Steven Yourstone, University of New Mexico

International Business

Minoo Tehrani, Roger Williams University

Knowledge Management

Adela S.M. Lau, The Hong Kong Polytechnic University

Navid Sabbaghi, Illinois Institute of Technology

Manufacturing Management and Practice

Rupak Rauniar, University of St. Thomas

Marketing: Theory Applications and Practice

Fahri Karakaya, University of Massachusetts Dartmouth

Alberto Rubio, Roger Williams University

MS/OR: Techniques, Models and Applications

Greg Frazier, University of Texas at Arlington

Organizational Behavior/Organizational Theory

Susan Bosco, Roger Williams University

Jacqueline Mayfield, Texas A&M International University

Project Management and New Product Development

Manouchehr Tabatabaei, Georgia Southern University

Quality and Productivity

Laura Forker, University of Massachusetts Dartmouth

Lawrie Corbett, Victoria University of Wellington, New Zealand

Regional Best Paper Award Winners

Larry Meile, Boston College

Service Management

Evan Duggan, University of the West Indies

Sunran Jeon, North Dakota State University

Social Issues in Information Technology

Michael B. Knight, University of Wisconsin - Green Bay

Statistics and Decision Analysis

Atsuto Nishio, Takushoku University

Strategy and Policy

Karen L. Fowler, Colorado State University-Pueblo

Supply Chain Management

Ismail Sila, University of Saskatchewan ■



2009 New Faculty Development Consortium

The New Faculty Development Consortium is for faculty in the beginning years of their academic careers who would like to learn more about teaching, research, publishing, and other professional development issues. Attendance at the consortium is by application, and is limited to faculty members who have earned their doctoral degrees in a business discipline and are in the first three years of their post-doctoral teaching careers within business schools or equivalent.

The consortium will last a full day on Saturday, November 14, 2009. It will include interactive and panel sessions with faculty at varying stages of their careers and at a variety of institutions, as well as opportunities for interaction and networking with more experienced colleagues. The content of the sessions

offered is intended to provide insight into the challenges and opportunities in today's rapidly changing higher education environment. Topics may include, but will not be limited to, the following:

- What it means to be a faculty member today
- Tenure and promotion policies at different types of schools
- Becoming an excellent teacher and how to document it
- Becoming an excellent researcher in various types of environments
- The role of service
- Building an academic portfolio
- Career path strategies and professional development
- Academic ethics
- Future trends in the academy

To apply for the 2009 New Faculty Development Consortium, please com-

plete the application form (see below or online via the DSI Annual Meeting web pages) and send it with a copy of your current vita to the NFDC Co-Coordinator. All applications must be received by October 1, 2009. Participation is limited to the first 50 qualified applicants. More specific information will be provided to those participants who are accepted for the Consortium. Each participant will be expected to register for the Institute's 2009 Annual Meeting in New Orleans. No additional fees are charged for the New Faculty Development Consortium. ■

New Faculty Development Consortium Coordinator

Vijay R. Kannan
Jon M. Huntsman School of Business
Utah State University
v.kannan@usu.edu

Application for New Faculty Development Consortium

November 14, 2009 • New Orleans, Louisiana

Send in this form and a current copy of your vita to the Coordinator (see above). Application deadline: Oct. 1, 2009.

Name: _____

Current institution and year of appointment: _____

Mailing address: _____

Year doctorate earned: _____

Doctoral institution: _____

Phone: _____

Fax: _____

E-mail: _____

Research interests: _____

Teaching interests: _____

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

Have you attended a previous DSI Doctoral Student Consortium?

_____ yes _____ no

If so, when? _____

2009 Case Studies Award & Workshop

Disseminating new ideas in case studies topics

The Decision Sciences Institute has a tradition of promoting case-based teaching and the development of new instructional case studies. The Best Case Studies Award will be awarded based primarily on the following criteria and metrics.

Worthy Focus. Does the case address an important and timely business or managerial issue?

Learning Challenge. Does the case engage the student in an appropriate and intellectually challenging way?

Clarity. Does the case present the facts, data, and decision(s) to be made in a clear and concise way, consistent with its focus and objectives?

Professional Appearance. Does the case and teaching note present a well-written and complete teaching package?

Potential for Use. Is the case and teaching note likely to receive widespread and effective use?

Comprehensive Analysis. Does the teaching note provide a complete analysis of the qualitative and quantitative issues raised in the case? Are the theoretical linkages appropriate to the course and the topic?

Well-defined Pedagogy. Does the teaching note provide adequate guidance regarding how to teach the case, position the case in the course, and outline key learning points?

The top three contestants, selected by a panel of case experts, will present their case studies and analysis at a regular session at the 40th Annual Meeting of the Decision Sciences Institute to be held in New Orleans. The case study must be presented at this regular session to be eligible to win the Best Case Studies Award. The panel of judges will then select the winner from among the finalists, based both on the written material and the presentation. The winner will be announced at the Awards luncheon.

Cases not selected as finalists may be presented at the Annual Case Writer's Workshop to be held at the 2009 Annual Meeting (see below).

35th Annual Case Workshop

The 35th Annual Case Workshop for members engaged in developing new instructional cases will be held at the 2009 DSI Annual Meeting in New Orleans. Members are invited to submit completed case studies along with an appropriate instructor's note to the DSI program chair.

The format this year will include critiques of the individual cases by case writers in appropriate fields. The purpose of these discussions is to help the case writer further develop their case studies so that they can be shared with other faculty using the case method.

Attendance at the Case Writers' Workshop is open to all conference attendees. Submission deadline is April 1, 2009. ■

Best Case Studies Award Competition Coordinator

M. Johnny Rungtusanatham
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Bourbon Street in New Orleans is the French Quarter's liveliest thoroughfare, where you'll find the rhythmic sounds of jazz, country western, Dixieland and sultry blues in the air, and everything from shopping to music to Cajun food. (New Orleans photos courtesy of the New Orleans Metropolitan Convention and Visitors Bureau).

2009 Professional Activities

Curricular Issues Miniconference

The Curricular Issues Miniconference provides a forum to learn from those at the forefront of curriculum innovation and improvement, and to share experiences and lessons. Separate tracks on undergraduate, masters, and doctoral programs will offer ideas and insights for those responsible for designing, teaching, and administering business education programs.

André M. Everett, University of Otago,
aeverett@business.otago.ac.nz

Doctoral Student Consortium

The Doctoral Student Consortium provides 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. Attendance at this consortium is by invitation based on application. All students who meet the criteria will be accepted.

Rhonda Hyde, University of Delaware,
rhyde@udel.edu

Doctoral Studies Miniconference

Doctoral education is at the core of academic and scholarly development. However, very little attention has been given to the promotion, dissemination, and sharing of research that specifically deals with issues of doctoral education in curricular areas such as information systems, decision sciences, operations research and management, information technology, and information science. This miniconference will provide an opportunity for researchers to discuss new ideas on research conducted, or future opportunities for research, in doctoral studies related (but not limited) to the key curricular areas noted above. The Doctoral Studies Miniconference seeks original papers, research drafts, works in progress, and panel discussion proposals on these topics.

Paul Mangiameli, University of Rhode Island, mangia@uri.edu

Miniconference on Making Statistics More Effective in Schools and Business

The mission of MSMESB (Making Statistics More Effective in Schools and Business) is to improve the teaching and practice of statistics in schools and business. More specifically, MSMESB focuses on improving the teaching of statistics and statistical thinking, on cross-disciplinary research, on continuous improvement in business and education, and on interaction between academia and industry. We aim to encourage interaction between business faculty and others involved in teaching business statistics with professionals from industry and government, with publishers, and with software vendors. A miniconference was held at the Baltimore meetings in 2008 and that activity has led to the establishment of a similar activity for New Orleans. The miniconference is a one-day event that will take place on Monday during the DSI Annual Meeting. We invite DSI members to submit papers and/or suggest session topics for this event, which will be organized in collaboration with the Statistics & Decision Analysis track.

Robert Andrews, Virginia Commonwealth University, randrews@vcu.edu;
Keith Ord, Georgetown University, ordk@georgetown.edu; and John McKenzie, Babson College, mckenzie@babson.edu

Miniconference on Successful Grantsmanship

Securing external research grants can significantly enhance research projects. A day-long event to be held on Saturday, November 14, 2009, the Miniconference on Successful Grantsmanship is intended to help develop interest among DSI members in obtaining external research grants and to sharpen skills in writing grant proposals so that endeavors may be more fruitful. You are invited to hear

expert panelists and network with like-minded researchers.

Kristie Seawright, Brigham Young University,
Kristie_Seawright@byu.edu

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 a Ph.D. degree and are in the first two years of their teaching career.

Vijay R. Kannan, Jon M. Huntsman School of Business, Utah State University,
v.kannan@usu.edu

Professional and Faculty Development Program

The Professional and Faculty Development Program is for Institute members in all stages of their careers, with the goal of keeping them current in their fields. The content of the program is designed to provide insight into the challenges and opportunities in today's rapidly changing environment. We would welcome submissions of proposals that address changing needs of faculty development through professional life cycle. Submission deadline is May 1, 2009.

Krishna S. Dhir, Berry College,
kdhir@berry.edu

2009 ACTIVITIES, see next page

2009 Competitions

For a listing of past DSI award winners, see www.decisionsciences.org/hallfame.htm.

Elwood S. Buffa Doctoral Dissertation Award Competition

The purpose of the Doctoral Dissertation Award Competition is to select and recognize the best dissertations written in the past year in the decision sciences area. The Elwood S. Buffa Dissertation Award, accompanied by a \$1,500 prize, will be presented at the annual meeting. Applicants for this award should submit three (3) hardcopies of their dissertation in the required format directly to the Doctoral Dissertation Award Competition Coordinator by April 1, 2009. For more information concerning this competition, please contact the coordinator.

Funda Sahin, The University of Tennessee,
fsahin@utk.edu

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 on innovation in college- or university-level teaching. Three finalists will be chosen to make presentations at the conference competition. The winning entry receives an award of \$1,500, and \$750 will be divided among each of the other finalists. Applicants are required to submit all con-

tributions electronically using instructions on the conference Web site. The due date for submissions is April 1, 2009. For information concerning this competition, please contact the coordinator.

Christine Kydd, University of Delaware,
kyddc@lerner.udel.edu

Best Paper Awards Competition

Best Paper Awards will be presented at the 2009 Annual Meeting. Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, and Best Interdisciplinary Paper. At the discretion of the program chair and track chairs, outstanding scholarship also may be recognized through a distinguished paper award in a given track. Reviewers will be asked to nominate outstanding paper submissions for these awards. Nominations will then be reviewed by a Best Paper Awards review committee which will make award recommendations.

Dwight Smith-Daniels, Wright State University, dwight.smith-daniels@wright.edu

Best Case Studies Award Competition

The Case Studies Workshop serves an active role in the dissemination of new ideas with respect to case studies topics. 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).

M. Johnny Rungtusanatham, University of Minnesota - Twin Cities, rung0002@umn.edu

Best Student Paper Award

An award for the best student paper will be presented at the 2009 Annual Meeting. The competition is open only to student-authored papers without faculty co-authors. Reviewers will be asked to nominate outstanding paper submissions for this award. Nominations will then be reviewed by a Best Student Paper Award review committee that will make award recommendations. This is a great opportunity for students to receive recognition for their research.

Kathryn M. Zuckweiler, University of Nebraska at Kearney, zuckweilerm@unk.edu ■

2009 PROFESSIONAL ACTIVITIES, from previous page

Technology in the Classroom Miniconference

The Technology in the Classroom Miniconference provides a forum at the DSI annual meeting for participants to share novel or innovative applications of technology in the classroom that enhance students' learning experience. Submissions should consist of creative approaches and best practices for using course support software, multimedia, spreadsheet

software, simulation software, online tutorials, or other applications of technology. We are especially interested in creating hands-on workshops in 2009 in which presenters and participants can engage in interactive discussions and demonstrations of effective use of technology and practice in the classroom. Submissions are competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy and

should not be duplications of material found in existing textbooks. Please send submissions (following the "Instruction for Electronic Submissions") directly to the mini-conference coordinator by May 1, 2009.

William Johnson, Bentley University,
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