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The tabulation of the ballots was conducted and audited by DATAMATX, Atlanta, Georgia. See page 38 for more information on the new officers.

President’s Letter

Looking Back on an Exciting Year

Gary L. Ragatz, Michigan State University

This is my last letter to you as president of the Institute, and the year seems to have flown by. It’s been a busy year, and a productive one. The Institute is financially healthy, and we held one of our largest and most successful annual meetings in several years.

Last spring, I outlined the goals the Board of Directors had established for the Institute for the 2004-2005 year. As I...
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The Board of Directors of the Decision Sciences Institute extends its deep appreciation to the J. Mack Robinson College of Business, Georgia State University, for its contributions to and support of the Institute’s Home Office.
FROM THE EDITOR

G. Keong Leong, Management Department, University of Nevada, Las Vegas

Spring is here and with it another issue of Decision Line filled with interesting articles. In his farewell letter as president of the Decision Sciences Institute, Professor Gary Ragatz, Michigan State University, outlines the goals of the organization and highlights the accomplishments of the Institute. The newly formed Mexico Region held its first annual meeting in October last year. He notes the smooth transition of editorship of Decision Sciences from Professor Ram Narasimhan, Michigan State University, to Professor Vicki Smith-Daniels, Arizona State University. Members should be particularly happy with the decision to eliminate the submission fees for both Decision Sciences and Decision Sciences Journal of Innovative Education.

Professor Beheruz Sethna, University of West Georgia, one of the finalists in the 2004 Instructional Innovative Award Competition, was invited to submit the article titled “The Marketing Carnival” for publication in Decision Line. The Marketing Carnival course is for business as well as nonbusiness undergraduate students. Stalls or booths are set up as in a carnival to represent new ideas or concepts. In the process of playing the games of skill or chance to win prizes, the visitors provide their preferences to the students, which are then recorded and analyzed. The outcomes of the student projects from this course have been successfully implemented at several banks, national restaurants, and food chains in New York, Texas, and Georgia. Three AACSB accredited schools have also successfully used this approach.

Professors Sang M. Lee and Marijane E. Hancock, University of Nebraska-Lincoln, study the disruption in supply chain as a result of the terrorist attack on the World Trade Center in New York City on September 11, 2001. The auto industry was one of the most severely affected, with manufacturers such as Ford, Daimler-Chrysler, Toyota, and Mitsubishi forced to shut down their plants due to parts shortage resulting from border delays. The study shows that although 34 percent of the respondents reported supply disruptions, the days of supply or the primary mode of transportation used for distribution did not experience major changes.

Professor Rick Hesse, Pepperdine University, alerts us to the dangers when students use multiple regression software packages that do not automatically check for multicollinearity. He has developed a simple Excel template that uses the RSQ function to test whether the “independent variables for a multiple regression are truly independent.” The procedure allows any independent variable that shows colinearity to be eliminated. He presents two examples on using the simple template to investigate independence.

Professor John J. Burbridge, Jr., dean of the Martha and Spencer Love School of Business, Elon University, discusses the concept of student engagement in business schools. He observes that in today’s competitive environment, companies tend to recruit students more on their ability to be successful in an organization than the knowledge acquired in school. Students who are exposed to a demanding academic environment as well as to leadership, service, and other personal development activities are considered “engaged” students. The five benchmarks used by the National Survey of Student Engagement to measure student engagement are active and collaborative learning, student interactions with faculty members, enriching educational experiences, level of academic challenge, and supportive campus environment. Elon University has scored very well in these surveys in the past decade. Engaged students gain the knowledge and interpersonal skills needed for success and as such are highly recruited and rewarded in the marketplace.

See EDITOR, page 18
The Marketing Carnival

by Beheruz N. Sethna, University of West Georgia

At the student research competition of the National Social Sciences Association, a student whose team won first prize for a paper from “The Marketing Carnival” course opened her presentation as follows: “Each of you in the audience, put yourself in the role of a manager who is interested in introducing a new product or an innovative change in an existing product. Those who believe that it is very necessary to collect data from consumers before you do so, raise your hands.” She paused. Almost all hands went up.

“Now, each of you put yourself in the role of a consumer who is asked to complete one more questionnaire. How many of you would like to do that?” Almost no hands went up.

“This is the dilemma managers face,” she continued. “They need consumer data, and yet consumers have no desire to fill in more questionnaires. Wouldn’t it be great if there was a way of collecting data in which consumers would actually enjoy participating? That’s what this course helped us do; the methodology generated a great sample size and good data that led to meaningful managerial conclusions.”

Remarkably enough, all student research papers, graduate and undergraduate, were judged together at the national competition—and still this undergraduate team won the national award for its marketing research project. (In future years, graduate research will be judged separately.) Also quite remarkable is the fact that none of the students on this team were business students—and none of them had taken a business course before this “Marketing Carnival” class. The course has no prerequisites beyond “a spirit of inquiry, independent work, and individual initiative.”

Students working with clients develop a research brief and questionnaire. In the typical marketing, consumer behavior, or marketing research course, data collection methodology involves the administration of mail or telephone questionnaires by several teams to essentially the same population. In a university town, this method sometimes leads to the same members of the community being interviewed by different teams for different projects.

This innovation uses a different approach. Student teams set up stalls or booths (as in a carnival) that represent new ideas or concepts. Visitors to the fair go to each stall, and play games of skill or chance to win prizes. In the process of doing so, they reveal information, knowingly, about their preferences, which is recorded by the students. Statistical analysis is then performed on the data, and reports are presented orally and in writing to the class and to the client.

The students’ photos shown here are for a project on TCBY. The client wanted to know pricing and flavor preferences, and this team developed some innovative games to collect data. This method of data collection, similar to a mall-intercept, admittedly has the limitation of not being based on a random sample, which is more serious for an academic research publication than for a client who needs a working solution to a pressing practical problem. However, the positive aspects of the carnival methodology led to respondent enjoyment and larger sample sizes. To the best of the author’s knowledge, the marketing carnival approach used in this course since 1987-1988 is quite unique in the U.S. Student projects from this course have led to actual implementation of recommendations and considerable client praise in New York, Texas, and Georgia; from local banks; national restaurants and food chains such as Arby’s, Burger King, CiCi’s Pizza, McDonald’s, Papa John’s Pizza, Pizza

Beheruz N. Sethna is president of the University of West Georgia (UWG) and a professor of business. He is the first person of Indian origin to become president of a U.S. university. He earned a PhD and MPhil from Columbia University, qualifications from Harvard and Indiana University. He is the author or coauthor of over 55 papers and Research Methods in Marketing and Management ( Tata McGraw-Hill, 1984). Dr. Sethna has worked on seven submissions that have been recognized as finalists in DSI’s Instructional Innovation Award Competition. He was awarded the UWG Honors Professor of the Year in 1999 and has also received a Fulbright senior scholarship awarded by the United States Information Agency for teaching and research overseas.
Hut, TCBY; athletic facilities such as Gold’s Gym; local movie theatres; soda bottlers such as Coke and Pepsi; local grocery stores; local television stations; university enterprises such as the bookstore and food services; and for student entrepreneurs themselves, such as a student in the course who wanted to start a laundry service. As an illustration of the students’ enthusiasm and innovative thinking, some examples of Marketing Carnival games are mentioned here.

In past years, a game was played to test the feasibility of a laundry service for students (a team member was an entrepreneur himself, and also the client). Students played a “bean-bag” toss through holes representing their preferences (the cutouts were shaped like a washing machine representing doing your own laundry, and a truck representing a pick-up service). In another project, participants expressed their preferences for three television stations by a “nerf” basketball throw. Others indicated preferences for grocery stores by playing a computer game that was programmed just for this purpose; they tossed rings at plastic soda bottles to express preferences for soda; they threw darts and balls to record preferences for fast food restaurants; and so on. Respondents spun a wooden pizza to estimate pizza prices for CiCi’s Pizza and did a bean toss to record frequency of visit to CiCi’s.

The principles of marketing research are preserved (except for the random sample). For example, the alternatives are equally difficult (often rotated to reduce position bias) to ensure that respondents tried to hit or knock down the one which best represented their views. Respondents state their intention before they actually play the game, so that the appropriate response is recorded regardless of the quality of the respondent’s aim. Respondents who succeed in knocking down the cans, or throwing balls into holes or bags, or otherwise demonstrating their skills, earn prizes, most of which are contributed by the clients. For example, Papa John’s contributed pizzas for completing all four games in their research project and a grand prize of free pizza though a drawing. McDonald’s actually printed special coupons for prizes for their research project. Similar prizes were donated by Arby’s, Pizza Hut, the local movie theater, and others. The cost of these prizes was minimal relative to the research results obtained, and the distribution of their products led to increased exposure and publicity.

It is important to note that, although the games are an enjoyable way to collect data, the results are rigorous and defensible. Analytical methods include hypothesis testing, chi-square tests, correlations, and regressions. The success of the teams in university and national research competitions indicates that the work stands the test of external scrutiny.

**Discussion**

There are no class prerequisites for this course, which can be taken from freshman through senior year. In fact, one of the best research projects (aside from the one mentioned above) to emerge from this course came from a largely freshman team. That team was a finalist in the university-wide competition, and demonstrated very significant merit. This course has been taught over a 17-year period (not taught every year) at three different AASCB (I) accredited business schools in New York, Texas, and Georgia.

**Major educational objectives of the approach**

1. To provide majors and non-majors the ability to develop research skills and apply creative solutions to business problems.
2. To provide students with a method that involves the collection of usable marketing research data though the playing of games in a carnival-type atmosphere, thus meeting multiple objectives: (a) providing an enjoyable method of data collection, (b) providing a method that can be used for collection of data from children, and (c) providing a method that can be
used without much translation, in multiple languages and cultures.

3. To provide a means of giving non-majors and “undecideds” experience (very different from a survey course) with the ways of thinking and doing of the business world and discipline, thus facilitating their own business awareness should they continue in their non-business fields, and/or their movement into a business discipline should that become their modified desire.

Innovative and unique features of the approach

Data collection method: After students, working with the client, develop a research brief and questionnaire, instead of the typical data collection methodology which would involve the administration of mail or telephone questionnaires by several teams to essentially the same population, this innovation uses a different approach. Student teams set up stalls or booths (as in a carnival) with games representing clients’ questions, ideas, or concepts. Visitors to the fair go to each stall and play games of skill or chance to win prizes. In the process of doing so, they reveal information (knowingly) about their preferences, which is recorded by the students. Statistical analysis is then performed on the data and reports are presented orally and in writing to the class and to the client. The data collection admittedly is not based on a random sample (as is true for mall-intercepts as well), a limitation more serious for an academic research publication than for a client who needs a working solution to a pressing practical problem. However, the positive aspects of the carnival methodology lead to respondent enjoyment and larger sample sizes.

Prerequisites: “A spirit of inquiry, independent work, and individual initiative”—period. No course prerequisites exist; yet, students complete research that is of sufficient quality to be recognized in university-wide and national student research competitions.

Student status and majors: Freshmen through senior (occasionally graduate), with majors from chemistry, mathematics, and any field including business.

Pace of the course: The first part of the course consists of a series of fast-paced lectures on business, marketing, and marketing research, and tests on knowledge of concepts, facts, and analytical methods. Then, the approach changes to one that is project-based and relies on student initiative and student-driven learning. They apply their knowledge to devise creative ways to collect data on a business problem, analyze data using SPSS, develop defensible conclusions, prepare a written report and a presentation, and recommend actions to the client.

Client relationships: Students work with clients to define their needs, develop a list of questions to be answered, and present their results. Projects have led to actual implementation of recommendations and considerable client praise in three states (mentioned earlier).

Organization: The course is organized into parts, with appropriate role changes for the instructor. Part 1 consists of two and a half weeks of lectures and case studies to bring students up to speed on core knowledge on marketing principles. Part 2 includes six weeks of research principles and statistics. Half-way through the semester the Marketing Carnival is held, during which 250-500 usable responses are obtained to help answer the entire set of client-specified questions. Part 3 starts just after that, with the role of the instructor shifting from teacher to guide and coach, as the students analyze the data and prepare their final oral and written presentations.

Interim reports: There are six graded interim reports due during the semester that ensure that students are continuously on track. In addition, a complete draft of the final report (or any interim report) is optional. If submitted, it is thoroughly reviewed but no grade is assigned.

Presentation: WebCT is used for communication of the course syllabus, outline, expectations, philosophy, several handouts, and grades. E-mail is used extensively for assistance at almost any reasonable hour, for review of drafts, and for answering of questions. In addition, face-to-face help sessions for individuals and project groups add to the enrichment of the learning experience.

Evaluation methods:

• evaluations at mid-term and at the end of the semester,
• evaluations by alumni (sometimes years after graduation) and by business clients,
• assessment of student learning using output and outcome indicators,
• external review of research papers written by students in the course (optional), and
• submission to, and success in, national student research competitions (optional).

Course Content

Based on significant experience in the corporate world in multinational marketing companies, and in higher education, the author believes that there is a critical need to prepare students to handle multiple competencies, sometimes in a compressed time frame. The course content reflects this reasoning through the following content dimensions:

• marketing principles,
• research and questionnaire design, construction, and implementation,
• statistical concepts and tools including descriptive statistics, hypothesis testing, chi-square, correlations, and regression,
• data analysis using SPSS, which is also taught during the course,
• planning and writing of a report, and
• oral and written presentations to the client and the class.
Organization

WebCT is used to help organize the course. Individual tests ensure that each student can demonstrate sufficient competence in the required content areas (marketing principles, research, and statistics), so that s/he may be a contributing member of the team. Class participation is the only other individual component of the course. Students are graded on the other components as a research team. The set of 5 percent assignments are significant milestones and checkpoints in the project. They serve to keep the students on track and on task, to provide multiple opportunities for feedback and mid-course correction, and to lead to an excellent final product. Un-graded optional opportunities exist to submit drafts of any report, particularly the final one.

Presentation

The presentation of the games is discussed above and is not repeated here. The course uses WebCT for the course syllabus, outline, expectations, philosophy, several handouts and exercises, immediate feedback and grades, and other items. Extensive use of e-mail for assistance during and (way) outside of regular hours, review of drafts, answering of questions, and the like, and personal face-to-face help sessions, make for an enriched learning experience. A series of exercises and handouts have been developed to enable the student to learn the concepts in a tight time-frame. These include:

- mini-case studies developed by the author—some based on first-hand actual industry experience and others on secondary research,
- handouts and exercises demonstrating the quantitative and the qualitative concepts discussed in class,
- spreadsheets with canned formulae to assist the student in understanding statistical tools, and
- sample presentations that show the final product (a sample of where they are headed) and sample questionnaires that might help teams as they design their own research and reports.

Effectiveness and specific benefits of the approach to the learning process

Effectiveness measures must tie into the course objectives: (1) to develop research skills and apply creative solutions to business problems; (2) to develop and use a data collection method that generates usable marketing research data which is enjoyable for the respondent to provide; and (3) to develop in non-majors and “undecideds” an awareness of the ways of knowing of the business world and discipline.

Evaluation methods include midterm evaluations, end-of-semester evaluations, post-course evaluations, alumni evaluations, feedback from clients, assessment of student learning, external review of research papers written by students in the course, and entry in national competitions. The last two are not required components of the course, but student teams have chosen to participate because of their pride in their work. Written and detailed feedback from course alumni, and results of quantitative and formal student-teacher evaluations are available. In the analysis of effectiveness, it is beneficial to examine outputs and outcomes. Output indicators include:

- exceptionally high student-teacher evaluations in the standardized university evaluations—often 5.0 on a 5-point scale and very favorable written comments,
- similar high scores and comments on special Honors College evaluations, and
- election by students of the instructor as honors professor of the Year.

Outcome Indicators: Assessment literature states that outcome indicators are even more important than output indicators. The rules of this competition place emphasis on “the demonstrated effect it (the course) has had” (emphasis added). Outcome indicators for this course follow.:

- Satisfied clients in three states in banking, restaurants, fast food, retailing services, and a variety of consumer industries have shown that student teams have provided actual usable conclusions and recommendations. Many have returned in subsequent years with requests for new projects.
- At a university which does exceptionally well in national student research competitions, two research projects in the past few years have been finalists in the annual university-wide competition and one has won it. A project was selected for presentation at the National Collegiate Honors Council (which accepts fewer than 100 papers from honors students across America and has an acceptance rate of 10 percent). A paper has been accepted for presentation at the National Council for Undergraduate Research (NCUR). One student team has won the First Prize for student research at the National Social Science Association.
- In addition to marketing and business majors, students who have taken this course include majors in math, chemistry, international affairs, and several non-business fields. Each has developed a solid understanding of the “ways of knowing” and “ways of doing” in the business world.
- Alumni feedback includes exceptionally high praise for the course, and descriptions of how the course has proved useful in other courses, in graduate school, and in the “real” world.
- Pre-/Post-assessment shows significant increases in the content dimensions. Since the vast majority of students have never taken marketing, marketing research, statistics, or even business courses before, any demonstration of competency in these areas in tests, class participation, or written and oral reports indicates significant value added directly attributable to this course.

Transferability

This approach has been successfully used at three different AACSB-I accredited business Schools. The universities
AFTER THE TERRORIST EVENTS OF SEPTEMBER 11, 2001, there has been renewed interest among firms to protect economic assets against unforeseen disruptions. In particular, the potential effects of disruptions on supply chain management are of importance to practitioners and academics. In this article, Professors Sang Lee and Marjane Hancock of University of Nebraska-Lincoln report the findings from a survey of managers from a variety of industries on whether their supply chains were affected by the event of September 11, 2001. They also found that some firms chose to be proactive immediately after the event by stockpiling additional inventory, while others chose not to do so. Reasons for this pattern are offered. We hope that this important study will stimulate additional interest on the topic amongst our members and generate further debate and possible future articles on supply chain risk assessment and risk management.

Disruption in Supply Chain Due to September 11, 2001

by Sang M. Lee and Marjane E. Hancock, University of Nebraska – Lincoln

Agility of the supply chain has become a focus of organizations faced with today’s highly discontinuous business environment characterized by rapid technological change, global competition, and demanding customers. Many believe that agility is fundamental to maintaining a leadership position in the global market. However, the terrorist attack on September 11, 2001 (9/11), on the U.S. set off a chain of events that raised concerns about the agility of the supply chain in the case of unforeseeable disaster. There has been little empirical research published on the relationship between the aftermath of 9/11 and changes in the supply chain to adjust to the circumstances. This study presents findings on the length of disruption due to 9/11 and changes in days of supply and the primary mode of transportation. Data were collected from a sample of members of the Institute for Supply Management. The results indicate that while 34 percent of the respondents experienced a disruption in supply, there was no major change in days of supply or the primary mode of transportation used for distribution.

The effects of the terrorist strikes on September 11, 2001, against the World Trade Center in New York and the Pentagon in Washington, D.C., are still reverberating worldwide. The long-term effects of the 9/11 attacks on business should be left to historians to analyze years or decades from now. However, by late afternoon on September 11, the U.S. was on full alert. An estimated quarter-million federal employees, except for essential personnel, were sent home. The White House, the U.S. Capitol, and other potential at-risk buildings were evacuated. Military jets patrolled the skies over the country’s major cities scanning for possible terrorism. President George W. Bush was moved to a secure location and prepared to address the country about the terrorist attacks that took the world by surprise.

Impact of 9/11 on Transportation

Immediately after the attack, the U.S. Customs Service moved to Alert Level
One, which called for intensive antiterrorism operations at all borders and points of entry. The U.S.-Mexico and U.S.-Canada borders were closed down entirely. For 36 to 48 hours post-attack, no trucks were allowed to cross the borders. Trucks were eventually allowed to proceed, but had to endure an average wait of 15 to 20 hours to cross the border, compared to a normal time of 30 minutes (Smith, 2001). After the initial closedown, customs checks became an eight- to nine-hour process as customs agents searched each truck and checked the manifest, plus driver’s license, passports, and birth certificates (Smith, 2001).

The shut down of the U.S.-Canada border, with over 200 million crossings per year, had the most repercussions. Canada was the U.S.’s largest trading partner, with trade in goods in 2000 amounting to approximately $411 billion, marking the largest trade relationship that had ever existed between two nations. The U.S.-Mexico border, spanning 1,951 miles, had approximately 300 million people, 90 million cars, and 4.3 million trucks crossing annually. By 2000, Mexico had become the second most important U.S. trading partner with trade in goods amounting to $112 billion—more than the U.S.’s third and fourth trading partners, Japan and the U.K. combined (Shuman, 2002).

Railroads faced speed and service restrictions in the northeast U.S. immediately after the attacks. Some shipments were delayed 24 to 48 hours. However, all rail companies were operating almost normally three days after the attacks. Security was heightened as inspections increased along main lines, bridges and tunnels, and other infrastructure (Seewald, 2001). U.S. seaports also experienced minimal delays, even though additional procedures to ensure safety and security were implemented. Vessels were escorted in and out of ports, and vehicle and ID checks were performed (Mortan et al., 2001).

Out of all modes of transportation, airlines were the most adversely affected. All commercial air service was shut down, airports were emptied, and the Federal Aviation Administration (FAA) prohibited passenger planes from carrying cargo. A week after the attacks, most airlines were offering full services again, and the ban by FAA was lifted. The only contingency on carrying international cargo was that it had to be off-loaded at the first U.S. city at which the plane arrived, where it then had to be moved to its final destination by surface transportation (Mortan et al., 2001). The grounding of all planes after the terrorist attacks caused the airlines a loss of approximately $650 million (Economist, 2001).

Soon after the incidents, reports appeared in the popular press about the effects of the September 11 terrorist attacks on business, in particular on the disruption of supply and distribution. Many manufacturers were forced to close down their plants because parts needed to keep lines running could not be delivered. One industry with extreme sensitivity to border disruptions is automobile manufacturing.

The parts shortage that occurred as a result of border delays held the auto industry hostage. The Big Three auto companies, General Motors, Ford, and DaimlerChrysler, keep as little as 24-hour supply of parts in inventory and all other automakers as little as two days supply (Lynn, 2001). Auto production was halted at more than 60 plants in the U.S. and Canada on 9/11 as manufacturers were unable to get critical inventory (Ward’s Auto World, 2001).

Ford closed all Canadian and U.S. manufacturing facilities, as did DaimlerChrysler Corp., Toyota Motor Mfg., and Mitsubishi Motor Mfg. Ford cut production 13 percent the week following the attacks because of blocked parts delivery and still ended up losing more than 16,000 units of production by the end of that same week. General Motors initially lost about 100 total hours of production at eight plants—six in the U.S. and two in Canada—and a week after the attacks reported 10,000 lost units of production (Bryce, 2001). BMW reported 750 units of production were lost when it ceased production at its Spartanburg, S.C., plant, and Toyota and Honda had to shut down plants for a few days after the attacks. All automakers with North American facilities were affected, resulting in an estimated 52,636 units of production lost in the first week (Ward’s Auto World, 2001).

A Survey

Initial reports in the popular press and then editorials speculated that there would be a significant change in how industry managed inventory in the post 9/11 period. There was speculation that businesses would need to build up an additional inventory to be prepared for future incidents. The purpose of this study was to answer three basic questions: Was there a disruption in supply? Did businesses change their level of supply? Did businesses change their mode of transportation?

A 10-item questionnaire was developed to collect data on the extent of the disruption of 9/11 on supply. The Institute of Supply Management (ISM), an association of purchasing and supply chain managers, granted access to their membership. Eighteen of the twenty general categories of economic activities classified by the 1997 National American Industry Classification System (NAICS) were identified that could potentially be affected by a disruption in supply. ISM provided mailing labels for a stratified sample of 1,000 individuals randomized across the 18 NAICS categories. A mailing was sent to individuals that included a printed survey and a postage-paid return envelope. Fifty of the addresses were invalid. Of the 950 surveys delivered, 134 valid responses were received for a return rate of 14 percent.

Summary of Responses

The distribution of survey respondents across NAICS categories was not representative of the initial sample provided by ISM. Therefore, only frequency distributions are reported here. The distribution of the responses by NAICS category (industry) and by response to the question “Did you experience a disruption in supply due to the September 11 terrorist attacks?” is described in Table 1.
Responses from four industries made up 77.4 percent of the total. Those categories and percent responses were: Manufacturing, 56 percent; Utilities, 10.4 percent; Construction, 9 percent; and Wholesale Trades, 6 percent; respectively. Responses from industries in the other 14 NAICS codes and those listed as Other totaled less than 5 percent. Of the respondents, 34 percent reported they had experienced a disruption due to 9/11; 66 percent reported no disruption.

Frequencies were also calculated within industry by disruption in supply cells for the other 4 variables collected. These variables include: (1) days of supply prior to 9/11, (2) change in supply post 9/11, (3) change in mode of transportation; and (4) size of industry.

Respondents were asked to categorize days of supply prior to 9/11 by 0-3 days, 4-7 days, 1-2 weeks, or over 2 weeks (see Table 2). Over half of all respondents, 53.5 percent, indicated they had on hand over 2 weeks of supply. The response was consistent across industry with the exception of Wholesale Trade reporting 85.7 percent with over 2 weeks of supply. Response was similar between those answering that they had a disruption due to 9/11 and those responding in the negative. The days of supply for those experiencing a disruption were 0-3 days, 11 percent; 4-7 days, 13 percent; over 1 week, 27 percent; and over 2 weeks, 49 percent. For those not experiencing a disruption, days of supply were 0-3 days, 8 percent; 4-7 days, 15 percent; over 1 week, 20 percent; and over 2 weeks, 56 percent.

The response to the question “Did you adjust your days of supply after 9/11?” was 79.1 percent no adjustment, 11.2 percent responded yes, they increased the days of supply, and 9.7 percent responded yes, they decreased the days of supply. Manufacturing, Utilities and Other had a response pattern similar to the aggregate response. However, Construction reported no, 76.9 percent; yes increased, 0 percent; and yes decreased 23.1 percent. Wholesale Trade reported no, 50 percent; yes increased, 37.5 percent; and yes decreased 12.5 percent. Be-

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<th>NAICS Category</th>
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<td>71</td>
<td>14</td>
<td>10.4</td>
</tr>
<tr>
<td>Construction</td>
<td>4</td>
<td>33</td>
<td>8</td>
<td>67</td>
<td>12</td>
<td>9.0</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>4</td>
<td>50</td>
<td>4</td>
<td>50</td>
<td>8</td>
<td>6.0</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>32</td>
<td>17</td>
<td>68</td>
<td>25</td>
<td>18.7</td>
</tr>
<tr>
<td>All industries</td>
<td>46</td>
<td>34</td>
<td>88</td>
<td>66</td>
<td>134</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1: Responses to the question: “Did you experience a disruption in supply due to the September 11 terrorist attacks?”

<table>
<thead>
<tr>
<th>Days of Supply Prior to 9/11</th>
<th>Disruption in Supply Chain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing</td>
<td></td>
</tr>
<tr>
<td>0-3 Days</td>
<td>8</td>
</tr>
<tr>
<td>4-7 Days</td>
<td>12</td>
</tr>
<tr>
<td>1-2 Weeks</td>
<td>32</td>
</tr>
<tr>
<td>Over 2 Weeks</td>
<td>48</td>
</tr>
<tr>
<td>Utilities</td>
<td></td>
</tr>
<tr>
<td>0-3 Days</td>
<td>50</td>
</tr>
<tr>
<td>4-7 Days</td>
<td>25</td>
</tr>
<tr>
<td>1-2 Weeks</td>
<td>0</td>
</tr>
<tr>
<td>Over 2 Weeks</td>
<td>25</td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>0-3 Days</td>
<td>0</td>
</tr>
<tr>
<td>4-7 Days</td>
<td>25</td>
</tr>
<tr>
<td>1-2 Weeks</td>
<td>25</td>
</tr>
<tr>
<td>Over 2 Weeks</td>
<td>50</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td></td>
</tr>
<tr>
<td>0-3 Days</td>
<td>0</td>
</tr>
<tr>
<td>4-7 Days</td>
<td>0</td>
</tr>
<tr>
<td>1-2 Weeks</td>
<td>0</td>
</tr>
<tr>
<td>Over 2 Weeks</td>
<td>100</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>0-3 Days</td>
<td>13</td>
</tr>
<tr>
<td>4-7 Days</td>
<td>13</td>
</tr>
<tr>
<td>1-2 Weeks</td>
<td>38</td>
</tr>
<tr>
<td>Over 2 Weeks</td>
<td>38</td>
</tr>
<tr>
<td>All Industries</td>
<td></td>
</tr>
<tr>
<td>0-3 Days</td>
<td>11</td>
</tr>
<tr>
<td>4-7 Days</td>
<td>13</td>
</tr>
<tr>
<td>1-2 Weeks</td>
<td>27</td>
</tr>
<tr>
<td>Over 2 Weeks</td>
<td>49</td>
</tr>
</tbody>
</table>

Table 2: Days of supply prior to 9/11 by disruption by industry.
cause of the response pattern it is not possible to draw conclusions regarding the difference in response patterns. There were only 18 responses that described the increase of supply. The answers were evenly split across 0-3 days and 4-7 days. Ten respondents from across all industries indicated that they would decrease their days of supply.

When asked if they had changed the primary mode of transportation, 96.9 percent of the respondents answered no. All but one of the yes answers had increased ground surface trucking. The one differing answer said they had increased the use of airfreight. Response was not uniform across size of the firm. The numbers of firms reporting by size were less than 100 employees, 15 percent; 100-500 employees, 39.1 percent; 500-1000 employees, 10.5 percent; and greater than 1000 employees, 35.3 percent.

Summary and Conclusions
Since the distribution of responses across industry categories was not representative of the distribution of industries in the original sample, only reporting of descriptive statistics is appropriate. The results, however, suggest some interesting patterns and future research questions. The majority of responses were from industries whose activities rely heavily on inventory and movement through the supply chain. Responses from Manufacturing, where continuous availability of supplies and materials are essential, comprised 56 percent of the total responses. Of the 18 industries polled, Utilities, Construction, and Wholesale Trade were the only other industry segments with a response above 5 percent of the total. Preliminary examination of the disruption of supply due to 9/11 indicates that future detailed studies should focus on manufacturing, utilities, construction, and wholesale trades. High volume retail trade might also be considered a target.

A disruption of supply following 9/11 was reported by 33 percent of the respondent firms. Of those, however, only 21.1 percent reported a subsequent change in days of supply. An examination of the days of supply prior to 9/11 indicates that 22.5 percent had 1-2 weeks of supply and 53.5 percent held over 2 weeks of supply, for a total of 76 percent with over 1 week of supply. Since the immediate effect of 9/11 was under 2 weeks, those with over 2 weeks of inventory would expect to have experienced little to no effect. The literature and press articles reviewed indicated that several industries, most notable the automotive industry, suffered significant disruption and manufacturing shutdowns. Future research could identify the length of disruption in supply that might cause a company to reconsider inventory policies.

Although reports immediately after 9/11 cited disruption in ground and air transportation due to border closings and additional security for rail, ship, and air, the results of this study found no change in the mode of transportation (Morton et al., 2001; Seewald, 2001; Smith, 2001). The response pattern of this survey precluded any comments on the interaction of size of industry with disruption or level of supply. Any future studies should insure all efforts are made to look at industries across size.

This study indicates that although some industries experienced an immediate disruption following 9/11, it is unlikely that there were any major changes in days of supply or mode of transportation as a result. Armbruster (2003) points out that in the two years following 9/11, supply chain managers have faced a series of events including the 2002 West Coast port shutdown, the 2003 SARS epidemic, the 2003 strike against East Coast ports, and the blackout in northeastern U.S. and Canada. In addition to Armbruster’s list, the invasion of Iraq has caused heightened security alerts.

We believe there are several potential explanations for the lack of major changes in days of supply or mode of transportation in response to the events of 9/11. Of the respondents who indicated they had a disruption in supply, 89 percent indicated that they carried over 4 days of supply. By 9/11, the economy had already started an economic slowdown from the highs experienced in 1999 and 2000. In addition, industry had put contingency plans in place in preparation for a potential Y2K disaster. Also, during the end of the 20th century, as firms developed their abilities to move goods domestically and internationally, some aspects of the supply chain had already started changing. The growth and development of the e-commerce infrastructure has moving companies in the direction of coordinating all aspects of the supply chain. The result is a system that is becoming simultaneously more efficient and more flexible.

References
Truly Independent Variables

by Rick Hesse, Feature Editor

The danger of having a package with a multiple regression tool is that it is so easy to use, but there are hidden dangers aplenty. If the package used by the students doesn’t automatically check for multicollinearity, the results may be misleading. My first rule of data that I give my MBA students is “Look at the data!” and that includes making sure that independent variables for a multiple regression are truly independent. To this end I developed a simple template that uses the RSQ function in Excel to test all the combinations of a simple linear regression for each pair of independent variables and the dependent variable.

The Initial Analysis

A national company has data for the sales ($000) for 14 cities across the country, with the number of sales agents, marketing budget, and number of stores in their area given in Figure 1.

Inputs for the template are the labels for the dependent variable (B17) and up to 10 independent variables (C17:L17), the values of up to 100 dependent variables (B18:B117), and the independent variables (C18:L117). The equations for the white cells in the table are illustrated by the formula in B6.

\[
B6: =IF($D$18="", RSQ(B18:B117, $D$18:$D$117)) \text{ copy to C7:D7}
\]

This formula checks to see if there is any data for that variable. If not, the cell remains empty. Otherwise the \( r^2 \) is computed using the RSQ(variable1, variable2) function to determine the biased \( r^2 \) for a simple linear regression (straight line fit minimizing squared error) using the two variables at the intersection. For cell B6, this would be Sales(k) versus Stores(#). Note that the shaded (blue) cell, B4, computes the same value, because the table is symmetrical. The \( r^2 \) value is the same regardless of whether Sales(k) is defined as the dependent or independent variable. The major diagonal is 100%, which is the \( r^2 \) for a variable predicting itself—which it does it perfectly every time. Rows 8→14 have been hidden in this case.

Figure 1 shows that the conditional formatting rules for cell C7 turns the value bold, red and with a strike-through. This indicates that the row/column variables are possibly not independent. The rule for the conditional formatting is shown in Figure 2 and is for all the non-colored cells below the major diagonal. Note that cell E5 has the same value as cell C7 but no extra conditional formatting.

This rule turns on the formatting if either \( r^2 \) for the dependent variable is less than the \( r^2 \) of the two independent variables. In this case, the \( r^2 \) for Sales vs. Sales Agents is only 80.19% while the \( r^2 \) for Sales Agents and Budget is higher (85.25%). This means that Sales Agents explains Budget better than Sales (the dependent variable) and since it is the weaker variable (80.19% versus 94.05%), it should be eliminated from any multiple regression analysis.

Eliminating Colinearity

We must now eliminate any independent variable that shows colinearity, or dependence upon another independent variable. For this example, we need to delete the label and values for Sales Agents (E17:E31), and our resulting table has no more colinearity, as shown in Figure 3.

These two variables are independent in terms of each other and also due to the fact that the number of stores and the marketing budget are known or under

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A point of discussion might be whether the weaker variable, number of stores, should be included in a multiple regression analysis.

**Second Example: Median House Prices**

I wanted personally to do some analysis of the median house price in my area, Ventura, California. I used data provided from UCSB’s Economic Forecast Project 2005 Report (thanks to Dr. Bill Watkins, Director). I wanted to see if I could forecast the Median House price in Ventura County, which is situated between Pepperdine (Malibu) and UCSB (Santa Barbara). I chose possible independent variables as Year, Retail sales ($M) in Ventura County, Tourism income ($M) from hotels, and GCP/capita ($k). The data and results are shown in Figure 3.

Analysis using the $R^2$ template indicates that all four independent variables that I chose are strongly related to each other. In fact, these variables predict each other better than median house price. If we use only the strongest (Retail sales) variable, then we run into another problem because only Year is truly independent (can be known with certainty or set to a value). The retail sales would have to be forecast for 2005 (and all the other variables if they were in the model) to be able to forecast the median house price in Ventura. Thus the search needs to continue for other variables which are truly independent if I want a multiple regression. If I want a single variable regression model using years, then I could fit a quadratic, cubic or even an exponential curve, using the coded year ($1 = 1993$) as the independent variable.

**Conclusion**

The fact that all of these economic factors are related to each other highlights the difficulty of finding truly independent variables that are independent of each other and that are known or can be con-
(in states as diverse as New York, Texas, and Georgia) at which successful implementation has already occurred, have included vastly differing characteristics: a private university in a rural setting with a residential, traditionally aged student body; a public university in an urban setting with a largely commuter, non-traditional student body in the business school; and a public university in a rural setting with a majority (~80 percent) of traditional students in the undergraduate body, but with a substantial number of non-traditional students at both levels.

Furthermore, the sizes of these institutions varied from under 3,000 to over 10,000 students, while the character of these institutions included those with heavy engineering roots to one with very traditional liberal-arts and teacher education roots. Among the universities were a national doctoral/research university and two Masters I (comprehensive) universities. This approach has been used successfully in honors courses and non-honors courses. So it is fair to say that significant transferability has been demonstrated across institutions, and indeed significantly different types of institutions and settings.

In each of these situations, course objectives have been demonstrably met for students and clients, non-majors and undecided students have gained a working knowledge of the "ways of knowing" and the "ways of doing," and majors have experienced exciting applications of the knowledge in their field.

Figure 3: Colinearity removed from data.

Excel file discussed in article is available from the Decision Line Web site at www.decisionsciences.org/decisionline.

Figure 4: Median house price data for Ventura County.
EACH YEAR THE NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) asks freshmen and seniors at participating institutions to evaluate their classroom participation, interaction with faculty, time spent on various enriching activities, and other aspects of student life. The goals is to provide institutions with feedback on how engaged their students are in activities that enhance learning. For the past half a decade, Elon University has scored among the nation’s top colleges and universities. In this essay, Dean John J. Burbridge, Jr., describes how Elon’s Martha and Spencer Love School of Business incorporates the concept of student engagement to realize superior outcomes.

Business Schools and the Concept of Student Engagement

by John J. Burbridge, Jr., Dean, Martha and Spencer Love School of Business, Elon University

Learning by doing” is a quote with which we are all familiar. Today, such an approach is considered appropriate to developing certain skills, but not necessarily to knowledge acquisition in higher education including business schools. Interestingly, at the time of the founding of the United States, the apprenticeship system was considered the preferred approach to educating young men for careers in commerce. As a result of many developments during the past 275 years, the current preferred way of educating future business leaders, especially at the undergraduate level, is to have faculty lecture in large, cavernous halls. In such an environment, students are expected to acquire the necessary knowledge either from the textbooks or lectures, and the only grade in the course may be the final examination. When confronted with this situation, some students will decide not to go to class but get notes from other students or find them on the class Web site. Unfortunately, this approach emphasizes the transfer of knowledge from lecturer to students rather than any real experiential learning on the students’ part. A major question that arises is whether students can apply such knowledge.

In today’s very competitive environment for entry-level positions, the acquisition of knowledge is not enough to excite a company recruiter. While faculty and students seem to place considerable value on discipline-specific knowledge taught in a lecture format, communications and interpersonal skills seem to reign supreme in the viewpoints of many recruiters. An internship within an organizational setting is often considered a must by these recruiters. The ability to address ill-structured problems through the intelligent application of knowledge is also seen as a necessary skill by many practitioners.

Why do recruiters seem to place greater emphasis on the ability of a student to be successful in an organizational setting rather than the knowledge the student has acquired? I would argue this is because there is very little difference in the knowledge acquired by graduating seniors with grade point averages of “B” or better. In addition, there is much more emphasis on culture and values in today’s work environments. Hiring students who do not fit within an organization can be an enormous liability.
If there is much more emphasis on interpersonal skills, the question arises as to whether higher education is responding to such demands. While the main focus of the academic offerings is still focused at discipline-specific knowledge acquisition, there has been a broadening of the academic experience to include what has been termed student life. Through student life, students on many campuses are being exposed to leadership training, service learning, and other personal development offerings, allowing them to further cultivate interpersonal skills. Athletes who are good students have always been coveted by recruiters, since they often develop such skills through team sports. Students involved in such activities, coupled with a challenging academic environment, result in engaged students. At Elon we have found that the higher the level of student engagement, the more likely the student will graduate.

Can the concept of student engagement become more widespread in higher education and be measured? This challenge has resulted in the Carnegie Foundation and the Pew Charitable Trust collaborating on the development of the National Survey of Student Engagement (NSSE). The NSSE, conceived in early 1998, collects data directly from students concerning their relative levels of student engagement. The NSSE measures student engagement as a collection of five benchmarks of excellence:

1. Active and collaborative learning,
2. Student interactions with faculty members,
3. Enriching educational experiences,
4. Level of academic challenge, and
5. Supportive campus environment.

These measures of excellence are a result of research into what constitutes a positive learning environment. NSSE is somewhat novel in that it relies exclusively on the perspectives of students, not input measures or third-parties. The NSSE attempts to focus on how students learn and considers alternative experiences other than what happens in the traditional classroom. The survey, introduced in 2000 on 275 campuses, was used by 473 universities and colleges during the past year (National Survey of Student Engagement).

The survey is administered on an annual basis and is completed by both first-year students and seniors. The questions fall in three main categories. First, there are specific questions concerning the institution and curriculum, such as the length and quantity of writing assignments, the amount of critical thinking, the number of presentations, and the interaction with teachers. Second, students are asked about their college experience and behaviors through questions on how they spend their time both in and out of class, their involvement with other students on assignments, and their extra-curricula activities. Finally, students are asked to self-assess the gains they have made as a result of their college experience. Through the responses to these questions, educators can compare their institution with peers in the quest for continuous improvement.

When one looks at the questions used in the NSSE, it is obvious that the instrument provides information concerning the traditional discipline-specific education, but also the ability of students to acquire skills that recruiters feel are critical in the hiring process. Active and collaborative learning results in students who can apply the knowledge they have acquired. Collaborative learning results in students with greater teamwork skills. Enriching educational experiences such as study abroad and internships result in more mature students who are sensitive to environments other than the traditional college campus. The level of academic challenge, if coupled with difficult ill-structured problems, will allow the student to more easily confront real societal and business situations. Recruiters should pay attention to NSSE results at colleges where they plan to recruit.

The NSSE also provides institutions with the necessary data to drive continuous improvement. At Elon and the Love School of Business, the annual results associated with the NSSE categories are reviewed and plans are made to respond to any shortcomings. The NSSE results drive continuous improvement and enhance the quality of the learning experience.

For the past four years, Elon University has ranked in the top 10 percent in each of the five measures of excellence associated with NSSE. During this same period of time, Elon has seen the number of applications for undergraduate admission increase both in quantity and quality.

How has Elon achieved such high rankings in the area of student engagement?

Ten years ago, a decision was made to move from a three-credit to a four-credit course. The idea of the extra credit was not to cram more knowledge into the minds of students, but to strengthen active and collaborative learning within the normal class. The downside of this change is that a student takes fewer courses. This subtle but real consequence of the four-credit course structure requires faculty to think carefully about curriculum.

Today, professors at Elon use a variety of approaches to the teaching of a normal class. Faculty must learn how to foster class discussion, incorporate team activities and develop specific active learning approaches to address the subject matter. Such teaching is a significant challenge since it requires a faculty member to lessen the level of direct control over a class.

In addition to the four-credit concept, Elon has created the experiential learning requirement. All graduates from Elon must have completed one of the following: (1) study abroad; (2) internship; (3) a multi-year leadership program; (4) service learning, or (5) undergraduate research. In addition to their normal transcript showing coursework and grades, students also receive an experiential learning transcript showing all such activities.
The results associated with the experiential learning requirement are impressive: 63 percent of the graduating seniors in May 2004 had an international experience while at Elon, 78 percent completed an internship, and over 100 first-year students participated in the emerging leaders program while more than 80,000 hours were contributed to community activities as a result of service-learning approaches. Finally, one entire day of the university calendar is now devoted to students reporting on their undergraduate research projects. In April 2004, 98 students presented. Out of the 2004 graduates, 16 percent had completed an undergraduate research experience.

In addition to these requirements, Elon University requires all students to take an upper-level interdisciplinary seminar that features active and collaborative learning. Next semester I will be teaching a course focusing on baseball and statistics that will require all students to participate in an undergraduate research project.

How has the Martha and Spencer Love School of Business at Elon incorporated the concept of student engagement?

As expected, business school faculty and students place considerable value on functional courses such as accounting, marketing, finance, and information systems. I agree that the premium business school graduates receive in the job market is because they have a knowledge base that allows them to walk into an organization and know what debits and credits, the four Ps of marketing, and the time value of money are all about. However, I’m not sure if businesses expect business administration graduates will be well versed in the latest Business Week hot subjects, such as expensing options, customer relationship marketing, or XML programming.

According to the latest Wall Street Journal ranking of MBA programs, communications and interpersonal skills are most important to company recruiters (Alsop, September 22, 2004). If they are important at the MBA level, it is also important for undergraduates to possess these skills. Business guru Peter Drucker highlights business education’s shortcomings in a recent article for Biz Ed magazine.

“The final lesson is the need to acquire basic literacy. Yes, you want that accountant to be an accountant, but you also want her to understand what the other organizational functions are about. That’s what I call the basic literacy of the organization. Such literacy is not a matter of taking the right courses, but a matter of practical experience.” (Drucker, 2001, p. 14)

More and more recruiters agree with Drucker’s perspective.

Business schools must continue to provide the knowledge base, but they need to ratchet up the level of experiences. The mission statement of the Martha and Spencer Love School of Business at Elon says the following:

The Love School of Business is dedicated to provide instruction and experiences for our students so they graduate with the knowledge, skills, and character essential for responsible business leadership in the 21st century.

The Love School of Business is focused on enhancing its experiential offerings so that students can acquire the experience to which Drucker alludes. In addition to the four-credit course and the experiential learning requirement, the Love School of Business has taken certain steps to enhance its experiential offerings.

New study-abroad courses looking at the hospitality and tourism industry in New Zealand, and accounting and marketing practices in Australia and the Philippines have been introduced. The economics department has created a student-run journal, Issues in Political Economy, and also requires each of its majors to complete an undergraduate research project. While many students in the business school have internship experiences, a recent proposal in the business school will necessitate either an internship or a professional work experience for graduation.

The most ambitious task undertaken by the Love School of Business was the result of a $385,000 Department of Education Funds to Improve Post-Secondary Education (FIPSE) grant. With this grant, the Love School of Business involved 60 students in entrepreneurial ventures. Through the efforts of these students, book publishing, recording, events management, and market research companies were formed. With their involvement in these student-run firms, students received 20 credit-hours of course credit and were able to replace required courses in marketing, management, and operations. Another student-run firm, Elon Collectibles, which markets and sells Christmas ornaments featuring Elon designs, has been formed.

The results are still not conclusive concerning these efforts. Assessment efforts are now underway. However, anecdotal information tells us that students who participated received an extremely positive reception from corporate recruiters. There is no doubt that such student engagement will be well-rewarded in the marketplace. Students who are engaged acquire both the knowledge and interpersonal skills necessary for success.

To conclude, business schools must complement traditional classroom learning with approaches fostering student engagement. Participating in NSSE and using the results to enhance experiential education will result in business schools allowing students to apply the knowledge they have acquired. Such experiences will also result in students further developing their interpersonal skills and maturity levels.

“Learning by doing” has a place in the modern business school.

References


USDA competitive awards program

USDA’s Economic Research Service (ERS) Program of Research on the Economics of Invasive Species Management (PREISM) is pleased to announce a competitive awards program for Fiscal 2005. ERS initiated PREISM in 2003 to address economic issues and decision making related to managing invasive species in increasing global agricultural markets. Included are exotic crop pests and foreign livestock, zoonotic diseases, but also exotic pests or foreign diseases affecting public lands, ecosystems, or urban systems that are addressed by USDA programs. Proposals are due April 29, 2005.

In 2005, ERS is seeking proposals that focus on applied economic research and/or decision support system development that has direct implications for USDA programs, policies, and decision making concerning invasive species. Priority Research Areas include: 1) Institutions and Incentives for Efficient Invasive Species Prevention and Management, 2) Practical Decision Analysis for Invasive Species Management, and 3) International Dimensions of Invasive Species Management. Anticipated funding for 2005 competitive awards is approximately $1,000,000.

These interested in submitting proposals can find the request for proposals at: http://www.ers.usda.gov/Briefing/InvasiveSpecies/

For more information about PREISM, contact Craig Osteen (costeen@ers.usda.gov) or Donna Roberts (droberts@ers.usda.gov).

Finally, Professor Mohsin Habib, University of Massachusetts, explains that the field of business ethics is receiving increased attention because of several highly publicized corporate scandals of the last few years. Many business schools offer courses in business ethics at both the undergraduate and graduate programs. He reviews two business ethics textbooks, Ethics and the Conduct of Business by John R. Boatright; and Moral Issues in Business by William H. Shaw & Vincent Barry. Professor Habib has used these two textbooks in his business ethics course and suggests that the Shaw & Barry book would be more appropriate at the MBA level while the Boatright book would be better at the undergraduate level.
A year after his death, Sumantra Ghoshal’s paper concerning Management Education and Business Ethics has been published in the March 2005 issue of Academy of Management Learning and Education (v4, n1) as an “Exemplary Contribution” along with seven additional commentaries on Ghoshal’s ideas. Dr. Ghoshal, a preeminent Professor of Management at the London Business School, argued that the “worst excesses of recent management practices have their roots in a set of ideas that have emerged from business-school academics over the last 30 years” and that “by propagating ideologically inspired amoral theories, business schools have actively freed their students from any sense of moral responsibility.” You may see Dr. Ghoshal’s paper in pdf format at http://aom.pace.edu/AMLE/AMLEVolume4Issue1pp75-91.pdf. Ghoshal’s ideas are being widely discussed. An article in The Economist on February 19, 2005 (one of two on Ghoshal in that issue) asks “Is the MBA responsible for moral turpitude at the top?”

One response to such criticism of management education has been the introduction of courses on Business Ethics, now required in some MBA programs. In the following article Professor Mohsin Habib considers texts that may be suitable for such a course.

Ethics and Business

by Mohsin Habib, University of Massachusetts, Boston

The field of Business Ethics has received renewed attention with the corporate scandals that broke out in recent years. Numerous conferences have organized special sessions, reputed journals have devoted special issues, and new books and articles have come out discussing the role of ethics and morals in business decision making. Needless to say, the issue of ethics in business decision-making is a serious one. Most of the recent research findings paint a rather disappointing picture. For example, an article in the Boston Globe (October 2004) reported a survey conducted by the Center for Women’s Business Research in Washington, D.C., that found a majority of the graduating students surveyed showed little or no confidence in the honesty of big American firms, even as some are about to join them (Diane Lewis, “Business school grads find ethics lacking,” Boston Globe, Oct. 17, 2004). The survey asked 933 graduate students and 807 MBA graduates of top business schools to share their opinions on business ethics. Of those polled, 63.7 percent of the graduates with jobs and 61.2 percent of the graduate students felt that business is not done ethically or honestly. Also, 69.9 percent of female graduates with MBAs and 60.1 percent of the males suggested lack of ethics as a critical issue for American companies.
If there was any consolation, it was that the respondents trusted small and midsized employers more than the big ones.

Regardless of whether we focus on large multinational companies or small owner/manager operations, the fact of the matter is businesses are facing an ethical issue which today’s students, who are tomorrow’s managers, must face. Thus, it comes as no surprise that the Association to Advance Collegiate Schools of Business (AACSB), in its January 2005 document pertaining to Eligibility Procedures and Accreditation Standards for business schools, made it clear that awareness and development of ethical and legal responsibilities for students is a must for accreditation. Today, most business schools have courses on Business Ethics in both the undergraduate and MBA curriculum. While some schools have included such a course in their core course list, others have offered it as an elective. I believe the majority of the students view this as a good development in the curriculum and are genuinely interested in learning the importance of ethics in business. Occasionally though, one will stumble upon students who are skeptical, even questioning whether business and ethics can co-exist. Given this target audience, it is imperative that business ethics instructors develop the course with a comprehensive framework in place backed by a quality textbook and additional materials, if necessary.

Until recently, there were not many textbooks on Business Ethics in the marketplace. As the topic grew in importance, more authors wrote new books, trying to differentiate theirs from others in some meaningful way. Today, there are several books by different publishers trying to make inroads in the university student segment of the market. Of these, I would like to review two textbooks that enjoy wide circulation among educational institutions. One criterion I used to choose the books was that they must have some combination of text and cases, and cannot be just a collection of readings. Particularly for undergraduate students, I believe it is necessary to have a text portion (written by the authors) which addresses the underlying principles and/or theories related to ethics. The two selected texts for my review are John Boatright’s *Ethics and the Conduct of Business* (2003, 4th ed.) and William Shaw and Vincent Barry’s *Moral Issues in Business* (2004, 9th ed.). On a personal note, I have used the Boatright book for several semesters now and only recently tried the Shaw and Barry book for the first time in my undergraduate Business Ethics course. Hence, my experience in the classroom will also be reflected in the following comments.

The publishers have targeted the two books for the undergraduate level and the MBA level. While both books have texts and cases, the Shaw and Barry book has added selected readings at the end of each chapter. This provides further depth in specific topic areas, which should be more effective at the MBA level. Both books offer similar topics given the target market. In fact, there’s not much authors can do since the publishers dictate the framework to a large extent. But it is in the details of the content where the books differ substantially. To start with, the books focus on the broad question of morality and ethics in business and society. This is followed by a discussion of the main theories associated with ethics. There is also a segment on the topic of capitalism, the role of corporations and ethics. The rest of the text discusses ethics in specific business contexts. Somewhere during the earlier discussion on morality, capitalism and such, the books also introduce the concepts of stakeholder analysis and corporate social responsibility. These two topics are rightfully treated as integral elements of business ethics for students to comprehend, even though they are considered simultaneously in courses related to “Business, Government, and Society.”

The Boatright and Shaw and Barry books offer an instructor’s manual with essay questions and quizzes. While they do a reasonable job, both can be improved in terms of content. The Shaw and Barry book also has Powerpoint slides for each chapter which can be downloaded from its publisher’s Web site. Furthermore, the websites have links which can assist classroom discussion and various student projects.

The chapters are better sequenced and well organized in the Boatright book. Especially when it comes to specific business ethics topics, Boatright neatly classifies them in separate chapters such as whistle-blowing, trade secrets and conflict of interest, privacy, discrimination, marketing and product safety, and occupational health and safety. On the other hand, Shaw and Barry have lumped together different business ethics topics in two chapters under the titles, “The Workplace (1): Basic Issues” and “The Workplace (2): Today’s Challenges.” The variety of issues in each of these chapters is difficult to cover in one session and yet, not enough is said on each issue to help design multiple sessions. Both books have cases of varying lengths to facilitate class discussion. Typically the Boatright book focuses on small cases, vignettes of special circumstances in a business setting that requires an ethical approach to decision making. The cases in the Shaw and Barry book are generally longer, more detailed, and have discussion questions in the end. That is a plus for students and faculty alike.

One of the major challenges of writing a business ethics textbook is that it requires an effective integration of relevant literature in philosophy, management, and law. Philosophy provides the theoretical background for ethics. Institutionalized rules and laws follow ethical dilemmas in a society. Therefore, description of landmark cases is important to understand the context within which ethical issues are given legitimacy. Finally, management puts forward the business arguments within which ethics must be considered. This difficulty of integrating three different streams of literature is compounded by the need to present the text in an easy-to-understand format, especially for undergraduate students. The Boatright book has proceeded further in meeting
of it is theoretical and somewhat abstract in nature. The book's chapters on Capitalism (Chapter 4) and Corporations (Chapter 5) also show a complex writing style. In addition, some segments such as the "criticisms of capitalism" delve heavily into radical theories and Marxist perspectives without providing the necessary background for students to appreciate the arguments. Certainly, it was quite a challenge for a significant number of my undergraduate students in the Business Ethics course. On the other hand, I think such writings may be more effective at the MBA level, forcing the students to challenge existing notions and draw their own conclusions.

As mentioned earlier, Shaw and Barry offer a set of readings for each chapter, an aspect missing in the Boatright book. The readings are carefully selected and present some of the prominent thinkers from various fields discussing ethics. For example, the Nobel Prize winner Amartya Sen's article on the role of ethics in Capitalism is a wonderful, thought-provoking piece. The book has a set of discussion questions at the end of each reading that can help students to focus on the main points. Shaw and Barry provide several readings from which instructors can pick and choose. The collection of readings certainly adds value to this book. For the more enthusiastic students, Shaw and Barry have a list of additional reading for each chapter as well.

An important topic area completely missing in the Shaw and Barry book is ethics in international business. Moreover, there is no discussion about the notions of "ethical relativism" and "cultural relativism," which students must come to terms with. After all, we live in a world full of diversity. A greater understanding of culture and values and their impact on ethics could only help students in making better ethical decisions. Also, difficult and sensitive issues such as corruption and bribery in the global marketplace ought to be discussed at length. My own research on corruption in a host country points to the negative impact it has in attracting foreign direct investment (FDI). While that is generally true, one has to recognize that FDI still flows heavily in countries such as China and India, both of which register high on corruption. So, there is a need to discuss the issue, particularly the tension between ethics, economics and culture (norms) in a foreign market.

To be fair, I must point out that both books already have more chapters and topics than an instructor could possibly cover in a 15-week semester. My approach in the Business Ethics course has been to cover the "conceptual" chapters first (discussing the ethical theories, capitalism, corporations etc.), and then select as many specific "business topic" chapters as possible in a semester. It also gives me the opportunity to change the mix of "business topic" chapters from one semester to the other.

In conclusion, as one might expect, both books have strengths and weaknesses in different areas. My overall impression is that the Shaw and Barry book will be a better fit at the MBA level for all the reasons mentioned earlier. The Boatright book, on the other hand, will be more appropriate at the undergraduate level. Both books can increase their appeal to instructors by strengthening the support materials such as improved teaching notes for chapters, notes for cases, visual aids, and test materials. Also, some cutting-edge topics, such as ethics in the realm of the Internet, will be welcomed. I hope the newer editions will take these and other suggestions into consideration.

Related Web Link

Responses, suggestions or letters to the Feature Editor may be sent to:
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NAMES IN THE NEWS

CAROL LATTA, Executive Director, Decision Sciences Institute

George Benson, dean of the Terry College of Business at the University of Georgia, has been appointed to the board of directors of ACGO Corp., a worldwide designer, manufacturer and distributor of agricultural equipment and one of 17 Fortune 500 companies headquartered in Georgia. He will serve as a Class II Director, serving on the Governance Committee, and will stand for shareholder election in April 2006. Benson has served as dean of the Terry College since July 1998 and holds the Simon S. Selig Jr. Chair for Economic Growth. He previously served from 1993 to 1998 as dean of the Rutgers Business School at Rutgers University. He is a Fellow of the Decision Sciences Institute. gbenson@terry.uga.edu

James B. Pick, University of Redlands, is the editor of a new book, Geographic Information Systems in Business (Idea Group Publishing, www.idea-group.com/books/details.asp?id=4381), that contains state-of-the-art research studies on the concepts, theory, processes, and real world applications of geographical information systems (GIS) in business. Its chapters are authored by many of the leading experts in applying GIS and geospatial science to business. The book impacts not only the underlying definitions, concepts, and theories of GIS in business and industry, but its practice as well. Professor Pick is the author of nine books and 110 articles, book chapters, and conference papers in the research areas of management of information systems, geographic information systems, urban studies, and population. He has received awards including faculty distinguished teaching and research ones from University of Redlands and Senior Fulbright scholar award for Mexico. James_Pick@redlands.edu

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Future DSI Annual, International, & Regional Annual Meetings

NATIONAL ANNUAL MEETINGS

November 19-22, 2005
The San Francisco Marriott
(Downtown)
San Francisco, California

November 18-21, 2006
The San Antonio Marriott
Rivercenter/Riverwalk Hotels
San Antonio, Texas

November 17-20, 2007
The Marriott Desert Ridge
Resort & Spa
Phoenix, Arizona

November 20-23, 2010
San Diego Marriott Hotel and
Marina
San Diego, California

INTERNATIONAL MEETING

July 3-6, 2005
IESE Business School
University of Navarra
Barcelona, Spain

REGIONAL ANNUAL MEETINGS

Asia-Pacific
June 28-July 2, 2005
The Grand Hotel in Taipei
Taiwan

Mexico
tba

Midwest
tba

Northeast
March 30-April 1, 2006
Caribe Hilton, San Juan, Puerto Rico

Southeast
tba

Southwest
March 1-4, 2006
Sheraton New Orleans Hotel,
New Orleans, Louisiana
2007
San Diego, California (tentative)

Western
2006
The Hilton Waikoloa Village Resort
Waikoloa, Big Island, Hawaii
President Gary L. Ragatz (Michigan State University) chaired the Board of Directors meeting that was held on Saturday, January 15, 2005, in North Miami Beach, Florida. The following is a report of the actions taken by the Board and matters brought to its attention. The Executive Committee also met on Friday, January 14, 2005. Its recommendations to the Board are included in the items reported below.

1. The minutes of the November 2004 Board of Directors meeting were approved with one correction.
2. The financial statement for the period ended December 31, 2004 was reviewed and accepted pending noted adjustments to be made.
3. Reports from the following 2004-05 committees and elected or appointed officials were accepted for review:

   1) Case Studies Committee/Award Competition
   2) Development Committee for Excellence in the Decision Sciences
   3) Doctoral Student Affairs Committee
   4) Fellows Committee
   5) Information Technology Committee
   6) Innovative Education Committee
   7) Investment Advisory Committee
   8) Member Services Committee
   9) Programs and Meetings Committee
  10) Publications Committee
  12) Regional Activities Committee
  13) Strategic Planning for International Affairs Committee
  14) Ad hoc Committee on A Research Clearinghouse
  15) Marketing Director
  16) 2004 Annual Meeting Program Chair
  17) Instructional Innovation Award
  18) Technology in the Classroom Miniconference
  19) New Faculty Development Consortium
  20) Doctoral Dissertation Award Competition
  21) Curricular Issues Program
  22) 2004 Doctoral Student Consortium
  23) 2004 Regional Strategic Planning Workshop
  24) Professional and Faculty Development Program
  25) Director of Professional Development Programs
  26) Coordinator of Job Placement Services
  27) Director of Development and Corporate Relations
  28) 2005 Annual Meeting Program Chair
  29) 2006 Annual Meeting Program Chair “Visionary” Meeting
  30) Treasurer
  31) Decision Sciences Journal of Innovative Education
  32) Decision Line Editor
  33) Regional Reports

4. The Development Committee’s recommendation to improve the current form of the DSI Web site was accepted.
5. The Fellows Committee’s recommendation that outstanding service to the Institute should not be a requirement of all future Fellow nominees was accepted.
6. The Fellows Committee’s recommendation to revise the definition of “an active supporter of the Institute” as stated in the Institute’s Policies and Procedures Manual was accepted with a few modifications.
7. The Fellows Committee’s recommendation that a candidate cannot be considered for two consecutive years was accepted.
8. The Fellows Committee’s recommendation that members of the Fellows Committee cannot nominate candidates for Fellows was rejected.
9. The Information Technology Committee’s recommendation to further improve DSI placement services was accepted.
10. The Investment Advisory Committee’s recommendation to sell the shares in the Franklin Templeton Mutual Share Fund and transfer these funds to a new account in the Vanguard Extended Market Index Fund was accepted.
11. The Publications Committee’s recommendation to place the Proceedings online with only the title, author and abstract information was accepted.
12. The Publications Committee’s recommendation for a change in the Publications Committee membership selection was accepted.
13. The Board accepted a recommendation to make meeting space available from 5:30 p.m. to 6:30 p.m. on the Sunday of the Annual Meetings for any of the DSI regions that would like to hold an event.
14. The Regional Activities Committee’s recommendation to formalize the current APDSI fee of $40 for all regions as first year membership for DSI was approved.
15. The Strategic Planning for International Affairs Committee’s recommendation to institutionalize the idea that part of the charge for registration in an international meeting be used to pay for a one-year membership for DSI was approved.
16. The 2004 Annual Meeting Program Chair’s recommendation not to invite the sponsors to the reception was accepted.

17. The 2004 Annual Meeting Program Chair’s recommendation that sessions be composed of three or four papers per session was rejected.
18. The Board approved a recommendation that the Institute promote the Institute’s journals in the New Faculty Development Consortium’s “Writing Publishing Articles”, and to include DSJIE in the session.
19. The Job Placement Services Coordinator’s recommendations to add “Supply Chain Management” as an interest area; to add “Associate or Full” as a rank option for jobs and applicants; to offer the option of alphabetical sorting of jobs and applicants; to include only those jobs or applicants that have the interest area as their primary area of interest; to display the current rank of applicants in parentheses when they are listed; and to display all jobs or applicants when “open” is selected as the rank were approved.
20. The Board approved the 2005 Program Chair’s recommendation to accept best papers from regional DSI meetings to incorporate into a special session at the Annual Meeting.
21. The Board approved the 2005 Program Chair’s recommendation to accept papers from Fellows that would not go through the refereed process and that could exceed the six-page limitation of submitted papers.
22. The Board approved the 2006 Annual Meeting Program Chair’s theme for the 2006 Annual Meeting.
23. The Board approved the 2006 Annual Meeting Program Chairs’ recommendation to add two additional tracks, pending the additional communication to shorten the track names.
24. The Treasurer’s report was reviewed and accepted.
25. The Decision Sciences Journal of Innovative Education Editor’s report was reviewed and accepted in conjunction with the Publications Committee’s report.
26. The Board accepted a recommendation to provide a downloadable pdf version of the complete Decision Line issue on the web.
27. The Board approved a new Bylaw for the Midwest Region.
28. The Board accepted the proposed chairperson appointments for the 2005-2006 committees, and new members of the Case Studies and Innovative Education Committees.
29. A master sign-up sheet for Board member participation in organizing high visibility sessions for the 2005 Annual Meeting was circulated.
The conference theme (Decisions for Economic Development: Improving Management for a Better World) was chosen to reflect Spain’s and Barcelona’s unique position as a catalyst between Europe and many countries in the developing and emerging world. In both of these regions the near and intermediate future will present some challenges that can be analyzed and partly overcome by employing some of the tools developed within the DSI community. During the past few years, many countries in Europe have been facing stagnant growth and have come to realize that some of the basic achievements of the decades after WWIII, such as social security and health insurance, will have to be modified in the near future. Countries in Latin America have been in the emerging category for a long time and have experienced significant economic problems. At the same time, countries such as China and India are experiencing unprecedented growth periods. Many experts see these developments with great satisfaction—but also with some concern, particularly with respect to the growth’s effect on the world’s environment and its raw material markets. Due to these reasons (and many others not stated here), Europe’s, America’s and Asia’s future will need decisions for economic development, and the decision sciences are in a position to provide management with tools and skills to build a better world.

Abstract Submission

February 1st, 2005: Deadline for submission of extended abstracts

March 6th, 2005: Notification of accepted papers

May 6th, 2005: Deadline for submission of accepted papers

Complete details for submissions and conference registration will be found at the International Conference Web site: http://www.iese.edu/en/events/Projects/dsi2005/Home/Home.asp

Host Organization: IESE Business School

IESE Business School of the University of Navarra will host the 2005 International Conference of the Decision Sciences Institute. Established in Barcelona in 1958, IESE is part of the University of Navarra, which has its main campus in Pamplona. IESE has campuses both in Barcelona and in Madrid.

Conference Officers

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Tracks

- Accounting Theory, Applications and Practice
- Attaining Millennium Development Goals
- Case Studies
- Decision Sciences in NGOs and Not-For-Profit Organizations
- Economic Development Program Management
- Environmental Issues
- Enterprise Planning Systems
- Enterprise Reform and Privatization
- Entrepreneurship
- Finance and Financial Management
- Globalization
- Healthcare Issues
- Information and Knowledge Management
- Innovative Education
- International Operations Strategy
- Management Information Systems
- Marketing
- MS/OR: Techniques, Models, and Applications
- Organizational Behavior and Organizational Theory
- Production & Operations Management: Manufacturing
- Production & Operations Management: Services
- Project Management
- Public Sector Management
- Quality and Productivity
- Service Systems and Strategy
- Subcontracting, Outsourcing and Offshoring
- Strategy and Policy
- Supply Chain Management
- Technology Management
ANNOUNCEMENTS (see more info & updates at http://www.decisionsciences.org/announce.htm)

Institute Meetings
The 36th Annual Meeting of the Institute will be held November 19-22, 2005, at the San Francisco Marriott in downtown San Francisco. The submission deadlines are: Refereed papers, April 8, 2005; abstracts and proposals, May 1, 2005. Contact: Manoj K. Malhotra, University of South Carolina, Moore School of Business, Department of Management Science, 1705 College Street, Columbia, SC 29208, (803) 777-2712 / fax: (803) 777-6876, DSI2005@moore.sc.edu.

The 2005 International Meeting of the Decision Sciences Institute will be held in July 3-6, 2005, at the IESE Business School, University of Navarra, in Barcelona, Spain. Submission deadline was February 1, 2005. Contact Marc Sachon or Jaume Ribera Segura, IESE Business School, Av. Pearson, 21, 08034 Barcelona, Spain, tel. +34 93 253 42 00, fax. +34 93 253 43 43, dsi2005@iese.edu.

The Asia Pacific Region will hold its 2005 Annual Meeting on June 28 - July 2, 2005, at The Grand Hotel in Taipei, Taiwan. Submission deadline was March 15, 2005. Conference Chair and Proceedings Co-Editor is Eldon Y. Li, Yuan Ze University, Taiwan and California Polytechnic State University, USA. For more information, contact the APDSI 2005 Conference Secretariat, College of Informatics, Yuan Ze University, 135 Yuan Tung Road, Chung Li 320, TAIWAN, Tel. (+886) 463-8909, Fax. (+886) 4638884, apdsi@saturn.yzu.edu.tw.

The Midwest Region held its 2005 Annual Meeting on April 14-16, 2005, at the Radisson Hotel in Toledo, Ohio. Check the DSI Web site for upcoming details on the 2006 meeting.

The Northeast Region will hold its 2006 Annual Meeting on March 30-April 1, 2006, at the Caribe Hilton, San Juan, Puerto Rico. Submission deadline is October 7, 2005. Contact Jennifer Swanson, Program Chair, Stonehill College, 320 Washington Street, North Easton, MA 02357, Phone: (508) 565-1349, Fax: (508) 565-1444, NEDSI@stonehill.edu.


The Southwest Region will hold its 2006 (27th) Annual Meeting on March 1-4, 2006, at the Sheraton New Orleans Hotel, New Orleans, Louisiana. Submission deadline is September 15, 2005. Contact David C. Chou, Program Chair, Department of Computer Information Systems, College of Business, Owen 412, Eastern Michigan University, Ypsilanti, MI 48197, Phone: 734-487-0054, Fax: 734-487-1941, Email: dchou@emich.edu.

The Western Region held its 2005 Annual Meeting on March 22-26, 2005, at The Sutton Place Hotel in Vancouver, B.C., Canada. Check the DSI Web site for upcoming details on the 2006 meeting.

The Mexico Region held its 2004 Annual Meeting on October 11, 2004, at The University of the Americas in Cholula, Puebla, Mexico. Check the DSI Web site for upcoming details on the 2005 meeting.

The International Conference on Operations and Supply Chain Management will be held December 15-17, 2005, in Bali. Submission deadline for abstracts is May 10, 2005.

http://www.oscm2005.org

North American Case Research Association will hold its 2005 Annual Meeting on October 27-29, 2005, at the Sea Crest Oceanfront Resort & Conference Center in North Falmouth, Massachusetts (Cape Cod). Submission deadline is June 13, 2005.

http://www.nacra.net

Hawaii International Conference on System Sciences will be held January 4-7, 2006, at the Hyatt Regency, Kauai. Papers are sought for Collaboration Issues in Cross-Organizational and Cross-Border IS/IT, part of the Collaboration Systems and Technology Track. Submission deadline is June 15, 2005.

http://www.hicss.hawaii.edu

Publications

Annals of Operations Research seeks papers for a special issue on Supply Chain Scheduling and Coordination. Guest editors are Nicholas G. Hall (hall.33@osu.edu), Lei Lei (lei@andromeda.rutgers.edu), and Michael Pinedo (mpinedo@ stern.nyu.edu). Deadline for submission is May 15, 2005.

Journal of Decision Systems seeks papers for a special issue on Design, Building and Evaluation of Intelligent Decision-Making Support Systems (i-DMSS). Guest co-editors are Jatinder Gupta, UAH, USA, guptaj@uah.edu (Lead Editor); Giuseppe Forgione, UMBC, USA, forgjonn@umbc.edu (co-editor); Leonardo Garrido, ITESM, Mexico, leonardo.garrido@itesm.mx (co-editor); and Manuel Mora, UAA, Mexico, mmora@securenym.com (co-editor). Submission deadline is May 30, 2005.

See ANNOUNCEMENTS, page 36
Theme: “Decision Making at the Functional Interface”

The Decision Sciences Institute’s 2005 Annual Meeting theme focuses on facilitating decision making at the functional interface. An integrative perspective that appropriately recognizes the complexity of decision-making in today’s competitive environment has been encouraged and promoted in designing the program. Consequently, many exciting sessions have been planned, and which I want to highlight in this message.

Apart from the regular paper sessions organized into 19 tracks, individual track chairs are working diligently to create invited sessions and panel discussions that will seek to involve leading academics and industry experts. In addition, curricular issues miniconferences, technology in the classroom miniconference, doctoral student consortium, and two professional faculty development programs have also been planned. A research methods miniconference on Structural Equation Modeling (SEM) will introduce participants to many tools and techniques that can be used in individual research projects. This expertise is being brought together by some of the leading experts in the field (see conference Web site http://dsi2005.org/ for details).

As a way of disseminating cross functional knowledge and information in a more focused fashion, several workshops and tutorials have been put together for the San Francisco meeting. They will promote both research as well as teaching related perspectives. For instance, Jeremy Shapiro from Slim Technologies, LLC (also Professor Emeritus at MIT) will conduct a tutorial on the use of operations research models in supply chain management. He will show how descriptive and optimization based models, in conjunction with large transactional databases, can be used for analyzing complex supply chain planning problems. Bob Jacobs from Indiana University will present an overview of the SAP System’s Advanced Planner and Optimizer (APO) Software. He will discuss the five major modules of this software and bridge the gaps between industrial practice and academic research. A special session on innovative education will examine how company-sponsored projects can be used to train students in practical applications of business methodologies.

High-profile initiatives include a tutorial by Jeremy Shapiro from Slim Technologies, LLC (also Professor Emeritus at MIT) on the use of operations research models in supply chain management; Bob Jacobs from Indiana University on the SAP System’s Advanced Planner and Optimizer (APO) Software; and a special session on innovative education that examines how company-sponsored projects can be used to train students in practical applications of business methodologies.

As can be seen from above mentioned details, much has happened since the last time I wrote the program chair message. The planning and execution for the 36th annual meeting is in full swing, and now you have become a part of the process by submitting your manuscripts for review, planning special sessions and panel discussions, and getting involved with shaping the content of this annual meeting. As of the end of the first week of April 2005, we had over 500 papers submitted in the refereed research paper category alone, with additional abstracts for presentations coming in at a steady pace. You have until May 1 to still become a part of the program by submitting an abstract at the conference website (http://dsi2005.org/). I hope that you would do so if you haven’t already, and become formally involved with this conference.

On the cultural and entertainment side, we are in the process of planning a fun-filled evening after the President’s reception on Monday. We are also evaluating some local tour options and things to do for spouses and others looking for non academic activities. Finally, we will designate Sunday as the “school spirit day,” where conference participants will be encouraged to display their school spirit by wearing caps, shirts, etc. highlighting their school’s logo. Informal dress (on a voluntary basis) for the second day of the conference should make for a colorful sight and some good-natured fun on the side.

By all counts, the 36th International Conference of the Decision Sciences Institute in November 2005 is shaping up to be an exciting event. So please make plans ahead of time to join us. I will look forward to welcoming you in San Francisco in November 2005.

DSI Online Membership Directory Available to All Institute Members

ACCESS the DSI online membership directory at:

http://decisionsciences.org/directory/auth.asp

Log in using your email address and membership number as password. If you do not have your membership number, the system can send your password from the authentication page.
The Decision Sciences Institute (DSI) invites contributions to the 2005 Annual Meeting in the following categories: Refereed Research Paper, Non-Refereed Research Abstract, and proposals for a Workshop, Tutorial, Panel, Symposium, or Colloquium. Authors again have a choice of submitting a refereed research paper that will receive reviews from at least two referees or of submitting a non-refereed research abstract of 50 words or less (500 characters maximum). If accepted, refereed research papers will be published in the Proceedings, as well as scheduled for presentation during the annual meeting. The Proceedings will be available in CD-ROM format only.

If an author elects to submit a non-refereed research abstract, it will be scheduled for presentation during the annual meeting, but will not be published in the Proceedings. Acceptance of abstracts and papers are subject to final approval by the track chairs. Proposals for a Workshop, Tutorial, Panel, Symposium, or Colloquium will be evaluated for possible inclusion in the annual meeting by the appropriate track chairs or program chair.

Authors are required to submit all contributions online using the instructions overviewed in the following section and updated on the meeting Web site at www.dsi2005.org. When using the Web site for submission, contributors of refereed research papers and proposals for a workshop, tutorial, panel, symposium, and colloquium will also be required to submit an electronic version of their paper or proposal as a pdf attachment. So that a double-blind review process can be maintained, the electronic file should contain only the body of the paper and the title of the submission, but no author identification information (which will be captured via a Web-based form).

Any individual-author or co-author may submit up to three refereed research papers and/or non-refereed research abstracts to the annual meeting. (This does not include invited papers, workshops, tutorials, panels, symposia, and colloquia.) The submission of a refereed research paper or non-refereed research abstract means the author certifies the manuscript is not copyrighted, has not been accepted for publication in a journal, has not been presented or accepted for presentation at a professional meeting, and currently is not under review for presentation at another professional meeting. (Material printed in its entirety in any conference proceedings is considered published.) Furthermore, the author certifies his/her intention to register for and attend the meeting to present the paper, abstract, or proposal if it is accepted. The copyrights for all forms of presentation at the Institute’s Annual Meeting shall remain with the authors.

The submission deadline for refereed research papers was April 8, 2005. The submission deadline for non-refereed research abstracts and proposals for workshops, tutorials, panels, symposia, and colloquia is May 1, 2005. (Please refer to specific competitive awards for their respective submission deadlines.) Submitting authors will be acknowledged through a reference number right at the conclusion of the submission process.

**Instructions for Electronic Submissions**

The 2005 Annual Meeting introduces a conference information system (CIS) to handle submissions. The author(s) using the online system must do all the submissions. The electronic submission system, along with all the related submission instructions, is available on the DSI 2005 Annual Meeting Web site at www.dsi2005.org.

All of the following information must be provided for the submission to be accepted:

- **Title of submission** (500 characters maximum, title changes will not be allowed at a later date)
- **Type of submission** (must select one of the following):
  - Refereed Research Paper: treat as abstract if rejected (if you want the paper scheduled for presentation at the annual meeting if it is not accepted for publication in the Proceedings)
  - Refereed Research Paper: withdraw if rejected
  - Non-Refereed Research Abstract
  - Workshop Proposal
  - Tutorial Proposal
  - Panel Discussion Proposal
  - Symposium Proposal
  - Colloquium Proposal
  - Award Competition Entry

**Track that best fits the submission** (to determine the proper track for your submission, see the track list along with descriptions and contacts of the track chairs)

- **Abstract of 50 words or less** (500 characters maximum, including spaces—longer abstracts will be automatically truncated). Note: the abstract of 50 words or less must be completed for all types of submissions including cases where an electronic paper is also being submitted.

**Stage of your research as of today.**

**Stage of your research as you expect to be by the time of the conference.**

**Invitation information.**
2005 Competitions

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

Best Paper Awards Competition
Best Paper Awards will be presented at the 2005 Annual Meeting. Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, and Best Interdisciplinary Paper. In addition, there will be a Distinguished Paper Award for outstanding papers within each track. 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.

Elwood S. Buffa Doctoral Dissertation Award Competition
The purpose of the Doctoral Dissertation Award 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. 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 May 1, 2005. For more information concerning this competition, please contact the coordinator.

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. 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 contributions electronically using instructions on the conference Web sites. The due date for submissions was April 1, 2004. For information concerning this competition, please contact the coordinator.

2005 Track Chairs

Accounting: Theory, Applications, and Practice
Mary Jane Lenard, Univ. of North Carolina at Greensboro
mlenard@uncg.edu

Case Studies
Robert Klassen, Univ. of Western Ontario
rklassen@ivey.ca

DSS/AI/Expert Systems
James F. Courtney, Univ. of Central Florida
jim.courtney@bus.ucf.edu

Demand Management and Forecasting
Nadia R. Sanders, Wright State Univ.
nadia.sanders@wright.edu

E-Business
Tonya Boone, College of William and Mary
tonya.boone@business.wm.edu

Finance/Financial Management
Rebecca Abraham, Nova Southeastern Univ.
Abraham@nova.edu

Information Systems
Fred D. Davis, Univ. of Arkansas
fdavis@walton.uark.edu

Organizational Behavior/Organizational Theory
Paul Mallette, Colorado State Univ.
Paul.Mallette@business.colostate.edu

Quality
Kwei Tang, Purdue Univ.
kting@mgmt.purdue.edu
Kevin Linderman, Univ. of Minnesota
kliner@csom.umn.edu

Service Management
Richard Metters, Emory Univ.
Richard_Metters@bus.emory.edu

Statistics and Decision Analysis
Young H. Chun, Louisiana State Univ.
chun@lsu.edu

Strategy and Policy
Arnoud De Meyer, INSEAD
arnoud.de.meyer@insead.edu

Supply Chain Management
Vaidy Jayaraman, Univ. of Miami
vaidy@miami.edu
Jonathan D. Linton, Rensselaer Polytechnic Institute
linton@rpi.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. The Best Case Studies Award will be presented in conjunction with the 31st 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).

Jeffrey S. Harper, Indiana State University
E-mail: jeffharper@indstate.edu

Elwood S. Buffa Doctoral Dissertation Award Competition
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Roger Schroeder, University of Minnesota
E-mail: rschroeder@csom.umn.edu

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S. Thomas Foster, Jr., Boise State University
E-mail: foster@boisestate.edu

Viswanath Venkatesh, Univ. of Arkansas
Vvenkatesh@walton.uark.edu

Innovative Education
Sanjay Ahire, Univ. of Dayton
ahire@udayton.edu

International Business
Danny Samson, Univ. of Melbourne
d.samson@unimelb.edu.au

Manufacturing Management
Peter T. Ward, Ohio State Univ.
ward.1@osu.edu

Marketing: Theory, Models, & Applications
Subhash Sharma, Univ. of South Carolina
sharma@moore.sc.edu

MS/OR: Techniques, Models, and Applications
Umit Akinc, Wake Forest Univ.
akinc@wfu.edu

New Product Development and Project Management
William H. A. Johnson, Bentley College
wjohnson@bentley.edu

Best Paper Awards Competition
Best Paper Awards will be presented at the 2005 Annual Meeting. Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, and Best Interdisciplinary Paper. In addition, there will be a Distinguished Paper Award for outstanding papers within each track. 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.

Elwood S. Buffa Doctoral Dissertation Award Competition
The purpose of the Doctoral Dissertation Award 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. 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 May 1, 2005. For more information concerning this competition, please contact the coordinator.

Roger Schroeder, University of Minnesota
E-mail: rschroeder@csom.umn.edu

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Innovative Education
Sanjay Ahire, Univ. of Dayton
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Danny Samson, Univ. of Melbourne
d.samson@unimelb.edu.au

Manufacturing Management
Peter T. Ward, Ohio State Univ.
ward.1@osu.edu

Marketing: Theory, Models, & Applications
Subhash Sharma, Univ. of South Carolina
sharma@moore.sc.edu

MS/OR: Techniques, Models, and Applications
Umit Akinc, Wake Forest Univ.
akinc@wfu.edu

New Product Development and Project Management
William H. A. Johnson, Bentley College
wjohnson@bentley.edu
2005 DSI Annual Meeting

2005 Professional Activities

Curricular Issues Miniconference
Is your curriculum getting stale? Have you struggled unsuccessfully with program restructuring? Would you like an opportunity to benchmark world-class curricula? If so, the Curricular Issues Miniconference may be just what you need. This year’s conference will provide a forum for exchanging ideas and discussing curricular challenges and opportunities in degree-granting business education. Separate tracks will explore issues of interest to those who design, run, and contribute to programs at the undergraduate, MBA, and Ph.D. levels.

David M. Dilts, Vanderbilt University
E-mail: david.dilts@vanderbilt.edu

Doctoral Student Consortium
The Doctoral Student Consortium provides a unique opportunity for doctoral students from across the nation and around the 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.

V. Sambamurthy, Michigan State University
E-mail: sambamurthy@bus.msu.edu
Morgan L. Swink, Michigan State University
E-mail: swinkm@msu.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 Ph.D. degree and are in the first two years of their teaching career.

Thomas Choi, Arizona State University
E-mail: thomas.choi@asu.edu
Laura Forker, University of Massachusetts, Dartmouth
E-mail: lforker@umassd.edu

Professional Faculty Development Program
The Professional and Faculty Development Program is for Institute’s members in all stages of their careers, with the goal of keeping them current in their fields. The content of the sessions offered is designed to provide insight into the challenges and opportunities in today’s rapidly changing environment. Topics include, but are not constrained to, the following:

- new instructional and research methodologies
- professional service and counseling
- balancing the needs of different stakeholders (students, corporations, alumni, etc.) in the educational process
- globalization of business education
- role of grading and assessment
- obtaining research funding
- career path strategies
- meeting increasing demands in teaching, service, and research
- challenge and opportunities of new technologies.

In addition, the program will include a series of sessions related to research, teaching, publishing, and other professional development issues for faculty who are beginning their academic careers. Please submit proposals for workshops, tutorials, and other special sessions directly to the professional development program coordinator by May 1, 2005.

Marc J. Schniederjans, University of Nebraska-Lincoln
E-mail: mschniederjans1@unl.edu

Technology in the Classroom Miniconference
The Technology in the Classroom Miniconference provides a forum for participants to share novel or innovative applications of technology in the classroom that enhance the student’s learning experience. Submissions should be limited to creative approaches and best practices for using course support software, multimedia, spreadsheet software, simulation software, online tutorials, or other applications of technology, and be capable of being demonstrated and discussed within a 20-30 minute timeframe. Submissions will be 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 submission (following the “Instruction for Electronic Submissions”) directly to the miniconference coordinator by May 1, 2005.

Gary M. Kern, Indiana University South Bend
E-mail: gkern@iusb.edu

Research Methods Miniconference: Structural Equation Modeling
This newly designed Research Methods Miniconference on Structural Equation Modeling (SEM) will offer insights into both basic and advanced topics in SEM, and will introduce participants to many tools and techniques that can be immediately put to good use.

Xenophon Koufteros, Florida Atlantic University
E-mail: koufero@fau.edu

San Francisco cable car. [Photo by Phil Coblentz, courtesy of San Francisco Convention & Visitors Bureau.]
McGraw-Hill/Irwin and the Decision Sciences Institute are co-sponsoring the 2005 Elwood S. Buffa Doctoral Dissertation Competition. The purpose of the competition is to identify and recognize outstanding doctoral research in the development of theory or applications of the decision sciences completed during 2004. A monetary award of $1,500 will be presented at the 2005 Annual Meeting. Submission deadline is May 1, 2005.

Instructions

1. The dissertation must deal with the development of methodology for, or application of, the decision sciences.

2. The dissertation must have been accepted by the degree-granting institution within the 2004 calendar year. It is not necessary for the degree to have been awarded by the end of 2004. Also, the dissertation may not have been submitted previously to a Decision Sciences Institute dissertation competition.

3. The submission materials consist of the following:
   a. 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.
   b. Four copies of a separate statement by the major professor about why the dissertation deserves special recognition.
   c. Four copies of a student-prepared 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/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/theory, operations 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.
   d. Four copies of the dissertation, punched and bound using standard Arco flat metal prong fasteners (8-1/2 center to center) and appropriate report covers (do not use a ring binder or any kind of book binding).

4. Because of the blind-review process, it is essential that the author, degree-granting institution, and supervising professor not be identified in items 3b, 3c, and 3d. 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.

5. Supervising professor and student materials may be submitted together or separately. If the latter is done, the student will also need to include an identifying cover letter.

Direct all inquiries and applications to:
Roger G. Schroeder
Donaldson Chair in Operations Management
Carlson School of Management
University of Minnesota
321 19th Avenue South
Minneapolis, MN 55455
(612) 624-9544
rschroeder@csom.umn.edu
The 23rd annual Doctoral Student Consortium will provide participants with an engaging, interactive professional experience that is designed to get them off to a strong start in their careers. We are pleased to have the sponsorship of McGraw Hill/Irwin and Beta Gamma Sigma for this important event. The Consortium will take place on Saturday, November 19, 2005, at the 2005 DSI Annual Meeting in San Francisco, California.

Who Should Attend?
The Doctoral Consortium is offered to individuals who are well into their doctoral studies. Because of DSI’s interdisciplinary constituency, 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, accounting, and other areas will increase the vitality of the sessions. The program will focus on career goals, job search issues, placement services, research strategies, teaching effectiveness, manuscript reviewing, and promotion and tenure. Students who are interested in addressing these subjects in a participative, interactive way will enjoy and benefit from the Consortium.

Program Content
The Doctoral Student Consortium involves seasoned, world-class research faculty from several schools, junior faculty just beginning their careers, and key journal editors. All will help guide student discussions in the following sessions.

Teaching Effectiveness. Harvey Brightman plans to return to the Doctoral Consortium for another post-retirement workshop in 2005. His sessions are simply not to be missed—even experienced faculty members will sit in on this session to learn at the feet of the master. If Harvey’s schedule does not allow him to be with us, participants can be assured that we will find a high-caliber substitute.

Research Strategy Workshop. This unique hands-on workshop provides students with the help of tenured faculty mentors in developing a strategic research plan. This plan will help students move from their dissertation into a research program that will see them through tenure. Working in a small breakout group, each student will receive a mentor’s help in identifying their areas of expertise, targeting appropriate journals, finding suitable co-authors, and planning a mix of publications.

Meet the Editors and Academic Reviewing. Editors from journals in the decision sciences and related fields will give overviews of the missions of their publications. In addition they will discuss what components make for strong manuscript submissions, how to improve your chances of getting a journal article accepted, and how to respond to reviews. Good reviewing practices will also be discussed, and editors will field questions from student participants.

Job Search Seminar. Should I target my job search on “research” schools? Teaching schools? Private? Public? What’s the best way to sell myself? What are the ingredients of a good job interview? This session will help students to answer these questions through insights drawn from a panel of faculty experts. Panelists will also use dramatization to illustrate the elements of good (and poor) job interviews.

Join Us
The Doctoral Consortium does more than prepare individual students—it creates a community of colleagues who you will know throughout your entire career. Please plan to attend the Consortium and also encourage students you know to participate in this important program. Although many participants will be entering the job market for 2005-2006, others will appreciate the opportunity to get a better understanding of an academic career and how to approach the job market in the subsequent year.

Application Process
Students in all areas of the decision sciences are encouraged to apply for the DSI Doctoral Consortium. Those wishing to be included should submit:
1. A current curriculum vita, including contact information (e-mail in particular), your major field (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 Morgan Swink, Doctoral Consortium Co-Coordinator, by July 30, 2005. Those who apply by this date and meet the criteria listed above will be accepted for participation. Applications received after July 30th will receive consideration on a space-available basis.
New Faculty Development Consortium

The New Faculty Development Consortium is for faculty in the beginning of their careers who would like to learn more about teaching, research, publishing and other professional development issues. Attendance at this consortium is by application and is open to faculty members who have earned their doctoral degree and are in the first three years of their post-doctoral teaching career.

The consortium will last a full day on Saturday, November 19, 2005. It will include interactive and panel sessions with faculty at varying stages of their careers. Also, the journal editors of Decision Sciences, Journal of Operations Management, and Production and Operations Management will be featured. The consortium will also provide many opportunities for interaction and networking with peers and more experienced colleagues. The content of the sessions offered is designed to provide insight into the challenges and opportunities in today’s rapidly changing environment.

Topics include, but are not limited to, the following:
- Your personal concerns about being a faculty member
- Knowing tenure policies at different schools
- Balancing the needs of different stakeholders (students, corporations, review committees, alumni, etc.) in the educational process
- Publishing strategies
- Obtaining research funding
- Career path strategies
- Building an academic portfolio

Faculty in all business disciplines who have finished their doctorate and are in the first three years of their post-doctoral teaching career are encouraged to participate. Applications, using the form below together with a recent vita, should be submitted by September 15, 2005. Participation is limited to the first 50 qualified applicants. Each participant will be expected to register for the Institute’s 2005 Annual Meeting in San Francisco. No additional fees are charged for the consortium.

Direct all inquiries and applications to either coordinator:

Thomas Choi
Department of Supply Chain Management
W. P. Carey School of Business
Arizona State University
Tempe, AZ 85287-4706
Phone: 602-965-6135
Thomas.choi@asu.edu

Laura Forker
Department of Management
Charlton College of Business
University of Massachusetts Dartmouth
285 Old Westport Road
North Dartmouth, MA 02747-2300
lforker@umassd.edu

Application for New Faculty Development Consortium

November 19, 2005 • San Francisco, California

Send in this form and a current copy of your vita to either one of the consortium coordinators (see above) by September 15, 2005.

Name: _____________________________________________ Research interests: ______________________________________

Current institution and year of appointment: __________________________

__________________________________________________________

Mailing address: ___________________________________________

__________________________________________________________

__________________________________________________________

Year doctorate earned: __________________________

Phone: ______________________________

Fax: ______________________________

E-mail: ______________________________

Have you attended a previous DSI Doctoral Student Consortium?

_____ yes  _____ no

If so, when? __________________________

32  Decision Line, March 2005
Professional Faculty Development Program & Research Methods Miniconference

The Professional and Faculty Development Program is for Institute’s members in all stages of their careers, with the goal of keeping them current in their fields. The content of the sessions offered is designed to provide insight into the challenges and opportunities in today’s rapidly changing environment. Topics include, but are not constrained to, the following:

- new instructional and research methodologies
- professional service and counseling
- balancing the needs of different stakeholders (students, corporations, alumni, etc.) in the educational process
- globalization of business education
- role of grading and assessment
- obtaining research funding
- career path strategies
- meeting increasing demands in teaching, service, and research
- challenge and opportunities of new technologies.

In addition, the program will include a series of sessions related to research, teaching, publishing, and other professional development issues for faculty who are beginning their academic careers. Please submit proposals for workshops, tutorials, and other special sessions directly to the professional development program coordinator by May 1, 2005.

The newly designed Research Methods Miniconference on Structural Equation Modeling (SEM) will offer insights into both basic and advanced topics in SEM, and will introduce participants to many tools and techniques that can be immediately put to good use.

Technology in the Classroom Miniconference

An expanded forum for exchanging ideas at the 2005 Annual Meeting

The Technology in the Classroom Miniconference provides a forum for participants to share novel or innovative applications of technology in the classroom that enhance the student’s learning experience. The miniconference will focus on using technology to support courses in all relevant fields to the Decision Sciences Institute including Information Systems, Management Science, Operations Management, Accounting, and others. Submissions should include creative approaches and best practices for using course support software, multimedia, spreadsheet software, simulation, online tutorials, or other applications of technology, and be capable of being demonstrated and discussed within a 20-30 minute time frame.

Submissions will be competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy. Please send submissions by May 1, 2005.
close out my term as president, I’d like to take a little time to review those goals and highlight some of what we have done this year to move forward on them.

**Goal 1: “Enhance the value of membership in the Decision Sciences Institute.”**

This goal focuses around improving the value of the products and services we offer to our members. This means, for the most part, our annual conference, our publications, our placement system, and our Web site.

**Annual Meeting**

As I mentioned above, the 2004 annual meeting was our best-attended conference in quite a few years. At least a part of that success is due to some innovations in programming at the conference. The program committee developed three “keynote” sessions, devoting full sessions to individual high-profile speakers. These sessions were well received, and among the highlights of the conference. This type of session will become a regular feature of the annual meeting. The 2004 meeting also included a new track, “Emerging Information Technologies,” which reflects our efforts to encourage cutting-edge content at the conference. We will continue to look for ways to keep program content fresh.

One of the comments we sometimes hear from the membership is that they would like to try out new locations for the annual meeting. We’ve added another brand new venue for the 2008 conference. In November 2008, we’ll be meeting at the Baltimore Marriott Waterfront Hotel. Along with our scheduled visits to San Antonio (2006) and Phoenix (2007), this will give us quite a bit of variety over the next few years. I haven’t spent any time in Baltimore, but from what I’ve heard and read, it will make for a great meeting site—I’m looking forward to it already!

Andrea Williams has been very busy over the past year, working on the DSI Conference Information System. That system is now up and running—if you have submitted a paper for the 2005 annual meeting, you’ve already seen the new system. The software went through extensive beta testing during the fall, and like any software product, there are likely to be a few glitches that will need to be straightened out. But we finally have our own system, designed with the Institute’s needs and processes in mind. Thanks to Andrea for all her hard work over the past year.

The CIS will be further enhanced over time, but will provide a consistent infrastructure for future program chairs to work with, and a consistent interface for the membership. The CIS will also be made available to any of the DSI regions that wish to use it to manage their annual conferences.

**Journals**

At the beginning of this calendar year, we completed the transition of editorship of *Decision Sciences* from Ram Narasimhan to Vicki Smith-Daniels. Vicki and her team at Arizona State University have created a new Web site for the journal, and have transitioned us to an all-electronic submission and review process. Along with these changes, the submission fees for both *Decision Sciences* and *Decision Sciences Journal of Innovative Education* have been eliminated.

We have also “refreshed” the physical appearance of *Decision Sciences* and *DS/JIE*. By now you should have received at least one issue of each of the journals with their new cover designs and color schemes.

**Job Placement System**

Enhancements are underway that will improve the search capabilities of the placement system for both employers and job seekers. Changes will also include support for periodic e-mail updates on new listings.

**Web Site**

We have launched a major overhaul of the Institute’s Web site. Several of this year’s committees came forward with recommendations for improving the ease of use, as well as the content and functionality of the Web site. By the time you read this, an ad hoc committee will be at work to identify and implement needed changes.

**Goal 2: “Increase membership.”**

The best way to increase membership is to make sure that we offer products and services that encourage existing members to renew their membership and encourage non-members to sign on. (This goal is closely linked to Goal 1.)

A major emphasis this year has been on getting better information about our members’ needs and preferences. To that end, the Member Services Committee has prepared a new member survey to collect feedback on member satisfaction with the Institute’s products and services and to solicit member input on what we can be doing better. The survey is being finalized and will be administered in late spring or early summer. I encourage all of you to participate when you receive your invitation to complete the survey. The committee has also prepared a short survey to collect information from individuals who have allowed their membership to lapse, in hopes of learning how we might have served their needs more effectively.

On other fronts, we continue to improve our processes at the Home Office to manage membership renewals, so we don’t let members slip away. Terry Williams has continued to get the word out to new potential members through his e-mail marketing campaign.

**Goal 3: “Enhance globalization of the Institute.”**

We must continue to expand the Institute’s global presence and its global orientation in order to meet the changing needs and interests of the profession. This has been a long-time goal of the Institute.

One mechanism for globalization is our regional organizations. This year, we completed the formation of the Mexico Region, and that group held its first annual meeting last October. We welcome our Mexican colleagues to the Institute, and look forward to their growing involvement in the Institute’s activities. We are also investigating the feasibility of an India Region. A subcommittee of the Strategic Planning for International Affairs Committee is exploring the possibilities this summer.
Another mechanism for globalization is our international conferences. The 2005 International DSI meeting will be held this summer in Barcelona, Spain. The Strategic Planning for International Affairs Committee is currently evaluating several attractive proposals to host the 2007 International Meeting. A recommendation from the SPIA Committee to finalize the site for the 2007 meeting will be taken up at the April Board of Directors meeting.

We are also reaching out to our non-U.S. constituencies and trying to raise the visibility of our annual meeting among academics outside the U.S. Ken Kendall’s program committee included track chairs from numerous countries. Both Manoj Malhotra and Mo Adam Mahmood, 2005 and 2006 annual meeting program chairs, have made concerted efforts to include non-U.S. track chairs on their program committees as well. Manoj has also put together a team to promote the 2005 conference through professional organizations outside the U.S.

**Goal 4: “Improve communication with the membership.”**

This goal is a major focus of our effort to enhance the Institute’s Web site. The Web site is a major tool for communicating with the membership, and improvements to the content and usability will enhance its effectiveness. One area of particular interest is to use the Web site to facilitate information sharing about and among the Institute’s regional organizations.

We have, I think, made some important progress in the past year, but there is still much work to be done. The years ahead will be challenging and exciting ones for the Institute.

**A final round of “thank-you’s”**

As I complete my term as president, I would like to thank the members of the 2004-2005 Board of Directors for the time and effort they have put into the Institute’s business. This group has been a real pleasure to work with. I’d like to recognize several members of the Board, in particular, who are completing their terms in office. Barb Flynn will be leaving the Board after five consecutive years of service—first as treasurer, then as president-elect, president, and past president (it’s just not going to feel like a real Board meeting in April, without Barb). Soumen Ghosh, David Olson, and Nancy Weida are completing their terms as at-large vice presidents. Nada Sanders is completing her term as secretary, and three regionally-elected vice presidents will complete their terms—Bill Carper (Southeast), Mike Hanna (Southwest), and Paul Mallette (Western). Fortunately, the end of their terms in office won’t mean an end to their service to the Institute—I know that these dedicated people will continue to serve the Institute and its members in a variety of roles.

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## Thanks to 2004-2005 Committee Chairs and Coordinators...

- **Case Studies Committee**  
  E. Powell Robinson, Texas A&M University
- **Development Committee**  
  Terry R. Rakes, Virginia Polytechnic Institute & State University
- **Doctoral Student Affairs Committee**  
  Scott O’Leary-Kelly, University of Arkansas–Fayetteville
- **Executive Committee**  
  Gary L. Ragatz, Michigan State University
- **Fellows Committee**  
  Urban Wemmerlöv, University of Wisconsin-Madison
- **Information Technology Committee**  
  Subhashish (Sub) Samaddar, Georgia State University
- **Innovative Education Committee**  
  Karen E. Papke-Shields, Salisbury University
- **Investment Advisory Committee**  
  Julie E. Kendall, Rutgers University–Camden
- **Member Services Committee**  
  Gary Hackbarth, Iowa State University
- **Nominating Committee**  
  Barbara B. Flynn, Wake Forest University
- **Programs and Meetings Committee**  
  Robert J. Vokurka, Texas A&M University-Corpus Christi
- **Publications Committee**  
  Ceyhun Ozgur, Valparaiso University
- **Regional Activities Committee**  
  Thomas E. Callarman, Arizona State University
- **Strategic Planning Committee**  
  Gary L. Ragatz, Michigan State University
- **Strategic Planning for International Affairs Committee**  
  Benito E. Flores, Texas A&M University
- **Ad hoc Committee on a Research Clearinghouse**  
  Barbara B. Flynn, Wake Forest University

### . . . and Thanks to 2004-05 Outgoing Board Members

- **Past President**  
  Barbara B. Flynn, Wake Forest University
- **Secretary**  
  Nada R. Sanders, Wright State University
- **Vice President**  
  William B. Carper, University of West Florida
- **Vice President**  
  Soumen Ghosh, Georgia Institute of Technology
- **Vice President**  
  Michael E. Hanna, University of Houston–Clear Lake
- **Vice President**  
  Paul M. Mallette, Colorado State University
- **Vice President**  
  David L. Olson, University of Nebraska-Lincoln
- **Vice President**  
  Nancy C. Weida, Bucknell University
**UCFV Research Review** seeks contributions for the upcoming October 2005 issue. The theme of this issue is teaching and learning online. Guest Editor is Dr. Wendy Burton. Deadline for submission of manuscripts is June 7, 2005. As the underlying theme is the use of technology in the learning process, topics may include but are not limited to theory and practice (in both K–12 and postsecondary education), instructional design and application (including assessment), applications including simulations and gaming, cognitive processes and technology, emerging theories of education in the online environment, and challenges and issues (regional, national, international). Papers should be 4000–6500 words and written for a varied audience including scholars, interested readers, academics, practitioners, students, and community members. Papers may take a variety of forms including research papers, literature reviews, evaluations, position papers, case studies, creative non-fiction reflections, and instructional development reports. The editorial board will evaluate submissions in terms of suitability, contribution to the field, accuracy and interest. The review process is conducted electronically. Papers are to be submitted in Word or Word Perfect as e-mail attachments to the editor for this issue, Dr. Wendy Burton, and be accompanied by a statement that the manuscript is original material that has not been published and is not currently being considered for publication elsewhere. For more information, please see the Submission Guidelines. UCFV Research Review is a peer-reviewed online journal that will publish 4 issues annually. The topics selected for journal issues are those of regional and wider importance. The Review invites submission from practitioners and scholars working in academic institutions, industry and public and private agencies. Student submissions are also encouraged.

http://www.ucfv.ca/dril/stj/guidelines.html

**International Journal of Production Economics** seeks articles for a special issue on Organizational Structure, Culture and Operations Management: An Empirical Missing Link. Special Issue Editors are T.C. Edwin Cheng and Kee-hung Lai, The Hong Kong Polytechnic University (Asia, Australia, and Africa Regions); and Xenophon Koufteros, Florida Atlantic University, and Chris McDermott, Rensselaer Polytechnic Institute (North and South America, Europe Regions). Submission deadline is June 30, 2005. It is generally accepted that initiation, implementation, and employment of various operations management related processes, practices, and technologies are predicated on supporting organizational characteristics. Case studies and anecdotal evidence indicate alike that many firms do not realize the purported benefits of an implementation of a given “innovation”, be it a new process, practice, or technology. The evidence is suggestive that most of the time, the encountered problems are not technical in nature; they are usually “soft” problems such as having an organizational culture that is not implicitly or explicitly supportive or an organizational structure that may not have a fit with the innovation that is to be implemented. It is also the case that many academics and practitioners are unequivocally advocating for the adoption of certain practices, technologies, and processes as if they are universally well acclimated with any cultural environment. Contact T.C. Edwin Cheng, The Hong Kong Polytechnic University, lgetcheng@polyu.edu.hk; Kee-hung Lai, The Hong Kong Polytechnic University, lgtmlai@polyu.edu.hk; Xenophon Koufteros, Florida Atlantic University, koutero@fau.edu; Chris McDermott, Rensselaer Polytechnic Institute, mcderc@rpi.edu.

**Production and Operations Management** seeks papers for a special issue on “RFID Applications in Private and Public Sector Operations.” Guest editors are Amitava Dutta, George Mason University, and Seungjin Whang, Stanford University. Submission deadline is September 30, 2005. The editors invite manuscripts (theoretical as well as empirical) for the Special Issue of Production and Operations Management, based on the following theme: Radio Frequency Identification (RFID) technology is building momentum as costs come down, progress is made on standards and major businesses announce adoption plans. The European parliament has announced legislation requiring goods to be traceable through the supply chain by 2005 and recent US-OD announcements have added to the international momentum for deploying this technology. RFID tags attached to products have the potential to revolutionize the efficiency, accuracy, and security of manufacturing and service operations with dramatic effects on both top and bottom-line business results. Significant applications of RFID technology in the public sector, such as customs processing, also are being considered. We are interested in attracting a broad range of papers including theoretical analyses, laboratory experiments, simulations and field studies, addressing management issues associated with the deployment of RFID technologies in private and public sector settings.

http://cricket.gmu.edu/CFP-POM-RFID.pdf

**International Journal of Manufacturing Technology and Management** seeks papers for a special issue on “The Interface Between Manufacturing and Other Fields.” Guest editor is Timothy L. Urban (urbantl@utulsa.edu), The University of Tulsa. Deadline for submission is November 30, 2005. Historically, much of the research conducted in the manufacturing technology and management field has focused solely on manufacturing decisions with little consideration of the impact on or the contribution of other fields. Such an approach has provided a number of useful theories and tools that have been used to improve the efficiency and productivity of manufacturing systems. However, contemporary business organisations have moved away from the structure of stovepipe disciplines to a more interdisciplinary, and even inter-organisational, framework. The demand for products with short life cycles and greater variety dictates that manufacturing maintain a close relationship with R&D and engineering on product development issues and with marketing and logistics on product supply aspects. The need for manufacturers and retailers to coordinate supply chain activities is essential to optimise the profitability of both organisations. The greater reliance on information technology, the extent of global sourcing, customers, and competition, and the changing legal environment, etc., all make the manufacturing function increasingly inseparable from other areas.
ANNOUNCEMENTS, from previous page

of an organisation. Therefore, the goal of this special issue of the International Journal of Manufacturing Technology and Management is to address the need for research that reflects the interdisciplinary nature of the interaction between manufacturing and other fields.


International Journal of Production Economics seeks papers for a special issue on Operations Management in China. Special issue editors are David Robb, The University of Auckland; Justin Tan, Creighton University; and Kai Reimers, RWTH Aachen University. Submission deadline is December 31, 2005. This special issue of the International Journal of Production Economics provides a focused and timely forum for researchers to explore issues concerning the management of manufacturing and services operations management in China. In line with the objectives of the journal we seek papers that will improve decision making and practice of enterprises with operations in China, or dealing with operations in China. A wide variety of papers in conceptual and strategic theories, empirical research, case studies and analytical models focusing on the key issues of the theme of this special issue will be considered for publication.

http://www1.elsevier.com/homepage/sae/orms/proeco/call5.htm

International Journal of Production Economics seeks papers for a special issue on Research and Applications in E-Commerce and Third-Party Logistics Management. Guest Editors are Angappa Gunasekaran (agunasekaran@umassd.edu), Professor of Operations Management, University of Massachusetts, and Joseph Sarkis (jsarkis@clarku.edu), Professor of Operations and Environmental Management, Graduate School of Management, Clark University. Submission deadline is March 31, 2006.

Logistics plays a major role in enhancing organizational competitiveness by improving the information and material flows along the downstream side of the supply chain. Operations management strategies and techniques are applicable in the design, development and management of logistics systems. Typical logistics activities should include inventory management, warehousing operations, consolidation and packing, and transportation and logistics information systems. Successful logistics operations not only help to reach the market as quickly as possible with right products, but also reduce the total cost of products and improved customer satisfaction.

Studies on logistics have focused on outsourcing, supplier development, managing the inventory, and other strategies for reducing shipping cost. On the other hand, E-Commerce logistics (ECL) and Third-Party Logistics (3PL) is flexible and responsive to changing market requirements. An interesting proposition behind the ECL and 3PL model is how to resolve the conflict between volume of materials flow and the frequency of transshipments.

Understanding the role of network of partners and the implications of knowledge and information technology in the logistics value chain, this special issue of the International Journal of Production Economics (IJPE) attempts to motivate further research in the areas of ECL and 3PL with the objective of helping companies with their downstream value chain activities and hence to be competitive in the 21st century global market. The objective of this special issue is to generate research that proposes suitable strategies, relevant methods and technologies for the development of ECL and 3PL. Managing logistics in new enterprise environment requires a suitable control system, performance measures and metrics. These issues will be given special emphasis in the special issue.

International Journal of Web Services Research (IJWSR) is a high-quality refereed journal on Web services research and engineering that serves as an outlet for individuals in the field to publish their research as well as interested readers. The editor-in-chief is Liang-Jie (LJ) Zhang, IBM T.J. Watson Research Center, USA. The inaugural issue was published in January-March 2004. For questions regarding the submission and review status, please send e-mail or write to: Assistant Editor-in-Chief Patrick C. K. Hung, Hong Kong University of Science and Technology, Hong Kong, University of Ontario Institute of Technology, Canada, cshckATiocs.ust.hk.

DOCTORAL CONSORTIUM, from page 31

Attendees must pay the regular student registration fee of $60 for the annual meeting, but there will be no additional charge for the Consortium. This fee includes the luncheon and reception on Saturday, the networking luncheon on Sunday, and the CD-ROM of the proceedings. 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. Additionally, they can 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.
Newly Elected 2005-2006 Decision Sciences Institute Officers

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Karen A. Brown

is a professor of operations management in the Business Program at the University of Washington, Bothell. She also serves as a visiting faculty member at the China-Europe International Business School in Shanghai, China. She received her BS, MBA, and PhD in business, all from the University of Washington. She is the co-author of Project Management: A Team-Based Approach (with Nancy Lea Hyer, McGraw-Hill/Irwin, 2006) and of articles in Academy of Management Journal, Academy of Management Review, California Management Review, Interfaces, International Journal of Production Research, and Journal of Operations Management; she has served as an associate editor for Journal of Operations Management and on the editorial review board of Academy of Management Journal. She is also a member of the Academy of Management; APICS, The Educational Society for Resource Management; IRMA, International Research Management Association; and Project Management Institute. In 1998, she was the winner of the DSI Instructional Innovation Award.

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Maling Ebrahimpour


**At-Large Vice President**

Ina S. Markham

is an associate professor in the Information Technology & Management Science Program at James Madison University. She holds a BA and MA (both in economics) from Calcutta University, and an MBA and PhD in management science from Virginia Polytechnic Institute and State University. She is the author of articles in Decision Sciences, Production and Inventory Management, Production Planning and Control, Computers and Operations Research, Computers and Industrial Engineering, and Journal of Integrated Manufacturing Systems. She is also a member of INFORMS.

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is a professor of operations management and faculty director of the Supply Chain Management MBA Specialization in the Department of Supply Chain Management at the W. P. Carey School of Business, Arizona State University. She holds a BBA in business administration from the University of San Diego and a PhD from The Ohio State University. She is the author of articles in Decision Sciences, Hospital and Health Services Administration, IEEE Transactions, International Journal of Production Research, Journal of Operations Management, and Socio-Economic Planning Sciences. She is also a member of INFORMS and the Production/Operations Management Society.

**Southeast Regionally-Elected Vice President**

Stephanie S. Robbins

is an associate professor in the Business Information Systems and Operations Management (BISOM) Department at The University of North Carolina – Charlotte. She holds a BA in English from Emerson College, a PhD in administration of higher education from The University of Alabama, and a PhD in management from Louisiana State University. She is the author of articles in European Journal of Operational Research, Information and Management, International Journal of Production Economics, Journal of the Academy of Marketing Science, Journal of Global Information Management, and Journal of Computer Information Systems.

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Robert J. Pavur

is a professor of ITDS in the Information Technology and Decision Sciences Department at the University of North Texas. He holds a BS in mathematics from the University of New Orleans, and an MS and PhD in statistics, both from Texas Tech University. He is the co-author of Introduction to Business Statistics: A Computer Integrated Approach (with Alan Kvanli and Kellie Keeling, 6th edition, Thomson Learning), as well as articles in American Journal of Mathematical and Management Sciences, American Statistician, Annals of Operations Research, Communications in Statistics, European Journal of Operational Research, and IEEE Transactions in Reliability. He is also a member of American Statistical Association and INFORMS.

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Krishna Dhir

is dean and professor of business administration in the Campbell School of Business at Berry College. He holds a Btech in chemical engineering from the Indian Institute of Technology (Bombay), an MS in chemical engineering and physiology from Michigan State University, an MBA in business administration from University of Hawaii, and a PhD in management science and administrative policy from University of Colorado. He is the author of chapters in many books and also the author of articles in Decision Sciences, IEEE Transactions on Engineering Management, Journal of the Operational Research Society, Applied Mathematical Modeling, International Journal of the Sociology of Language, and Journal of Information and Optimization Sciences. He is also a member of Phi Kappa Phi, Operational Research Society (UK), and Corporate Communication Institute. He is a Fellow of the Operational Research Society (UK).
OFFICERS’ NOMINATIONS

The Institute’s 2005-06 Nominating Committee invites your suggestions for nominees to be considered for the offices of President-Elect, Secretary, and Vice Presidents elected at-large to serve on the Institute’s Board of Directors, beginning in 2007.

Your recommendations should include the affiliation of each nominee, the office recommended for the nominee, and a brief statement of qualifications of the nominee. If you would like to recommend persons for the offices of regionally elected Vice Presidents from the Asia-Pacific, Midwest and North-east regions, please indicate so on the form below. These names will be forwarded to the appropriate regional nominating committee chair.

Please send your recommendations to the Chair of the Nominating Committee, c/o the Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303.

The Nominating Committee is most appreciative of your assistance.

OFFICE ____________________________

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FELLOWS’ NOMINATIONS

The designation of Fellow is awarded to active supporters of the Institute for outstanding contributions in the field of decision sciences. To be eligible, a candidate must have achieved distinction in at least two of the following categories: (1) research and scholarship, (2) teaching and/or administration (3) service to the Decision Sciences Institute.

In order for the nominee to be considered, the nominee must submit a full vita of the nominee along with a letter of nomination which highlights the contributions made by the nominee in research, teaching and/or administration and service to the Institute. Nominations must highlight the nominee’s contributions and provide appropriate supporting information which may not be contained in the vita.

This information should be sent to the Chair of the Fellows Committee, Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303.

For your reference, the names of previously elected Fellows are listed in the next column.

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