

The summer has passed and a new academic year begins. As a new cycle starts, in the President's Letter Ram Narasimhan of Michigan State University discusses the strategic issues confronting our Institute and seeks to engage the members of the Institute in envisaging the future. He cites the forces shaping the Institute today, including competitive challenges, scarce resources available to our members and therefore to the Institute, and changing needs of our members. He has identified specific strategic issues emerging from our changing environment and seeks your engagement in the process that will provide the Institute with answers. He would like to hear from you. Please write to him or to other members of the Institute's Board of Directors.

While there are increasing opportunities for North American academics to teach in other parts of the world, many remain ill-prepared to take advantage of these opportunities. In the International Issues feature column of this issue, James Pope of the University of Toledo offers an essay that is a must-read for those thinking about teaching abroad. Those not thinking of teaching abroad should consider the possibilities. But first read this essay. The essay touches on both ups and downs of teaching abroad, and also on professional and personal issues. So... do you want to teach abroad?

I met Tony Clement of Aegeon Corporation in Melbourne, Australia, on a recent flight from Los Angeles to Melbourne. He sat across the aisle from me. Along the way, he taught me much about emerging trends in social computing. In the Ecommerce feature column, he discusses social computing and its possibilities: "Imagine the impact an open decision-making platform would have on honesty, integrity, competitiveness, innovation, customer satisfaction... etc."

In the Deans' Perspective feature column, Diane Swanson and Dann Fisher, both of Kansas State University, discuss how business ethics is being taught in business schools in the United States.

They note that the AACSB International does not require even a single stand-alone ethics course in its accreditation standards. Consequently, professors from a variety of disciplines, not specifically trained in ethics, try to incorporate ethics across the curriculum. Applauding the effort, Swanson and Fisher urge for a two-pronged effort that requires both, a stand-alone foundational course and an integration approach.

Danna Greenberg of Babson College, Judy Clair of Boston College, and Tammy MacLean of Suffolk University have teamed up in the Doctoral Student Affairs feature column to discuss our philosophy of management education. "In reviewing past articles for this column of *Decision Line*, it was obvious that most articles were geared towards doctoral students' success as researchers with less emphasis on assisting doctoral students with their development as management educators." Concerned, they set out to examine how we frame our role as teachers. They found that the different ways of framing of our roles affect student learning in different ways. "Just as doctoral students learn to craft their role as researchers, so too must we help these students begin to craft their role as educators."

We know that *Decision Line* is the most widely and most completely read of all publications of our Institute. It is read by many. However, there are many readers who have yet to contribute an essay to the *Decision Line*. Your editorial team would like very much to hear from you. Please consider sharing your views on topics of your interest with other readers. We look forward to hearing from you. Happy reading! ■

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