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See **NOMINATIONS**, page 52

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**PRESIDENT’S LETTER**

**Miscellaneous (but not necessarily random) Thoughts**

Thomas E. Callarman, Arizona State University

A few of you already know, most of you don’t, but I hope some of you care, that my career has taken an unexpected turn. As of September 1, 2005, I am Professor of Operations Management at the China Europe International Business School (CEIBS) in Shanghai. I find this somewhat
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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.
In a short period of time, Hurricane Katrina and Rita in the U.S. and the recent earthquake in Pakistan have wrecked havoc on the lives and property of innocent and helpless people. Many of our colleagues have been affected and we can hope and pray for their lives to be back to normal soon.

The annual meeting in San Francisco will be here shortly. This issue of Decision Line provides information about the Institute’s meeting in San Francisco as well as several interesting articles. In the President’s letter, Professor Thomas Callarman informs us about his recent move to the China Europe International Business School after more than a decade as a faculty and administrator at Arizona State University. He is excited at the opportunity to continue his research in China and notes that it would be an interesting country to conduct supply chain research given the relatively under-developed transportation infrastructure.

In the Research Issues column, Pankaj Setia, a doctoral student at Michigan State University, poses the question, “Does greater information sharing always lead to greater efficiency in operations?” First, he introduces the concept of “information morphing,” which is defined as “a practice that allows firms to more effectively reap the benefits of sharing information while simultaneously curtailing the threat of leakage of information to competitive networks.” Then he examines two issues that arise from information sharing and suggests several areas for future research.

Professor Rick Hesse, Pepperdine University, presents part two of the article “Alldifferent Constraint and the Traveling Sales Problem Heuristics,” which was published in the July 2005 issue of Decision Line. He describes the Delivery Problem Tour (DPT) and presents a heuristic to solve this difficult problem. The workbook for the Excel templates is available on the Decision Line Web site for students and faculty to experiment with.

In the article on Ecommerce, Professor Julie Kendall, Rutgers University, notes an increasing number of mapping software and map-related applications that are available on the Web. We are quite familiar with MapQuest and its ability to locate an address or provide driving directions. However, Google’s purchase of Keyhole and subsequent introduction of Google Earth has changed the way we view location mapping. In the future we will have access to more maps with extensive overlays, allowing us to see buildings around the location of interest.

Once again, we have two “Deans’ Perspective” articles in one issue of Decision Line. In the lead article, John Fernandes, president and chief executive officer of AACSB International, discusses setting standards for assessment. He provides a historical perspective of learning outcomes assessment at AACSB. AACSB is totally committed to the assessment initiative and has established a Learning Assessment Task Force (LOATF) to identify effective learning outcomes and assessment techniques to assist members in implementing the assurance of learning standards. In the second article, Professor Craig McAllister, dean of Rollins College, discusses ways that a leader can use power and influence to effectively accomplish their jobs.

Jane Humble, Arizona State University, reviews two popular new texts published by John Wiley & Sons: Project Management: Tools and Trade-offs by Ted Klastorin, and Core Concepts: Project Management in Practice (2nd ed.) by Mantel, Meredith, Shafer, and Sutton. She concludes that Mantel et al. offer “more value for students who want to be job-ready when they graduate” and Klastorin “provides value to executives and high level managers who need to understand problems faced by project managers in their organization, but who probably do not need to actually solve problems themselves.”

See you all in San Francisco soon!
Does greater information sharing always lead to greater efficiency in operations? While information sharing within firms may lead to improved operational planning, manufacturers such as Toyota and Honda have realized that a deeper understanding of the process of information sharing is necessary for companies to reap the benefits of sharing information with their suppliers. Information sharing as a process calls for receiving firms to effectively assimilate what might be proprietary and tacit information, at the same time exposing the sharing firm to the risk of that information falling into the hands of competitors or other parties. This article introduces the concept of “information morphing,” a practice that allows firms to more effectively reap the benefits of sharing information while simultaneously curtailing the threat of leakage of information to competitive networks.

Introduction

As firms adopt and assimilate advanced information technologies as ERP, RMI, Web services and Internet 2, they are able to seamlessly connect with their partners in the supply chain. These technologies help firms lower external and internal coordination costs and hence realize value (Gurbaxani & Whang, 1991). More importantly, the benefits of shared information include increased efficiency in demand and inventory management. As the firms gain visibility into the supply chains of upstream and downstream partners, they are able to more effectively forecast future demands and hence guard against excess inventory build up or stock outs which lead to loss of value. The distortions in demand planning and management due to a lack of visibility are more commonly termed the “bullwhip effect” (Lee et al., 1997). Supply chains have been shown to be between 2.2 percent to 12.1 percent more cost efficient when fully sharing information (Cachon & Fisher, 2000).

With the growth of IT infrastructure within and between firms there has been a growth of the networked organization (Nohria & Eccles, 1992). In the new “networked economy” firms compete as networks of partners to respond to the changing market conditions and consumer demands. The firms gain competencies in structuring, coordinating, and better managing their relationships and transactions with partners. Information sharing gains even more relevance and is the sine qua non in this new paradigm of managing the networked supply chain. With the exhaustion of opportunities to enhance productivity by digitizing the internal operations of the firm, firms are gaining efficiency by exchanging information with their network of partners. Firms such as Wal-Mart share weekly sales information with their suppliers which in turn manage the inventory of their products at the Wal-Mart stores. The information that earlier used to be considered proprietary is now being seamlessly shared, through advanced information technologies, across the network of partners (Lee & Whang, 1999). While the information sharing is a must and the downside of not sharing information is well documented (for example, see Lee et al., 1997), the greater information sharing in these networks...
poses new challenges to supply chain professionals.

**Issues in Information Sharing**

Supply chain researchers have identified two important issues that arise while sharing information. First, as the firms receive information from different partner firms across the networks, they have to grapple with the increased requirement for processing capabilities to transform this information into actionable knowledge. Noted researcher Herbert Simon (1973) in his discourse on organizational design identified information processing capability as a scarce resource, the conservation of which, is the goal for the design of organizations. The disparity between the informational requirements of one partner and the information provided by the other partner during information sharing hinders the process of combination, internalization, socialization, and externalization required on the part of the receiving firm to assimilate and apply the information to their own business processes (Nonaka, 1994). In the automobile industry, Liker and Choi (2004) found this disparity, due to the abundant and irrelevant information being shared, as the key reason for the inefficiency of supplier operations. Realizing this, Honda and Toyota are structuring the information exchanged with suppliers in a form that is more meaningful and easily usable so that the information required by their suppliers is available to them not only at the right time but in the right form. This transformation of the shared information into a form that is more meaningful or usable for the partner is a key attribute of effective information sharing.

The second issue faced by the supply chain organization in sharing information is the sensitivity of the shared information. Lee and Whang (1999) suggest that shared information such as production yields or parts pricing can be used by the suppliers or customers to negotiate lower prices, eroding the profitability of the firm. Similarly, the leakage of information that could occur because one supplier is a part of two competing networks is a key concern for manufacturers in sharing information with their suppliers (Li, 2002). Supply chain organizations are thus faced with the tradeoff—while greater information sharing with suppliers leads to operational efficiencies, it also threatens the position of the firm due to the possibility of unfair negotiation or information leakage. Thus, a second key attribute of information sharing is the ability of information provider to mask or hide proprietary elements of the information transfer while still providing information that is meaningful and usable for the partner.

**Information Morphing**

The two key attributes of information sharing delineated above lead to the definition of a new concept called “information morphing”. Information morphing is the transformation of shared information into a form that readily meets the specific needs of the trading partner but at the same time allows proprietary or sensitive elements of information transferred to be masked or hidden. Information morphing can involve a transformation of the form, content, granularity or timeliness of information being shared by trading partners. Information morphing arises from the recognition that it is not just the amount of information that is shared with a trading partner, but the usefulness of the form of that shared information to the partner and the protection it may provide to the information provider, that creates value for both enterprises.

An intuitive example of information morphing is the process followed by online bookstores such as Amazon.com to inform their customers of the delivery date of an order. The information shared with the customers is the transformed version of organizational information concerning inventory levels, safety stocks, order processing times and delivery times, amongst others. While the bookstore may hold several of these informational elements proprietary, through information morphing they are able to transform these inputs into an output statistic (i.e., delivery date) to create value for their customers.

In general information morphing is the process by which organizational information elements are transformed into information that is more meaningful and easily usable by the receiving partner while still maintaining the secrecy of proprietary information. The undisclosed morphing function prevents the “leakage effect” faced by firms sharing proprietary information (Li, 2002). It is easy to guess the morphing function in a rudimentary morphing process such as the conversion of a decimal-based metric system to a foot-and-inch-based British system (a conversion that is common in the implementation of semantic web technologies across countries). In more complex morphisms, the morphing function is undisclosed and acts as a deterrent for the trading partners’ inappropriate use of the proprietary information being shared by the firm. To the extent that the two firms use the underlying information for different purposes, the process of morphing can be securely used to differentiate the proprietary information elements from the information being shared.

The difference in purpose of use also creates the need for different information and elucidates the process of information morphing in organizations. The difference in objective function creates the opportunity to morph the information elements of the focal firm as different information is desired by the partners for their operations and/or strategy. The organizational actors often sense this opportunity as they analyze three critical factors—the business environment they operate in, their organizational objectives, and the nature of relationship with partners. However as all these factors change with time, the actors have to rethink their strategy for sharing information. This process of continuous rethinking and reflecting by interpreting changes due to ongoing events was highlighted by Weick (1979) as the sensemaking process followed by the organizational ac-
tions and forms the underlying mechanism for information morphing.

**Future Research**

There is a tremendous scope for future research to more comprehensively elaborate on the process of information morphing and connect it to other key constructs in the nomological network in the domain of supply chain and information systems research. Research is needed to conceptually and empirically test the advantages of information morphing for partners engaged in information sharing. A key research question is: What is the value and/or relevance of information morphing to supply chain organizations and how can it be more effectively harnessed by organizational actors?

While firms might morph their information elements into a different form to be shared with their partners, they are vulnerable to the guessing of the functional form of the morphing function and other information elements used in the transformation. The information provider firms in this case might calculate the probability of the morphing function being revealed and hence create a confidence interval around the point estimate of risk involved in sharing information. The future research thus needs to study the sensitivity of information morphing to guessing and to develop a model to predict the net return of information sharing.

Further research is also needed to study the organizational factors that act as antecedents to the process of information morphing. Auto manufacturers such as Honda capitalize on their supplier relationships to effectively implement information morphing in their exchange of information with their partners. However, there are various other factors that may facilitate the transformation of information in organizations such as top management support, organizational culture etc. and a thorough review of these factors is essential for an understanding of how to effectively facilitate information morphing within organizations.

**Acknowledgements**

I would like to gratefully acknowledge the suggestions and feedback in developing and refining the concept of information morphing provided by Dr. Donald J. Bowersox, Dr. David J. Closs, Dr. V. Sambamurthy and Dr. Shawnee Vickery.

**References**


**Website Links**

2005 DSI Annual Meeting

**Online Conference Registration:**

www.decisionsciences.org/annualmeeting/public/registernow.asp

**Online Hotel Reservations:**

dmsweb.moorerec.edu/dsi2005/hotels/hotels.html

**For more information & links on the annual meeting:**

www.dsi2005.org/
The Delivery Problem Tour (DPT) is a general case of the Traveling Sales Tour (TST) where the object is to minimize the time, distance or cost of visiting the Base (city) “n” times (n ≥ 1) and all other stops (cities) once and only once. “n” is the number of loops in the tour. Each loop could be traveled by a single bakery truck which returns to fill up the truck and go out again. Or the loops might be the number of bakery trucks needed to make all the deliveries simultaneously. This is a problem that has a large number of feasible solutions, and is not easy to solve optimally on a PC or without specialized software. That is where the heuristic shown below comes in handy.

Alldifferent Constraint

As with the Traveling Sales Tour and Traveling Sales String (Hesse, 2005) we can employ the Alldifferent constraint along with the Evolutionary Solver as a heuristic for the Delivery Problem. This is an option available only in the Educational Premium Solver, bundled with most texts in this field. This example involves visiting 15 cities in the Northeast with given mileage (Sacks, 1998). To make use of this Alldifferent constraint, we must augment the table of times by adding a duplicate row and column for each Base needed (in this case, two of them). Then the setup is the same as for the Traveling Sales Tour (TST). One solution is shown in Figure 1 and while it is a legitimate Delivery Problem solution with two loops, it is not practical, because one subtour visits only one city, Tauton, and the other has 12 stops. What is needed is a way to force a fairly equal number of stops between the return to the stop at the base.

Forcing Near Equal Stops Per Loop

A constraint must be added that uses the numbers in Column E to ensure that there are about half the stops (7) before returning to the Base. This is very tricky, because the two tours “wrap around,” so the following formulas are used along with the solution shown in Figure 2, which is the optimal solution found using another technique (Hesse, 2005). A “2” is entered into G2 to indicate that two loops are required.

<table>
<thead>
<tr>
<th>Formula</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F23: =TRUNC((MAX(E4:E19)-G2)/G2)</td>
<td>The minimum number of stops for each loop.</td>
</tr>
<tr>
<td>B22: =VLOOKUP(1,$A$4:$E$19,5,0)</td>
<td>The position of 1 – the home base.</td>
</tr>
<tr>
<td>B23: =VLOOKUP(2,$A$4:$E$19,5,0)</td>
<td>The position of 2 – also the home base.</td>
</tr>
<tr>
<td>D22: =C23-C22-1</td>
<td>Finds number of stops for first loop.</td>
</tr>
<tr>
<td>D23: =C22-C23-1+E19</td>
<td>Finds number of stops for second loop.</td>
</tr>
<tr>
<td>E23: =MIN(D22:D23)</td>
<td>The number of stops for the smallest loop.</td>
</tr>
</tbody>
</table>

This constraint attempts to divide the number of stops in half (for even
number of cities) and near half if the number of cities is odd. The constraint $E23 \geq F23$ is added to the Solver and then the Solver can be run. Starting with $1 \rightarrow 2 \rightarrow 3 \rightarrow \ldots \rightarrow 16$ yields the solution in Figure 2.

The tour length is now 731 miles, an increase of 203 miles over the Traveling Sales solution, and 95 more miles than the solution shown in Figure 1. The two loops of the tours take 368 and 365 miles, respectively. In this case, the two lengths are almost identical, but there is no guarantee that having the same number of stops will produce loops of near equal mileage. Of course different starting points may yield different solutions, so it pays to try different starting patterns with this heuristic. One could also just enter a “6” in $E23$ to see what affect having at least 6 stops per loop might have. I got 727 miles with 6 stops (7 cities, 360 miles) and 8 stops (9 cities, 367 miles) starting from the solution in Figure 2. As with the Traveling Sales Tour, if the locations on the graph are geometrically accurate, the optimal loops will never have intersections within each loop.

**Adding More Loops**

For three loops, the template has been again augmented by another row and column with the same values for cities 1, 2, and 3 and now there are 17 “cities” in the problem. Another row of equations must also be added to ensure that each loop has close to an equal number of stops. There doesn’t seem to be any easy way to augment the number of loops without changing the table or adding equations, but the pattern is not too difficult to establish. Figure 3 shows the results of starting at $1 \rightarrow 2 \rightarrow 3 \ldots \rightarrow 17$ with a total distance of 910 miles. In this case, with 17 cities (the base is counted 3 times now), $F25$ results in needing at least 4 stops for each loop to try to equalize the number of stops for each loop.

The result is one loop of 6 stops (451 miles) and two loops of 4 stops (235 and 224 miles). Although this might be the minimum total miles, the large loop is much longer than the other and solution is certainly not balanced. Perhaps 3 loops with 5, 5, and 4 stops might work better, and a constraint added to make the maximum number of stops $\leq 5$. When this is done, after running from the starting point in Figure 3 and then running again, I get a total of 916, with loops of 4 stops (209 miles), 5 (345) and 5 (362). This is some improvement in the disparity between the longest and shortest loop. Again, different starting points, or even running for the last stopping point, might yield solutions that are more acceptable. If four loops are allowed, I get 984 total miles, with loops of 5 stops (377 miles), 3 (231), 3, (213), and 3 (163) after running several times. This illustrates the problem of this branch and bound heuristic—it is dependent upon starting points, type of computer and other variables, but it is quick and easy to run many times. If the number of stops for each loop is constrained between 3 and 4, I am able to get a mileage of 976 miles, even less than when just forcing a minimum of 3 stops per loop.

**Other Considerations**

From the results of the models shown, it is obvious that maybe constraints that
Figure 2: Constraint and Optimal Solution.

Figure 3: Delivery Problem with Three Loops.
try to equalize the mileage (or cost, time) for the loops might be better than the number of stops. Also different starting points might yield better solutions. As always, the workbook for the Excel templates is available on the Decision Line website, and will allow you and your students to play around with these examples or modify the template for other data.

References

Tips for Doctoral Students—Getting the Most from the Annual Meeting

The Decision Sciences Institute Annual Meeting provides an opportunity for doctoral students to network, develop professional skills, interview for faculty positions—and have a good time!

For students who want to know how to get the most out of the Annual Meeting, see “Tips for Doctoral Students” on the DSI Web site at

http://www.decisionsciences.org/doc_tips.htm

DSI Director of Development and Corporate Relations Vacancy Announced

Tim Smunt’s term as Director of Development and Corporate Relations ends March 2006. Pursuant to Institute procedures, the Board of Directors is seeking qualified candidates for this position. The Director of Development and Corporate Relations serves a three-year term and may be re-appointed for a second three-year term. Tim has indicated that due to other administrative responsibilities that he will not be able to serve a second term. Anyone interested in the position should contact Carol Latta at the address below.

The Director of Development and Corporate Relations oversees and coordinates major sponsorships with corporations and other business organizations. The Director is responsible for developing additional major sponsorships for the support of the Annual Meeting and for cultivating and maintaining long-term relationships with corporations. The Director personally presents an annual report to the Institute’s Board during its January Meeting, as well as providing a written report to the Board. The Director of Development and Corporate Relations may be asked to attend other board meetings. Thus, the position requires significant travel support from the Director’s institution.

The major responsibilities of the Director of Development and Corporate Relations include:
1. Develop and maintain a sponsorship framework for the annual meetings.
2. Solicit donations from publishers and other organizations.
3. Manage and expand contact e-mail lists of prospective sponsors from both universities and corporations.
4. Communicate with potential sponsors through email, letters and telephone.
5. Cultivate and maintain long-term relationships with corporations on behalf of the Institute.
6. Locate and contact volunteers to develop more and larger corporate sponsorships.
7. Coordinate with the Executive Director of DSI on all matters related to sponsorships.
8. Report to the Board of Directors on Institute on sponsorship activities and initiatives related to developing long-term corporate relationships with the Institute.

Questions about the position may be directed to the current Director of Development and Corporate Relations, Tim Smunt, Wake Forest University, at (336) 758-4423 or tim.smunt@mba.wfu.edu. All interested parties should submit the following to Carol Latta, Executive Director, Decision Sciences Institute, 35 Broad Street, Atlanta, GA 30303 by no later than January 15, 2006:
1. Curriculum vita
2. Statement of activities and service provided to the Institute
3. Statement of interest and availability to serve a three-year term
4. Statement of qualifications and experience related to the position
5. Description of institutional commitment for the support of the director’s job functions for a three year period. ■
Just when we thought ecommerce was changing our world from a distance-based world to a virtual distance-less world, we find that geographical location may once again demonstrate how important it really is. This month’s column, by Julie E. Kendall, points out that new mapping software using satellite technology is in fact changing the way we view our surroundings and even find our way. Julie’s opinion is that eventually these programs, which at first glance appear to offer simply “voyeuristic” images of buildings in our neighborhood, will in the future be useful in a variety of ways. She also explains how the new technology is useful now.

Satellite Mapping and Its Potential in Ecommerce: Why We Need Directions to Follow Our New Maps

by Julie E. Kendall, Rutgers University

Little did the real estate mavens know what technological truth they had stumbled upon when preaching the mantra of “Location, location, location!” We are witnessing an explosion of mapping software and map-related applications that make knowing our location a key to unlocking organized indices to the physical world around us.

In the not-so-distant future we will be able to really know about our location. Type in a zip code, place name or some other locator, and a richly layered, people-oriented way of mapping our geographical space will be at our finger tips. Or the technology will locate us and then provide us access to multi-layered information about our location: maps of stores, physicians’ offices and their specialties; photos of natural terrain; depictions of micro-climates (permitting us to checking whether there is a snow squall or lake-effect snow storm hobbling the south towns of Buffalo, New York, while the downtown remains warm and dry).

So, rather than possessing outstanding map reading ability, users in the future will need only be able to describe (or let our technology sense) where we are located or the location we are curious about. Rich overlays (created by Web designers tapping into the basic structure provided by the software and then customizing it) will provide delicious and deep results such as the closest pizza place to the Rutgers Camden campus, the nearest Wi-Fi spots, the history of the land we are walking on, whether the building’s elevators passed their latest inspection, the approved fire evacuation routes in a building we’re entering, whether the building is occupied by people or animals (if the animals are sporting electronic sensors, of course), whether the humans in the building are logged onto the same game software the map user is, or whether they are on the Web.

Add voice or Braille output and you have a wonderfully rich and orienting description suitable for the hearing or seeing impaired as well. So a person with low vision who is wheelchair bound might get special-location information maps detailing the height of door sills and curbs, and whether they are navigable by their particular model of electric wheelchair or not. Geo-information will also be able to individuate whether a wheelchair or electric

Julie E. Kendall
is an associate professor of ecommerce and information technology in the School of Business-Camden, Rutgers University. Dr. Kendall is the chair of IFIP Working Group 8.2. She was awarded the Silver Core from IFIP.

Dr. Kendall’s research has been published in MIS Quarterly, Decision Sciences, Information & Management, Organization Studies and many other journals. Additionally, Dr. Kendall has recently co-authored a college textbook with Kenneth E. Kendall, Systems Analysis and Design (Prentice Hall, 6th ed.). She is a senior editor for JITTA and is on the editorial review boards of the International Journal of e-Collaboration, Decision Sciences Journal of Innovative Education; Journal of Database Management; Journal of Cases on Information Technology; and Information Resource Management Journal. She served on the inaugural editorial board of the Journal of AIS and as an associate editor for MIS Quarterly. Julie served as treasurer and vice president for the Decision Sciences Institute.

http://www.thekendalls.org
cart is freely available, or where it can be rented nearby. The same applies for relating the availability of baby strollers to rent to a map of Central Park, or wherever one is doing their Sunday stroll with baby in tow.

But let’s turn now to the state of the art. Great strides are being made in map making and in organizing the Web geographically. We won’t explain every package of mapping software in this article. Instead, we intend to show you some highlights that will get you interested in trying these packages and services on your own.

Finding the Maps Themselves

Some of these mapping programs are hidden from the general Internet “surfer.” For example, a surfer who types in “MSN maps” using a search engine today (this article was written on 9-26-05) would find a link to the very mundane site called MapPoint (also known as “MSN maps and directions”). In order to find the new, exciting way to use maps, surfers need to type in “MSN maps sandbox” and suddenly they are directed to site sandbox.msn.com and then given the chance to go directly to Visual earth (virtualearth.msn.com).

Of course, not every search engine has an area called a “sandbox” that metaphorically invokes an image of a test area, where inexperienced users can learn, play, and grow in safety. Others label this experimental area differently. Google refers to the experimental zone as the “Google Labs.” Yahoo calls it “Next.” In all cases these areas deliver new opportunities that are somewhat beyond the beta phase, yet are still largely unsupported in terms of resources.

So, in order to find mapping software, you need a map.

When Policy and Technology Converge

Mapping software has been around for a quite a while now, and people who show up late to meetings often blame (sometimes unfairly) their inability to arrive at the meeting on inaccurate driving directions on MapQuest. It has become a convenient and clichéd excuse. The explosion in global positioning systems (GPS) that use satellites to calculate positions came about when spurred by former President Clinton, who ordered that the intentional degrading of GPS signals due to military priorities be turned off.

Our civilian maps could be much more accurate, positioning us within 10 meters, rather than 1,000. Since then, this satellite mapping technology has been available to all of us, and many more of us have become interested in its possibilities. Terrafly, which can be found on the Florida International University site, has been around for about five years. Then there was Keyhole mapping software, but it wasn’t until Google entered the picture by purchasing Keyhole that most people were aware of the technology.

Figure 1: A feature found in maps.A9.com that allows the user to see the buildings on the street is appropriately called “BlockView.”
Google, MSN, and A9 Make Maps

Google’s Visual Earth is getting the most attention at the moment. It has also been dubbed “a 3D interface to the planet” by Google. The general manager of Google’s Keyhole group, John Hanke, calls it “a browser for the earth.” It uses a combination of satellite imagery, maps, and Google Search to create maps. Hanke’s group was acquired by Google, and subsequently developed the software that Google Earth is based upon. Keyhole had several government, real estate, and business clients and became widely popular at the beginning of the current Iraq war in 2003, when Keyhole satellite maps were seen on television, helping viewers to see where military action was occurring.

In an interview published in Technology Review (October 2005, p. 56), Hanke said, “The interesting part is not necessarily the core map but the information from the Web that’s now being organized geographically, so that you can get to it and understand it in its proper context.”

There is now a concentrated effort (and a mad dash) to put geo-tags on as much information as possible. Some authors believe that uniting the Web to “real space” can “deepen our experiences with them,” and make them a more “continuous part of our real lives” (Roush, 2005, p. 57). Benefits to ecommerce Web sites are sure to follow as well.

The maps at A9.com, once described as the world’s 27th most used search engine to the dismay of my students, offers another alternative to mapping. Although maps.a9.com now offers maps of a limited number of cities, they include a feature called “BlockView” where you can glimpse what the houses on the street look like. Figure 1 shows a maps.A9.com screen with a block image centered on the Metropolitan Opera in New York City.

Personal Use of the New Maps

Sure, we’ll still have MapQuest around to blame when we’ve arrived late, but getting there will be more fun. Once we’re there, it will be even better. We’ll be able to actively recognize and engage with the surrounding area. That means we’ll be able to see the building themselves, even in three dimensions, so we’ll know how large they are compared with other structures in the area.

A couple years ago I remember the discussion regarding how to get to the site of the April board meeting for DSI. The instructions were clear enough—looking back at the instructions, if one followed each step of the instructions very carefully, it was correct in every way. But upon arising from the depths of the Metropolitan Atlanta Rapid Transit Authority (MARTA) station, one doesn’t see the stop light. Construction obscures the view, street signs are missing. You are faced with walking up the hill (which doesn’t look so small when you are accompanied by your luggage) or walking down, all the while fearing that you’ll need to turn around.

When you are looking for a place (in this example I was looking for a hotel that was about 3-4 blocks from the station), all you see are tall buildings.

Figure 2: Google Earth allows the user to display a satellite view of an area including the names of all the streets, the rapid transit line, and restaurants in the area all at the same time.
Terrell Williams’ second term as Marketing Director ends December 31, 2006. Pursuant to Institute procedures, the Board of Directors is seeking qualified candidates for this position. The Marketing Director serves a three-year term and may be reappointed for a second three-year term. Anyone interested in the position should contact Carol Latta at the address below.

The overriding role of the Marketing Director is to foster a marketing orientation to support member attraction and retention throughout the leadership of the Institute. The Marketing Director is responsible for developing an annual marketing plan and overseeing the implementation of the plan. The Marketing Director regularly attends various committee meetings at the Annual Meeting in November and a meeting with the Strategic Planning Committee in March. The Marketing Director may be asked to attend Executive Committee and Board of Directors meetings in January and April. Thus, the position requires significant travel support from the Marketing Director’s institution.

The major responsibilities of the Marketing Director include:

1. Develop and implement programs and activities that will secure new members and retain existing members of the Institute.
2. Manage and expand contact e-mail lists of prospective members.
3. Interface with Institute members to encourage ongoing activity in the Institute.
4. Report to the Executive Committee, the Strategic Planning Committee and the Board of Directors on Institute marketing activities and membership trends in the Institute.
5. Support, contribute to, and analyze various surveys to members and nonmembers of the Institute and their results.
6. Make recommendations to the Home Office, Executive Committee, the Strategic Planning Committee, and the Board of Directors, with information provided to the Member Services Committee, and the Development Committee regarding all aspects of member attraction and retention. This will include member statistics, benefits, pricing, and communications.
7. Work with the Information Technology Committee on Website development and other technology issues related to member services, benefits, attraction and retention.
8. Develop messages for and oversee ongoing contact with various member and non-member constituencies of the Institute.
9. Constitute and oversee a marketing committee as appropriate.

The Marketing Director is a member of the Development Committee for Excellence in the Decision Sciences (Ex Officio), the Information Technology Committee (Ex Officio), the Member Services Committee (Ex Officio), and the Strategic Planning Committee (Ex Officio).

Questions about the position may be directed to the current Marketing Director, Terry Williams, Western Washington University, at (360) 650-4896 or terrell.williams@wwu.edu. All interested parties should submit the following to Carol Latta, Executive Director, Decision Sciences Institute, 35 Broad Street, Atlanta, GA 30303:

1. Curriculum vita
2. Statement of activities and service provided to the Institute
3. Statement of interest and availability to serve a three-year term
4. Statement of qualifications and experience related to the position
5. Description of institutional commitment for the support of the director’s job functions for a three-year period.
A

ACSBI, the Association to Advance Collegiate Schools of Business, is a not-for-profit organization of educational, corporate, and other institutions devoted to the promotion and improvement of higher education in business administration and management. The Association’s membership has been growing beyond the U.S., creating new opportunities and challenges for its role as a source of information, training, and networking. In addition to its accreditation function, AACSB International offers development programs for faculty and administrators, conducts research on trends and issues specific to the field of management education, maintains relationships with disciplinary associations and other groups, and interacts with the corporate community on a variety of initiatives.

Setting Standards for Assessment

by John J. Fernandes, President and Chief Executive Officer, AACSB International

Some of our management education colleagues are surprised when they learn about AACSB International’s long tradition of history and leadership in learning outcomes assessment. The organization’s first formal incursion into assessment research and practice began more than three decades ago. Initiatives generated by staff and volunteer leadership in 1974 evolved into a 10-year process of research and development for two separate assessment programs—content knowledge and professional abilities. Assessment tests were developed and became available in 1985.

In 1988, Bill Bennett, then the U.S. Secretary of Education, declared that American school programs should provide information about their outcomes assessment activities if schools wanted to be approved for federal funding. Despite Bennett’s mandate, plus the outstanding work of AACSB and other organizations, a significant number of educational members regarded assessment as an “intrusion” into their programs and resisted these developments. The assessment movement didn’t take wings.

Nonetheless, the convictions of many AACSB leaders around the power of assessment continued. Moreover, pressures for greater accountability and more hard evidence of student learning continued to escalate across all educational environments. In the U.S., governments, corporations, regional, and other accrediting agencies, and students and their parents were among the entities insisting on concrete answers to their questions about the skills and knowledge students could be expected to acquire through their educational programs.

Not surprisingly, when AACSB standards were overhauled and revised in 1991, renewed emphasis was placed on “outcomes measures,” especially as they related to the organization’s new mission-linked standards. At that time, however, “outcomes” was a broadly interpreted term, and schools could use either direct or indirect assessments, such as field tests or surveys of students or employers, to demonstrate they had met their goals and achieved their mission. Within AACSB membership, even schools that were once reluctant participants in assessment activities began to accept the drive toward greater accountability and the need for practices and measures of student accomplishment against school missions and goals.
By the year 2000, when AACSB convened its Blue Ribbon Committee on Accreditation Quality (BRC), the topic of assessment had continued to escalate at virtually all levels of education. The BRC, a group of management education leaders with strong accreditation knowledge and experience, was asked to review and reassess the accreditation standards in terms of their relevance for the 21st century and a global membership. Their work, which spanned almost two years, led to a set of bold new standards, which included a key segment on student learning as “the central activity of higher education.” Of the 21 standards, seven are linked to “assurance of learning”—the AACSB expectation that “graduates achieve learning expectations.”

As the BRC formulated its procedures, they ruled out the “competency” approach used by many other specialized accreditors, consciously avoiding a situation where AACSB would establish the competencies. The BRC maintained that, while specification of competencies might make sense in some fields, the complexity and diversity of business school environments did not lend itself to the kind of codification that might work in more technical areas. Rather than defining competencies, the new AACSB standards require each school to establish its own specific learning goals for degree programs and then to demonstrate that the learning goals are met.

In precise terms, accredited schools must provide direct evidence that learning is happening, and not just that appropriate material is being taught. For each degree program, four to ten learning objectives must be developed, and schools must show how they have confirmed that these objectives are being met.

Part of the thinking in the development of the standards was that the process of establishing operational definitions and establishing learning goals would be a healthy community-building exercise for schools. BRC members suggested that one potential benefit would be to encourage faculty to think of the degree programs as a whole, as opposed to a particular disciplinary viewpoint, and to think about how the various dimensions of the business school dovetail and contribute to the whole.

Assurance of Learning

The assurance of learning standards, which encompass assessment, were designed to evaluate how well the school accomplishes the educational aims at the core of its activities. Whereas previous standards had focused on what was being taught, the new standards looked at what was being learned. In other words, the new standards require schools to establish direct measures of learning accomplishment, rather than to rely on curriculum standards that merely signaled learning intent.

Guidance in the standards directs each school to establish its own unique learning goals with input from alumni, faculty, students, and prospective employers of graduates, with the stipulation that these learning goals should reflect what is most pivotal in the school’s programs. In fact, the mandate for every school to “enunciate and measure its educational goals” is at the heart of the assurance-of-learning concepts represented in AACSB accreditation. According to the standards, “few characteristics of the school will be as important to stakeholders as knowing the accomplishment levels of the school’s students when compared against the school’s learning goals . . . .” Measures of learning can assure external constituents such as potential students, trustees, public officials, supporters, and accreditors that the organization meets its goals.

Although business schools provide a variety of learning experiences at a number of levels, the standards include definitions regarding learning expectations at the undergraduate, master’s, and doctoral programs. With regard to curriculum management, the standards stipulate that: “The school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curriculum of degree programs and to assess the impact of the curriculum on learning. Curriculum management includes inputs from all appropriate constituencies, which may include faculty, staff, administrators, students, faculty from non-business disciplines, alumni, and the business community served by the school.” The standard provides curricular guidelines and requires use of a systematic process for curriculum management, but the standard does not mandate specific courses.

The standards definitions stipulate that undergraduate degree programs should, as one example, “achieve knowledge and skills for successful performance in a complex environment requiring intellectual ability to organize work, make and communicate sound decisions, and react successfully to unanticipated events.” At the master’s level, students should be educated “at a professional level that includes both the accumulation of knowledge and abilities for participation in the business world” and “gain an understanding of how to evaluate knowledge claims in their area of focus.” The standards require that “graduates of doctoral programs have sufficient understanding to participate in knowledge creation in their fields of study.” In all cases, these requirements represent successful applications of achievement of learning goals.

AACSB’s position is that development, communication, and measurement of these goals establish accountability. All stakeholders benefit as a result of well-defined expectations and precise measures; but schools and faculty members are perhaps best rewarded because they receive information that can be invaluable in striving for continuous improvement—a concept at the heart of accreditation. Assessment feedback is a vital tool for improving and enhancing programs and courses. Such information cannot be derived from student grades; the results are used for program improvement, not individual student performance.
The “assessment advantage” is clearly meaningful to everyone with an interest in the business school, whether in an “official capacity,” as with accrediting organizations, or “informally,” as might be the case with potential students and their parents. When goals and measures are more closely aligned with the expectations of corporations, for example, assurance of learning measures can help to bridge the gap between management theory and practice, thereby enabling a more effective transition from student to manager/leader. Potential employers not only know what grades a student might have earned, which might once have been the full extent of information provided, but also what other strengths the student might have developed, how outcomes are measured, and whether or not the graduate might, therefore, be a good match.

Employers might know, for example, that one of the school’s goals is to produce students with outstanding communication skills, or exceptional knowledge of information technology. When schools share and confirm the achievement of their goals, all parties benefit.

Support for Schools

Despite the full commitment of the AACSB board, staff, and other volunteer leadership to the assurance of learning concepts and standards, there was also recognition that “assessment isn’t easy.” Even before the membership voted to accept the standards—which they approved by an overwhelming majority—observers were soon reporting that “some of our deans are scared to death of it,” and that some faculty members saw it as an “evil force to be resisted at all costs.” Some faculty apparently felt strongly that the assessments they made of student performance—the grades they conferred—should be enough information for anyone. Others wanted a precise “recipe” or formula about how to do assessment. Others just didn’t want to hear about it.

The reaction was not totally unexpected, and AACSB leadership had already geared up to offer support to its members. After the approval of standards, an immediate campaign to provide assistance and resources to members was launched. Seminars that offered hands-on instruction and guidance were developed and presented across the country, and they continue to draw packed houses. Top-notch conference speakers with extensive assessment knowledge and experience were recruited. Accreditation teams were given additional training in the area of assessment. Topical articles and other information were published and disseminated. Extensive research on available assessment tools was compiled and utilized. Organizations with assessment expertise, connections, information, and tools were also brought into the assessment resource assembly.

The AACSB board also established a Learning Assessment Task Force (LOATF). The LOATF worked with accreditation committees and others to identify effective learning outcomes and assessment techniques to guide members in implementing the standards related to assurance of learning. Working with staff, the LOATF established a Web-based learning resource center, http://www.aacsb.edu/arc, which serves as a central repository for much of the information and guidance assembled by AACSB. The Assessment Resource Center (ARC) has been a meaningful tool in the early stages of the new standards implementation and is now scheduled for an updated version designed to take members into still another level of assessment knowledge.

No Turning Back

Our AACSB leadership, volunteer and staff, acknowledge that assessment represents a rocky new frontier; as our standards reflect, we believe totally in this initiative. We see assessment as one of the key elements in our drive toward continuous improvement. Helping our schools to develop and maintain effective assessment practices in this area is clearly an important priority. After all, we’ve been leaders in this area for years, and the payoffs are just beginning.

There is no turning back. We expect the pressure to continue on all of us to show evidence of what we’re doing and whether or not it’s working. But even if there were no external forces bearing down on us, we would still be serious about assessment.

AACSB’s leadership in this area is critical. We have helped to change the paradigm, and we will make it work. We’re proud of what our schools have accomplished, and we are fully committed to doing whatever is needed to help them retain their positions as the best business schools in the world.

Web Site Resources

Web-based learning resource center that serves as a central repository for much of the information and guidance assembled by AACSB: http://www.aacsb.edu/arc

Feature Editor Krishna S. Dhir invites papers, essays or notes for the Deans’ Perspective feature column from administrators and faculty members. It is hoped that this column will become a thriving forum for dialog among our readers on issues pertaining to academic leadership. It offers an opportunity to administrators and faculty members alike to speak their minds on any and all aspects of the various leadership issues confronting them. Please contact Dean Dhir at kdhir@berry.edu, or call him at (706) 238-7942 or (706) 346-5066, or send fax to him at (706) 802-6728. Articles may be of any length up to a maximum of about 2500 words.
To do their job, academic deans must influence many activities on which they do not have direct control. They must rely on cooperation and persuasion of others to meet responsibilities that come with diffused authority, if any. Dean Craig McAllister of Rollins College recognizes that power and influence of a leader may be derived through various factors. In the following article, he explores how deans can effectively accomplish their tasks by exercising power and influence derived from a understanding of various motives, constituent bases, approaches, and different strategies.

Power and Influence: How to Survive and Thrive as Dean in a Multifaceted, Stakeholder World!

by Craig M. McAllister, Dean and Professor of Management, Crummer Graduate School of Business, Rollins College

Power and influence as a trait of successful leadership has become a rallying cry for business, government, academia, and all forms of organizations today. As organizations flatten, merge, matrix, and go through whatever new organizational phenomenon occur, people still need to get the work done and someone has to lead the effort.

The effective use of power and influence is critical for deans today because of the dynamic academic environment. Many times deans do not have the direct line of authority over activities, budgets, staffing and other issues that are critical to the success of their schools. Even when line authority appears clear, the effective motivation of faculty, administration, alumni, etc. requires the use of a variety of influence strategies to achieve optimum performance.

As dean of a graduate school of business in a liberal arts college, my sphere of influence and influencers is diverse and many times each group has different goals and objectives. Central administration has criteria and needs, faculty have their own set of desired outcomes, students want a customer focused experience, alumni want to make sure their educational investment is enhancing their careers, recruiters want great graduates at the best price, and let’s not forget the needs of staff. Needless to say serving multiple masters can cause increased anxiety and decisions often seem to serve no one, other than the dean.

In this article, I will review strategies that leader’s can use to effectively accomplish their jobs through behavior that takes power and influence into consideration. The article will cover the following:

- Motives: What drives your personal behavior
- Power Bases: What are the personal and organizational power bases you have to influence
- Influence Techniques: Different techniques that can be used to influence
- Developing an Influence Strategy: What can you do differently.

Motives

Motives are important for a leader to understand because they are a major factor in driving ones energies, passions and behavior. Motives are sub-conscious drivers of behavior and as such many times we are not aware of the in-
fluence they exert on our leadership approach. Understanding motives helps you first understand yourself and then can help you to understand others and their behaviors. David McClelland’s research into what is referred to as the three social motives came about during his time at Harvard University and Boston College.

The three social motives are found in varying degrees in everyone, and they are most applicable in a work environment. Motives interact with the various situations and people in the environment and out of that dynamic the manager’s behavior emerges. Motives are established early in life and reinforced through life experiences and therefore are difficult to change. The three social motives are below.

**Achievement (n-ach)**—Those high in achievement are task oriented and driven by a high standard of excellence. They are detail oriented, efficient, constantly driving themselves to new levels and trying new and innovative approaches. They have a strong need for accomplishment. Because of their action orientation they have little patience for others who do not share this motive. Finally, they prefer working with those they see as experts and that add value to the current task.

**Power (n-pow)**—People with a high power motive seeks to have impact and influence. They like to lead, be in charge, control, impressing others and enhancing personal status and prestige is important. Power individuals tend to network extensively with important people and are political animals.

**Affiliation (n-aff)**—Affiliators are relationship oriented. For them establishing, maintaining and building relations with others is important. They possess a strong desire to be accepted and seek to avoid conflict. They are concerned about the impact of their actions on others and view organizational activities as social. They network with people they enjoy being with and have a broad network of friends and co-workers.

Power is one motive that usually has a modifier and that modifier relates to the way others view the person displaying power. Managers can be observed using _p_-power or _p_-power in their role. Leaders displaying _p_-power are perceived to be using all of the attributes of power for the good of the organization and they are usually seen as positive. People using _p_-power are perceived to be using the attributes of power above for their own self-aggrandizement, to promote themselves and is usually invokes a negative reaction. For dean’s to be effective it is critical that their use of power be perceived as _s_-power, strong powerful actions taken to lead the school forward, not the career of the dean.

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**As a dean it is critical to know your own motive profile as it helps explain why you enjoy some aspects of the job and dread others.**

McClelland found that most people possess and exhibit a combination of these motives but usually have a strong bias toward one. As a dean it is critical to know your own motive profile as it helps explain why you enjoy some aspects of the job and dread others. For example, a dean with a high n-aff will tend to avoid conflicts and problem situations. A dean high in achievement will tend to work long hours, be heavily involved in details, and many times will feel most productive when working alone. Power based deans enjoy the networking, community and professional association involvement, being in charge and working with important people. McClelland states that there are no good or bad motives. Understanding your motives helps you understand your drive and behavior, not being aware of them can undermine your behavior and performance.

Equally important to a dean is the need to understand the motive profile of those they are trying to influence. Understanding another person’s motive profile can be difficult because you are observing their behavior and not necessarily their underlying motives. To better understand another person’s motives you must observe them over a period of time to determine their values. Understanding a donor’s high achievement need will help you understand the way he/she processes information and the aspects of the appeal they will react to. For example a high achiever gives because of the value perceived in the school, they are influenced by short, factual, and to the point presentations. Contrast that to the power based donor who may want to know what prestige will be associated with the gift.

Once you understand your own motive profile and how it affects your behavior, you can begin understanding others and that will help lead you to an effective leadership style.

**Power Bases**

Understanding personal and organizational power bases gives the leader an opportunity to determine their existing power bases and to recognize the bases they may be lacking. Few can be effective in all power bases. The point is to understand them and build on them to achieve your goals. Many people actually neglect or even minimize their own power bases because they do not understand this important leadership tool.

In the dean’s world power is even more critical because we serve multiple masters and the political wrangling on college campuses continually muddies the water. The power bases are below.

**Legitimate**—an obvious source of power is the position you hold as dean, with the ability to direct the organization, hire, fire, reward, and delegate. The dean who goes into a position demanding respect and compliance based solely on the title will many times have their head handed to them by faculty and administration. The opposite occurs when a dean feels little or no control and abdicates the power they have.

**Expertise**—is based upon your knowledge, skills and experiences. Deans should have this power base as it was probably an important factor in getting the job. Expertise is strength when it is recognized and valued by
stakeholders. It is your responsibility to communicate to people your capabilities. Expertise is also a function of your values, attributes, personality and how you interact with others.

**Reward and Coercive**—understanding what the person and/or group you are trying to influence values or what is seen as being negative is a powerful base. Rewarding what is valued is very powerful and motivational. Attacking a person or group can be negative. To prevent this coercion from being abusive the leader must focus on potential negative outcomes and appeal to what is valued. Coercion used in a punitive, personalized and non-performance way is _p-power at its worse and seldom works. The best way a dean can use this base is to understand what the person or group values and focus on that in an objective way.

**Political**—nowhere is politics more intense then on the campus and any dean who does not appreciate and take that into account when planning to attempt an influence activity is sure to fail. Deans can increase their political power by continually working to be connected, within their respective schools, within the alumni and business community, and on campus.

**Referent**—this power base is one of the most powerful available to a dean because it comes out of the respect and track record they have established while on the job. Deans with high _p-power are usually most effective at developing this base.

**Opportunity**—being in the right place at the right time can make you look like a hero, but you can’t build a career as a dean on being a one-hit-wonder. Effective use of this power base occurs when you constantly scan the horizon and look for weak signals that can be pointing you to growth and development opportunities. Broaden your horizon, read, attend educational events, and listen to all around you to identify new initiatives that can benefit the school and buy you a lot of credibility.

**Organizational Focus and Information**—understanding the highly valued functions and areas on your campus can help you understand how things work in the college. If you happen to be the area of focus on campus enjoy it but don’t flaunt it, if you are not in that area then builds alliances with them. Information is a source of power; unfortunately many times deans are so busy they lose touch with what is going on in their school, on the campus, in the community or in business and industry. Deans have to find ways to get information; they need to use their networks and engage areas of organizational focus.

The key to the effective use of power bases is to utilize as many of them as possible. Most of us are pretty good at one or two of the power bases, but that isn’t good enough, you must draw on as many of the bases as possible. What is your personal power inventory? Take a moment and rate yourself on a scale of 1 to 5 on each of the power bases. Do a SWOT and determine what you need to work on.

**Influence Techniques**

Now that you have a handle on your motives and those of the people you are trying to influence, and you have developed your power bases it is time to look at your influence techniques. The influence techniques are derived from material developed by the Hay Group. As with the power bases it is easy to rely too heavily on a few of the techniques. The techniques are below.

**Empowerment**—is delegating sufficient authority to those who work for you so they can get the job done. Using effective communication approaches to the people you are trying to influence that underscores their importance to the project and assurance that they can do it.

**Interpersonal Awareness**—it is tough to empower someone if you don’t know them. To use this technique you have to invest time upfront to understand your people. Deans need to know what they value, their motives, concerns, and what they want to accomplish.

**Bargaining**—is a traditional business technique that implies that if you work with me, I’ll work with you. In essence you gain support by exchanging something of value with those you need to influence.

**Relationship Building**—is an essential skill in an academic environment as you often have to build key relationships so that when issues arise you have a sympathetic ear. This is done by investing the time to know people before you need their help and showing that you value them and understand their perspective on issues.

**Coalition Building**—is accomplished by identifying and getting the support of key people, once again before you need them. You identify key movers and shakers in your world and build relationships with them.

**Common Vision**—involves developing a compelling vision of what you are trying to accomplish and then using that vision to create a picture in their mind that engages them and entails organization goals and objectives.

**Impact Management**—is the art of presenting ideas in a way that gets the attention of those you are influencing without alienating them. As a dean you are often presented situations where faculty get bogged down debating the mundane, with impact management you show them the need to move forward without attacking them or their values.

**Logical Persuasion**—this approach is fact based and uses logical reasoning and data to convince others. The key here is to remember to use the facts that are relevant to your audience, not you.

**Coercion**—gets the attention of those you are attempting to influence by focusing on pressure points, theirs, the colleges, alumni, etc. You focus on the consequences of not doing things as planned. Appealing to motives can be very effective here.

**Incentives and Rewards**—within the performance management system at your institution, what incentives and rewards can be offered. With faculty that may be increased compensation,
Developing an Influence Strategy

Now that you understand the motives, power bases, and influence techniques, it is time to put them together and develop a strategy to achieve your goals. Jeffrey Pfeffer talks about the power triangle and how the key aspects of influencing are your communication skills, recognition skills, and the influence strategies you bring to bear on the situation.

Developing your skills in the triangle starts with developing your message and the clarity of the goals and objectives. Many times we have a clear picture of the outcome in our minds but fail in conveying that message verbally or in our written communication. As deans we have to be careful because what we say and do will be interpreted in a number of ways. Next comes recognition skills; why is what you want to do or change important to them, where will they be coming from, what will be the hot buttons, what will engage and what will repel them. You can only find the answers to these questions by building your power bases and using the techniques above to understand their point of view. Finally Pfeffer talks about influence strategies; this is where you tie everything together and start to develop your plan for getting to the end state. Here is where everything comes together in a well thought out plan that looks for strengths, weakness, opportunities and threats.

At this point in your planning you should be asking questions like:

1. What are your motive and power bases?
2. What are the motives and power bases of the faculty, administrators, departments, and staff you need to influence?
3. What are the motives and power bases of your alumni, the business community, and key donors?
4. What strategies do you need to consider in order to achieve your goals?

As you formulate your strategy, there are three keys to keep in mind:

1. Establish Credibility—What is the value you and your proposal bring to the organization? What power bases are you utilizing; make sure you are not using a p-power approach? What are your intentions, disposition and demeanor? You must be seen in a positive light to move your agenda forward.

2. Logical Persuasion—Ensure that your facts are correct and supported. Make sure your logical argument is relevant to the audience, not just to you. Remember that high achievers focus on facts, figures and the logical presentation of data.

3. Emotional Appeal—After everything is done in the first two steps, don’t forget that people react to their emotions. Supplement facts and figures with an appeal to higher organizational and societal goals. Appeal to their joys, fears, and organizational pride. Madison Avenue has mastered the emotional appeal, one only has to look at how Sport Utility Vehicles (SUVs) are used and then compare that to the advertisements on television to see what sells.

Hopefully I have given you a framework to build your power and influence strategy to be an effective leader. As a dean in an academic setting I have found success in thoroughly thinking through an influence strategy. At times I am amazed at how people can attack a plan simply for the sake of attacking and having factored some of these skills into the equation has helped cope with that type of behavior.

In conclusion, remember to always establish your credibility, use a positive tone (even when attacked), ensure the clarity of your presentation, build a strong and logical case, tailor your approach to the audience, appeal to their interest (and motives), and use emotional appeals as necessary to close the deal. Good luck in influencing.

References

In the following article Professor Jane Humble compares texts that may be suitable for a course in Project Management. Members of DSI are invited to suggest books that should be reviewed in this column and reviewers to review them. Send suggestions to the Feature Editor.

**Project Management: Comparison of Two Popular Textbooks**

by Jane E. Humble, Arizona State University

Large and small organizations in manufacturing, government, education, health care, and other services all use project management techniques to organize and control a wide variety of tasks. These tasks and programs include areas such as new product development, product and service improvement, software analysis and design, customer surveys, market testing and analysis, construction of buildings and roadways, political campaigns, sporting events, and many other endeavors. To meet the industry need for well-educated project managers, colleges and universities offer courses in project management (PM) techniques in business, engineering, and technology management curricula. Two popular new texts published by John Wiley & Sons are *Project Management: Tools and Trade-offs*, by Ted Klastorin, and *Core Concepts: Project Management in Practice* (2nd ed.), by Mantel, Meredith, Shafer, and Sutton. Both of these texts are reasonably priced, include CDs with popular Microsoft Project, risk management software, and have similar chapters covering the basics of project management from project start-up to termination. However, differences between the texts, such as approach, chapter contents, additional software provided and online student and instructor resources, are important to consider in textbook selection; these differences are the focus of this review.

**Approach**

The general approach of the two texts is different in several ways. Klastorin states that he has written his text for use in an elective course for the MBA program at the University of Washington and that it emphasizes the trade-offs between PM methods and their applicability to solve real-world complex problems. The methods for students to calculate and analyze project alternatives, by hand and with EXCEL spreadsheets, are presented along with the links between theory and practice. In the preface, Klastorin also states that his goals are to “present the fundamental concepts of project management . . . with an emphasis on the difficult trade-offs that must be made . . . to describe the tools and methodologies that have been developed . . . to show how these tools and methodologies can be extended to deal with more realistic problems, and to integrate . . . research into PM educational materials.” The text includes problems and cases to accompany most chapters along with the “New Product Development Game,” a role-playing game included on the supplementary CD, to illustrate concepts and project management techniques presented in the chapters. Most chapters present research topics; however, the majority of the studies cited are from the 1980s and 1990s, making applicability to today’s PM problems
somewhat problematic. Although the text could be used for a senior-level PM course, it is better suited for a graduate-level or executive course, where a high-level look at concepts is more important than learning to use practitioners’ tools such as Microsoft Project and risk analysis software. But Klastorin states at the beginning that his intent is not to teach use of software tools but the theory behind various tools and methodologies.

Mantel et al’s approach is more practitioner oriented, with a detailed presentation and explanation of how to use popular PM tools and techniques for addressing problems commonly faced in real-world projects. The text presents the formulas and theory behind PM methodology, but that is not the primary focus. Mantel expects that students graduating with this course will be ready to go into industry with the skills needed to use computers to crunch the numbers and to analyze alternative courses of action for projects they will be working on. Numerous material review questions and problems are presented to accompany the chapters, along with cases and articles to illustrate concepts presented in the chapters. At Arizona State University, we have found that students generally enjoy and do well in the PM course using this text or Mantel and Meredith’s other popular text, Project Management: A Managerial Approach (Wiley, 2003), and are immediately able to step into project management positions and be successful. This practitioner approach with computer problem-solving is appealing to both undergraduate and graduate students, and is also appreciated by members of our industry advisory board, who have stated they need “job-ready graduates” who have the skills to provide quick, correct solutions to daily problems faced in industry. Although clearly valuable, the theoretic support for mathematical computations and development of software tools becomes less important to practitioners who are daily faced with solving immediate management problems.

Chapter Contents and Software Provided with Text

Project management methodology, problem-solving tools, and mathematical techniques are presented in both texts. Topics include the project life cycle, history of PM, use of Microsoft Project (commonly used project selection models), project portfolio evaluation, risk analysis, earned value analysis, project control systems, resource allocation, project audit and project termination.

Klastorin’s text is more detailed in its presentation of formulae and hand computations, and suggests use of EXCEL spreadsheet solutions, Microsoft Project, and RISK simulation software to accompany Microsoft Project. The book lacks detailed descriptions of how to use the software. The textbook package includes a CD containing Microsoft Project 2002, RISK software, and a number of EXCEL spreadsheets to solve problems presented in the textbook.

Mantel et al’s text presents detailed, step-by-step use of Microsoft Project, EXCEL, and Crystal Ball (CB) risk analysis software used with EXCEL. Unfortunately, some of the CB instructions in the textbook were incorrect for the version of the software that came with the latest edition of the text. However, once installed, CB was not difficult to figure out and it was found to be quite useful for risk analysis. The Mantel text includes minimal attention to hand calculations, which is acceptable for practitioners who generally have access to computers. As an aid to solving real-world problems, Mantel includes substantial coverage of behavioral topics, such as team building, selection of personnel for different PM roles, running effective meetings, negotiation and conflict resolution, and a tutorial on statistics. End-of-chapter exercises, problems, articles and cases are much more extensive in the Mantel text than in Klastorin’s text.

Student and Instructor Resources Provided Online

Mantel’s website at www.wiley.com/college/mantel for both students and instructors has a set of downloadable PowerPoint slides, sample quiz and test questions, and an online help desk. For instructors, additional resources include a test bank, solutions to homework problems and cases, and teaching guidelines for the chapters. However, the Crystal Ball software provided with the text was found to be difficult to set up and use. Installation required Internet access and assignment of a single unique user code. The CB online support site was not available on the weekend and the assigned code could only be used on one PC, making it very difficult to use the software at the office, in the classroom, and at home, unless one only uses a laptop and carries it back and forth. This can be a serious problem for instructors, and also for many students who go back and forth between desktop PCs. The online help for Crystal Ball was not found to be helpful. Additionally, Wiley online support was unable to help with setup and installation problems. Students in the Fall 2005 Project Management class at ASU were given the assignment to install and use Microsoft Project, EXCEL, and Crystal Ball during the first week of class. Students all reported difficulty installing Crystal Ball and only one reported that the telephone support was friendly and helpful.
Klastorin’s website at www.wiley.com/college/klastorin has adequate resources for students and instructors, including downloadable PowerPoint slides to accompany each chapter in the text and solutions to homework problems and cases. Klastorin includes @RISK software and Microsoft Project 2002, but does not provide much instruction in the text on how to use these products. The README files on the software disks accompanying the text were not very helpful. Wiley provides the online help desk for software problems, which was already discussed as being inadequate. The installation problems encountered with Crystal Ball were not found with @RISK nor for Microsoft Project 2002 because they are provided as complete “Student Editions” with a 120-day use period, are licensed to textbook owners, require no special code, and have no restrictions on PC installation. Documentation and tutorials for the software were found to be adequate, making additional online help less important.

Conclusions and Recommendations

All things considered, both textbooks are valuable for teaching project management, but exhibit limitations. Mantel et al provides more value for students who want to be job-ready when they graduate, able to tackle typical problems working with project teams, and equipped with the skills to use Microsoft Project and EXCEL to solve daily problems managing people, scheduling tasks, allocating resources and reporting progress to upper management and customers. However, since risk management is an important aspect of project management, a more user-friendly student version of Crystal Ball is needed, with instructions for installation and use on the program CDs, not in the text. This would assure that instructions match the current version of the software.

Klastorin provides value to executives and high level managers who need to understand problems faced by project managers in their organization, but who probably do not need to actually solve problems themselves using the PM software tools.

Web Site References

Klastorin’s website with resources for students and instructors, including downloadable PowerPoint slides to accompany each chapter in the text and solutions to homework problems and cases: http://www.wiley.com/college/klastorin

Mantel’s website for both students and instructors with a set of downloadable PowerPoint slides, sample quiz and test questions, and an online help desk: http://www.wiley.com/college/mantel

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The “Paperboy Problem” of the DSI Annual Meeting Luncheon

The “paperboy problem” of the annual meeting meal functions: The registration process for meal functions during the Annual Meeting is really the classic “paperboy” problem of inventory theory. When people pre-register in late spring or the summer, they indicate whether they will attend the Sunday buffet lunch and/or the Tuesday awards luncheon. As the meeting approaches, many change their minds because of airline reservations, or even because of the weather on the day of the meal function. History shows that anywhere from 40 to 91 percent of the people who say they will attend the meal function actually do so. For example, at a recent Institute Annual Meeting, 877 people said they would attend the Tuesday awards luncheon. The Institute committed to the hotel for 625 meals, but only 385 people actually ate a meal. The result was that the Institute was charged $25 for each of the 240 meals not eaten, for a total loss of $4,000. If we had committed for all 877 meals, the loss would have been even larger $12,300. The Board does not believe that we are good stewards for the membership if we allow such waste, and so we seek that illusive middle ground where everyone gets served without too many wasted meals. It is the Institute’s policy that if a person is unable to be seated at a meal function, he or she will be reimbursed if they present the meal ticket to the Institute’s staff at the time of the meal function.
Why Alpha Iota Delta?

by Stephen E. Lunce, Midwestern State University

On December 5, 1776, five students at the University of William and Mary, the second oldest college in the United States, formed the first Greek letter fraternity, Phi Beta Kappa (ΦBK). “Their motive was to arrange, within the bonds of strict secrecy and of tested friendship, for opportunities to discuss freely the exciting issues of their times, including the recently proclaimed Declaration of Independence” (Lambda Phi Epsilon Web site, “7M+ History,” at www.johndesigns.com/stonylambdas/history.html).

This initial fraternal society embodied all of the ideals found in honor societies found on college and university campuses today. Phi Beta Kappa was the first college society to have a Greek letter name, and in its early years it introduced the essential characteristics of such societies: an oath of secrecy (discarded in 1831), a badge, mottoes in Latin and Greek, a code of laws, and an elaborate initiation ritual. The members held regular meetings, generally with an emphasis on literary exercises, especially composition and debating. Fraternal sentiments were fostered, while the purpose of some meetings was simply good fellowship (Phi Beta Kappa Web site, “History,” at www.pbk.org/about/history.htm).

In 1971, a group of the members of the Decision Sciences Institute chartered Alpha Iota Delta (AΙΔ), the national honorary in decision sciences and information systems. Over 30 years later, the honor society continues to be linked to the Decision Sciences Institute and supports those activities of DSI which are aimed at student involvement in the disciplines of interest to the Institute. The purpose of the society is threefold:

• To confer distinction to students in the decision sciences and information systems disciplines for academic excellence.

• To promote the infusion of the functional and behavioral areas of business with the tools, concepts, and methodologies of the decision sciences and information systems.

• To promote interest in the disciplines of decision sciences and information systems (Alpha Iota Delta Web site, “About Alpha Iota Delta,” at www.alphaiotadelta.com).

Why would a student seek initiation into Alpha Iota Delta? Why would a member of DSI choose to promote or support this specific honor society? The Decision Sciences Institute was established to provide a focus on the integration of research in the art and science of managerial decision making across traditional functional academic disciplines, including, but not limited to: accounting, management, management science MIS, operations research, quantitative analysis, and statistics. The founding faculty members of DSI were seeking the opportunity to share new knowledge across the functional area boundaries of the business disciplines. The mission statement of DSI states:

“The Decision Sciences Institute is a multidisciplinary international association dedicated to advancing knowledge and improving instruction in all business and related disciplines. To pursue this mission, the Institute will facilitate the development and dissemination of knowledge in the diverse disciplines of the decision sciences through publication, conferences, and other services.”

(www.decisionsciences.org/dsi.htm)

The dissemination of new knowledge is part of the mission of most, if not all, business schools, colleges, and universities. The recognition of students who perform above the norm has long been a part of the academic profession. Thus
Eldon Y. Li, Professor and Dean of College of Informatics at Yuan Ze University, Taiwan, has recently been appointed the University Chair Professor by National Chengchi University (NCCU), Taiwan. He is on leave from California Polytechnic State University, San Luis Obispo. The College of Commerce at the NCCU is the largest and oldest business school in Taiwan, consisting of 150 full-time faculty members. Eldon was the conference chair for Asia Pacific Decision Sciences Institute Conference held at the Grand Hotel in Taipei, Taiwan, during June 28-July 2, 2005.
eli@calpoly.edu

Jonathan Linton, Rensselaer Polytechnic Institute (Troy, NY), has been appointed the editor-in-chief of Technovation: the International Journal of Technological Innovation, Entrepreneurship and Technology Management. Technovation is listed on the Science Citation Index.
linton@rpi.edu

Manoj K. Malhotra, University of South Carolina, has been named the Jeff B. Bates Professor at the Moore School of Business, effective August 16, 2005. Manoj has been the chairman of the Management Science department at the Moore School of Business since 2000, and is the first endowed chair holder in that department in the school’s long history. He is active in research and professional organizations, and is the program chair for the upcoming 36th Annual Meeting of the Decision Sciences Institute in San Francisco.
malhotra@sc.edu

Timothy L. Smunt, professor of management at Wake Forest University’s Babcock Graduate School of Management, has been named an American Council on Education Fellow for academic year 2005-06. The ACE Fellows Program is designed to strengthen institutions and leadership in American higher education by identifying and preparing promising senior faculty and administrators for responsible positions in college and university administration. Forty fellows, nominated by presidents or provosts of their institutions, were selected this year in a national competition. Smunt will be serving his fellowship at the University of Chicago under the guidance of its university president, provost and vice president of administration/CFO. Founded in 1918, ACE is the nation’s largest higher education association, representing more than 1,600 college and university presidents and more than 200 related associations nationwide. It seeks to provide leadership and a unifying voice on key higher education issues and influence public policy through advocacy, research and program initiatives.
tim.smunt@mba.wfu.edu

Carol Latta, Feature Editor Executive Director Decision Sciences Institute clatta@gsu.edu

Max Wortman was truly one of the great professors in the decision sciences. More than his extensive service, offices in professional organizations, honors and awards, his greatest contributions were to his peer, colleagues, students and friends. A Fellow of DSI, Max was also President of the Academy of Management, first editor of the Academy of Management Review, President of the U.S. Association for Small Business and Entrepreneurship, President of the North American Case Research Council and Fellow of the Academy of Management, U.S. Association for Small Business and Entrepreneurship and the Southern Management Association. He was awarded the first Distinguished Service Award of the Academy of Management, as well as the first Distinguished Service Award for the Institute for Certified Professional Managers. He published more than 150 refereed journal articles and nine books, most recently in the areas of strategic management, rural entrepreneurship and family owned businesses. He was the recipient of the Max S. Wortman, Jr. Lifetime Achievement Award for Entrepreneurship, presented by the U.S. Association for Small Business and Entrepreneurship, and honor that was particularly meaningful to him as it was named in his honor. Max was also very active in civic and religious organizations, serving as a member of the City of Ames Board of Review, Ames Public Relations Commission, Ames Commission on the Arts and a Republican precinct chair. He was a member of Collegiate Presbyterian Church, where he served on various committees. Perhaps more importantly, Max was a wonderful colleague and friend. He took his role as a mentor to younger faculty very seriously, and several generations of faculty mem-

WORTMAN, see page 52
On the Passing of Elwood S. Buffa

There is no minimizing the influence that Elwood S. Buffa (El) had on the profession and professors of operations management. Prior to El, operations (actually production) management textbooks featured the paperwork and forms used by companies to execute work in the factory. These books often included pictures of the form that a particular company used to release a job to the shop, the paper that authorized the job’s move to the next department and, finally, the form that was used to send the completed job to the customers or to inventory. Since that was the way it was done in the “real world,” that was what was taught! The field was dominated by a bunch of “this is how we do it” books.

El’s first textbook was a significant departure from what was available at that time. His books emphasized analyzing when a shop should produce job A before job B—not just where to put them on the form. He was concerned about when and why a factory might want to sequence jobs in a way that had not been stressed before. He provided the framework for thinking about what should be done on the shop floor and why. Elwood Buffa brought a framework and techniques for analyzing the factory into his textbooks and, by extension, into the teaching of production management.

His timing was extraordinary. The Ford Foundation report had just been released, and the quantitative movement had begun in U.S. business schools. El’s approach, research, articles, and textbooks complemented this movement and brought an amplification of the analytical study of operations management that remains to this day. The perspective that Elwood Buffa brought to us in his work shaped many of us in important ways and through us shaped an area of academic endeavor.

Notwithstanding his enormous impact on the field, El remained an approachable, delightful individual. He loved the food of Northern Italy.

When his editor realized this, every effort was made to find the best Italian restaurant in whatever city the DSI national meeting was being held. Some of us were privileged to spend an evening in conversation and gastronomy with El at one of these restaurants. Invariably, the conversation was as much about the food and adventures that El had in Europe as about the profession of operations management.

One of the surprising things for many of us coming out of PhD programs during the 1950s and ’60s was El’s knowledge of our work.

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One of the surprising things for many of us coming out of PhD programs during the 1950s and ’60s was El’s knowledge of our work. He would continually surprise a PhD candidate with his knowledge about the student’s dissertation, his/her committee, and the progress being made toward completion. Among his own PhD students, El has produced internationally known scholars, administrators, and persons who have shaped the teaching of management and the direction of organizations worldwide.

We in DSI have always had a special relationship with Elwood Buffa. He was among our early fellows as we were among the first to recognize the importance of his contributions. More than a decade ago, the McGraw-Hill/Irwin publishing company suggested that they would like to recognize the contributions that El had made to the profession and the Institute. The DSI Board recognized the tremendous multiplier effect that El had through his work with doctoral students and established the Elwood S. Buffa doctoral dissertation award that is now presented at the annual meeting. This is clearly a significant way to honor his work and to continue his legacy.

El had a particularly special relationship with his father. In a very moving essay on his relationship with his dad, El described how the guidance, advice, support, and love his father provided was a major force in his life. Well, El, what goes around comes around. You may be the intellectual father to more of us than you ever realized. All we can do at this point is say many thanks for all you have done for all of us and may you rest in peace.

[contributed by D. Clay Whybark, University of North Carolina - Chapel Hill]
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 were: Refereed papers, April 8, 2005; abstracts and proposals, May 1, 2005. Contact: Manoj K. Malhotra, University of Southern California, 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.

http://www.dsi2005.org/

The 37th Annual Meeting of the Institute will be held November 18-21, 2006, in San Antonio, Texas. The submission deadlines are: Refereed papers, April 3, 2006; abstracts and proposals, May 3, 2006 (see pages 48-51).

The Asia Pacific Region will hold its 2006 Annual Meeting on June 14-18, 2006, Sheraton Hong Kong Hotel and Towers, Hong Kong, China; Conference Chair-Elect is Xiande Zhao, Chinese University of Hong Kong, Department of DSE, Leung Kau Kui Building, Shatin, N.T., Hong Kong, 852-2609-7650 / Fax: 852-2603-6840, xiande@baf.msml.cuhk.edu.hk.

http://www.apdsinet.org/dsi/

The Mexico Region is planning its 2006 Annual Meeting. Contact Program Chair Felipe Burgos, Universidad de las Americas, Puebla, Anta Catarina Martir, Cholula Puebla, 72820 MEXICO, phone: 52-222-229-2630, fax: 52-222-229-2726, fburgos@mail.udlap.mx.

http://www.mex sd.org

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.

http://www.swdsi.org

The Western Region will hold its 2006 (35th) Annual Meeting on April 11-15, 2006, at The Hilton Waikoloa Village (http://www.hiltonwaikolovillage.com), in Waikoloa, Hawaii. Submission deadline is October 1, 2005. Contact Vijay R. Kannan, Program Chair / Vice President for Programs / Proceedings Editor, College of Business, Utah State University, Logan, UT 84322-3510, 435-797-7212, wdsi@business.usu.edu.

http://www.wdsinet.org

Call for Papers

Conferences

5th Global Conference on Business & Economics, sponsored by Association for Business & Economics Research and International Journal of Business & Economics, will be held July 6-8, 2006, at Cambridge University, Cambridge, UK. Submission deadline is November 30, 2005. Contact Dr. Atul Gupta, School of Business & Economics, Lynchburg College, 1501 Lakeside Dr., Lynchburg, VA 24501, USA, Telephone: (434) 544-8651; Fax: (434) 544-8639; E-mail: Guptaa@Lynchburg.Edu

See ANNOUNCEMENTS, page 43
2005 DSI Annual Meeting

2005 Program Chair’s Message
Manoj Malhotra, University of South Carolina

Theme: “Decision Making at the Functional Interface”

The annual meeting is almost upon us. The past 18 months have been an interesting journey, filled with working with a diverse set of professionals both here in the U.S. and abroad, and planning multiple events across tight time lines. In between, we also had the development and testing of a new conference information system (CIS) thrown in for good measure. But here we are in November, ready to travel to San Francisco, and start professionally interacting with our colleagues, presenting our research findings, sharing knowledge with others in the field, engaging in professional development programs, seeking or fulfilling academic positions, and having fun in the process.

The details of the final program, which runs from Saturday (November 19) morning to Tuesday’s luncheon (November 22), are available for viewing on the DSI 2005 meeting Web site http://dsi2005.org/. The highlights of the program, including our keynote speakers, are provided on the meeting Web site and also in this issue of Decision Line. All in all, over 850 presentations scheduled into nearly 300 sessions will bring forth the scholarly and pedagogical endeavors of our Institute’s members and meeting attendees. These presentations are further augmented by professional development sessions, competitions, and workshops that feature many of the prominent faculty members in their respective disciplines.

The 36th Annual Meeting has several social programs as well. While the meeting starts in earnest at 8 a.m. on Saturday morning, we will host a welcome reception on Saturday evening from 6 p.m. to 7 p.m. In addition, there will be a networking luncheon on Sunday from 11.45 a.m. to 12.45 p.m., and president’s reception on Monday evening from 6 p.m. to 7 p.m. LifePlays Improv will be putting on an exciting and dynamic one-hour performance from 7 p.m. to 8 p.m. on Monday evening immediately after the president’s reception. LifePlays is a theater company based in the San Francisco Bay Area, with extensive experience in improvisational performance, management training, and improvisational instruction. Since their presentation is custom tailored to the field of decision sciences, it should be a lot of fun for everyone. A detailed description of their entertainment program is contained elsewhere in this issue.

The hotel and conference registration has been open for quite some time now, and those attending the conference can make their reservations directly by visiting the meeting Web site http://dsi2005.org/. As you make your conference travel plans, I will like to mention again that we will not have wireless connectivity this year in the conference area, because the hotel will not allow outside assistance as we had last year with Airgram Networks LLC. However, computer projection system facilitated through a grant from SAP will be available this year as well. So please plan accordingly.

Finally, let me once again remind everyone that for the first time in the history of the annual meeting (at least that I am aware of), we have designated Sunday as “school spirit day,” where conference participants are encouraged to display their school spirit by wearing caps, shirts, neck ties, 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. So do remember to pack in your favorite paraphernalia to proudly display your school spirit on Sunday, November 20, 2005.

Please plan on joining friends and colleagues at the 2005 Annual DSI Meeting at the Downtown Marriott Hotel in San Francisco. The program team and I will look forward to warmly welcoming you there to the conference. ■
Creating the cultural change within a manufacturing organization, such as moving from conventional to lean, requires a process. In this presentation, Vella will describe the impact implementation of lean manufacturing had on specific performance metrics at TI Automotive, the world’s leading supplier of fuel systems and fluid carrying systems including brake, fuel, and HVAC applications. The company employs over 20,000 people at more than 100 facilities in 29 countries. Vella has been with TI Automotive for 28 years, and has responsibility for Profit, Cash, and Growth for the team with 2005 sales of $400 million.

Beyond the numbers, however, his presentation describes the work of Dr. Everett Rogers and his work in his text Diffusion of Innovation. The application of Dr. Rogers’ five factors, which explain the rate of diffusion, in addition to his eight keys to diffusing innovation, are directly related to the cultural change within TI Automotive’s journey from conventional to lean manufacturing.

Vella has been instrumental in the relentless pursuit of adopting the “Lean Manufacturing” philosophies within the TI Automotive’s North American facilities. In the period from 1998 through 2003, these efforts have resulted in bottom line improvements of $49 million in cash flow through reduced inventory, $45 million in performance improvement through reduced fixed and variable costs, and quality improvement from 450 ppm to 15 ppm over a 4-5 year period.

Michael Vella received his MBA from Wayne State University and his B.S. from Western Michigan University. He is certified by the American Society for Quality as a Quality Engineer and Reliability Engineer, and has been honored as an ASQ Fellow.

Risk assessment for engineering, medical, or other types of systems requires first an analysis of the functions to be performed, second identification of the failure modes, and third computation of the probabilities and consequences of different failure scenarios. The results can then be aggregated into a single probability of failure per time unit or operations, or the risk can be characterized by a probability distribution of the potential losses in the same time frame.

One difficulty is often in the formulation of the problem. One cannot examine all failure scenarios in excruciating details, especially when some parameters are continuous. Therefore, the analyst has to choose a level of aggregation to study classes of scenarios in a meaningful way, based in large part on the information available and the uncertainties in the performance of the different subsystems. Dr. Elisabeth Paté-Cornell will illustrate these concepts through three examples: the tiles of the space shuttle, the analysis of patient risks in anesthesia, and a global framework for the analysis of terrorism risks.

Elisabeth Paté-Cornell’s undergraduate degree is in mathematics and physics (BS, Marseilles, France, 1968), and her first graduate degrees are in applied mathematics and computer science (MS and Engineer Degree, Institute Polytechnique de Grenoble, France, 1970; 1971). She received a masters degree in operations research in 1972 and a Ph.D. in engineering-economic systems in 1978, both from Stanford University. She then was an assistant professor of civil engineering at MIT, before joining the Stanford faculty in 1981, where she became professor (in 1991) and then chair (in 1997) in the Department of Industrial Engineering and Engineering Management. In 1999, she was named the Burt and Deedee McMurtry Professor in the School of Engineering at Stanford University. She is presently professor and chair of the Department of Management Science and Engineering, as well as a Senior Fellow (by courtesy) of the Stanford Institute for International Studies.

Dr. Paté-Cornell’s research focuses on engineering risk analysis, risk management, decision analysis under uncertainty, and more generally, the use of Bayesian probability to process incomplete information. She is the author or co-author of more than a hundred papers in refereed journals and conference proceedings. She was elected to the National Academy of Engineering in 1995, and is currently a member of its Council. She is currently a member of the Advisory Council of NASA’s Jet Propulsion Laboratory since 2002, and the Board of Trustees of the Aerospace Corporation since December 2004. She chairs the Board of Advisors of the Naval Postgraduate School on which she has served since 1998. She was elected a fellow of the Society for Risk Analysis, and a fellow of INFORMS. She has been a consultant to industrial firms and government organizations, including, recently, the Columbia Accident Investigation Board. She has been invited to give many keynote addresses, and has taught in executive-education programs for several years.
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.

Saturday, November 19, 3:00 PM - 4:30 PM
PD-1 Bayesian Methods for the Decision Sciences
Session Chair: Refik Soyer (George Washington University)
Panelist: Eugene D Hahn (Salisbury University)

This is the first of two introductory methodological workshops on Bayesian statistical methods. We describe concepts and principles of Bayesian methods and inference for basic models. We then develop these concepts in the context of linear regression models, the workhorse of empirical inquiry, as well as the important extension of hierarchical linear regression models.

Sunday, November 20, 8:00 AM - 9:30 AM
PD-2 Leveraging the Strategic Value of IT
Session Chair: Vallabh Sambarthurty (Michigan State University)
Panelists:
Sanjeev Dewan (University of California, Irvine)
Omar El Sawy (University of Southern California)
Huseyin Tanriverdi (University of Texas Austin)

How should firms leverage the economic value of their IT investments? There is growing interest in understanding different ways in which IT investments, capabilities and resources should be synchronized with organizational strategies, structures, and processes. This panel brings together research that applies economic, organizational, and strategic management perspectives on understanding how and why firms can leverage the business value and innovation potential of information technologies.

Sunday, November 20, 10:00 AM - 11:30 AM
PD-3 Successful Web-based Surveying
Session Chair: Adrian Done (London Business School)
Panelists:
Kenneth Boyer (Michigan State University)
Mark Frohlich (Boston University)
Aleda Roth (Arizona State University)

Web-based surveys are rapidly replacing mail surveys as the method of choice for many empirical studies. Based upon the participant’s experience, this workshop looks at lessons learned in online surveying including formatting surveys, targeting respondents, and improving response rates. It also considers emerging trends as new challenges arise and online surveying techniques become more sophisticated.

Sunday, November 20, 1:00 PM - 2:30 PM
PD-4 Surviving University Politics
Session Chair: Robert E. Markland (University of South Carolina)
Panelists:
Krishna S. Dhir (Berry College)
Maling Ebrahimpour (Roger Williams University)
Lori Franz (University of Missouri)
Norma J. Harrison (Macquarie University)
Robert T. Sumichrast (Louisiana State University)
N. K. Womer (University of Missouri-St. Louis)

A unique panel discussion of senior administrators sharing their administrative experiences involving what to avoid and strategies for success. Topics will include criteria for promotion and tenure reviews, program assessment, issues of ethical conduct, conflict avoidance strategies, and the importance of research productivity, service and teaching.

Sunday, November 20, 3:00 PM - 4:30 PM
PD-5 Current Methodology in Production/Operations Management Research
Session Chair: Barbara B. Flynn (Wake Forest University)
Panelists:
Kate Blackmon (Oxford University)
Jack Meredith (Wake Forest University)
Roger Schroeder (University of Minnesota, Twin Cities)
Kingshuk K. Sinha (University of Minnesota, Twin Cities)

A panel discussion of experienced researchers in the POM area sharing their opinions on what types of research methodologies are being used in empirical research and what is commonly expected.

Monday, November 21, 10:00 AM - 11:30 AM
PD-6 Positioning, Composing, and Polishing: Preparing Your Manuscript for the Decision Sciences
Presenters:
Vicki Smith-Daniels (Arizona State University)
Jeanne Elliott (Arizona State University)

This workshop discusses how to prepare your DSJ submission to improve the chances of getting it accepted and how to respond to reviews. Topics include journal’s renewed focus on decision making, review process, managerial relevance, writing style, theoretical development, and targeted areas of opportunity.

Monday, November 21, 1:00 PM - 2:30 PM
PD-7 Applications of Bayesian Methods for the Decision Sciences
Session Chair: Eugene D. Hahn (Salisbury University)
Panelist: Refik Soyer (George Washington University)

This is the second of two introductory methodological workshops on Bayesian statistical methods (participation in the first workshop is recommended). Using the material developed in the first workshop, we will focus on specifying a model and applying Markov chain Monte Carlo methods for obtaining results. Topics include parameter inference, model comparison, and model diagnostics. We will conduct modeling with the freely-available WinBUGS software and distribute sample code.

See DEVELOPMENT, page 51
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.

Saturday, November 19, 10:00 AM - 11:30 AM

CI-1 Interesting Curriculum Issues in Decision Sciences Journal of Innovative Education Teaching Briefs - Part I
Session Chair: Barbara B. Flynn (Wake Forest University)

Presenters:
Omar F. El-Gayar (Dakota State University)
Grandon Gill (University of South Florida)
David Osborne (Berry College)

Innovative education can go hand-in-hand with curriculum issues in Decision Sciences. This session presents some of the most creative and innovative ways that authors have linked these two aspects of education by featuring three briefs: Issues and Challenges in Designing IS Doctoral Programs by O. El-Gayar, Dakota State; A Protocol for Online Case Discussions by T. Grandon Gill, University of South Florida; Converting Data to Information for Case Study Analysis by J. David Osborne, Berry College.

Saturday, November 19, 1:00 PM - 2:30 PM

CI-2 Blending Two Diverse Schools: Creation of a Novel Healthcare MBA with an Academic Medical Center
Session Chair: Nancy Hyer (Vanderbilt University)

In the Fall of 2005, the Owen Graduate School at Vanderbilt will be initiating a MBA with multiple novel approaches to integration of immersion, projects, and field work in healthcare and medicine. The objective of this session is to present both the approaches used to create this multi-discipline emphasis and the content and requirements of the unique program.

Monday, November 21, 8:00 AM - 9:30 AM

CI-8 Interesting Curriculum Issues in Decision Sciences Journal of Innovative Education Teaching Briefs - Part II
Session Chair: Barbara B. Flynn (Wake Forest University)

Presenters:
Barbara B. Flynn (Wake Forest University)
Michael Umble (Baylor University)
Elisabeth Umble (Baylor University)
Christopher W. Craighead (Auburn University)

See CURRICULAR ISSUES, page 35
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 are 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).

Monday, November 21, 10:00 AM - 11:30 AM

BC-1 Case Studies Competition

Finalists

Session Chair: Jeffrey S. Harper (Indiana State University)

Lenovo Group

Bin Jiang (DePaul University)

After acquiring IBM PC Division, Lenovo becomes the third largest PC producer in the world. One of the major challenges is: how to integrate Lenovo’s and IBM PC’s supply chains. This case provides a basis for a coming discussion among Lenovo supply chain managers; it explains the situation of Lenovo and the thoughts of Xi Yan, a senior manager of Lenovo’s Supply Chain Division; it raises several important questions that Lenovo has to deal with.

East Aurora Fire Department

Natalie C. Simpson (University at Buffalo (SUNY))

The East Aurora Fire Department is divided over the appropriate role of its newest truck, while simultaneously anticipating the upcoming festival Toyfest with trepidation. These two seemingly disparate problems are two different manifestations of the same problem, involving the essentials of fire response, attack, and suppression. Information provided allows an exploration of the limitations of PERT analysis, creating the further opportunity for spreadsheet simulation.

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 have been 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.

Sunday, November 20, 10:00 AM - 11:30 AM

II-1 Innovative Education Award

Finalist Presentations

Session Chair: Thomas Foster (Brigham Young University)

Bringing Ethics into an Operations Management Course

Chris Voss (London Business School)

A module has been developed to integrate ethical considerations in supply chain management. It is based on a case study on sourcing Fairtrade chocolate. It addresses the dilemmas and issues concerned with ethical sourcing in an extended supply chain.

An Interactive VBA Tool for teaching Statistical Process Control (SPC) and Process Management Issues

Jaydeep Balakrishnan (University of Calgary), Sherry Oh (University of Calgary)

We have developed an interactive VBA Tool for teaching SPC and process management issues. Since the tool is based on Excel/VBA, it is very portable and user friendly. Students can experiment with it to interactively examine the various issues that affect SPC and through it some of the important issues in managing a process.

A Learner-Centered Capstone Course for a MIS Master’s Degree Program

Grandon Gill (University of South Florida)

Describes a capstone course in an MIS master’s program that employs learner-centered case discussions, student-run debates on MIS topics, and research on historical information systems to help students tie together what they have learned in the program. A variety of emerging teaching technologies are employed in delivering the course (e.g., infrared response pads, synchronous discussions, blogs). Evidence of effectiveness includes quality work, high course evaluations and self-reported effort.
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.

Sunday, November 20, 8:00 AM - 9:30 AM
TC-1 Technology for Learning
Session Chair: Patrick Philipoom (University of South Carolina)
Distance Learning for Nearby Students: The Targeted Use of Video Capture and Streaming in the Provision of Campus-based Courses
Natalie C. Simpson (University at Buffalo (SUNY))
The Digital Access system at the University at Buffalo has met with great success over the past two years, now serving over 2,000 students through the provision of five courses via video streaming. Data collection indicates several surprising benefits of this readily transferrable model. This session will outline the Digital Access process, report on the results gathered at UB, and advance hypotheses concerning the sources of its success. These hypotheses are then open to lively debate.

Teaching Geographical Information Systems Using Microsoft MapPoint
Patrick Philipoom (University of South Carolina)
Four examples will be presented to illustrate how geographical information systems can be used in a business curriculum. I have found that this material has been very popular with the students - to the extent that several students have suggested that we move some of this material into the core curriculum rather than just being covered in an elective course. We are presently contemplating that change.

Reinventing the Wheels of the Smart Classroom
Francis A. A. Méndez (Rutgers University)
Lee Papayanopoulos (Rutgers University)
In this study, we review the development of electronic classrooms and “smart” classrooms, in particular. We assess the various models currently in service at American institutions of higher learning, and consider the manner in which classroom computing is likely to evolve in the foreseeable future. To this end, we examine (a) the state of the technology, including the hardware and software constituents of a classroom system, (b) their limitations, (c) the pedagogical principles and requirements.

Sunday, November 20, 10:00 AM - 11:30 AM
TC-2 MERLOT: Multimedia Educational Resource for Learning and Online Teaching
Presenters:
Cathy Swift (Georgia Southern University)
Ron Purser (San Francisco State University)
George Schell (University of North Carolina, Wilmington)
The Multimedia Educational Resource for Learning and Online Teaching is an exciting web-based resource that serves educators in many fields, including business. Sharing ideas, reviewing and critiquing ideas submitted by others, and finding new tools for teaching old subjects are made convenient on a global basis by this facility. Although it is growing in popularity, it is our hope that a DSI session will help encourage increasing participation from among DSI membership.

Sunday, November 20, 1:00 PM - 2:30 PM
TC-3 The Sakai Project
Presenter: M. A. Venkataramanan (Indiana University-Bloomington)
The Sakai Project is a joint effort of several universities and other organizations to develop the next generation of learning environment software. The goal is to provide a set of open-source tools that will define an integrated environment for teaching and learning, and the management of the teaching-learning process. The first edition of Sakai has been implemented at some of the consortium member’s campuses. This session will present the latest developments on the Sakai project.

Sunday, November 20, 3:00 PM - 4:30 PM
TC-4 Dynamic Presentations Using Excel Charts
Session Chair: Daniel Bragg (Bowling Green State University)
Most decision-makers and instructors are aware of the powerful charting features built into Excel. However, we largely employ only the static charting capabilities. Dynamic charting, making use of auto-recalculation and re-defining of chart features, provides a means for animating charts and significantly enhancing analyses. Dan Bragg will demonstrate many of these exciting features using examples he has developed for his own courses.

Monday, November 21, 1:00 PM - 2:30 PM
TC-5 The Design and Delivery of Self-Paced Programming Courses
Presenter: Grandon Gill (University of South Florida)
Many instructors are interested in using the power of technology to enhance their students’ learning experiences. However, the investment of time and effort involved with initiating such a project can be daunting. Grandon Gill has undertaken such an effort, and successfully implemented these tools in his programming courses. He will present the products he has developed, and describe the process of how they were developed.

Monday, November 21, 10:00 AM - 11:30 AM
TC-6 Using Computer-Based and Analog Simulation in Executive Education
Presenters:
Bill Fischer (IMD)
Thomas Vollmann (IMD)
The objective of this session is to introduce a new simulation approach, combining both physical and computer-based facets, and to illustrate its use in an executive program designed for a large European-based global company which is introducing Process Orientation throughout its activities. The session will involve the actual playing of the simulation, as well as an introduction as to how it was positioned within the executive program currently being delivered.

See TECHNOLOGY, page 35
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.

Saturday, November 19, 8:00 AM - 9:30 AM
RM-1 Introduction to SEM
Session Chair: George Marcoulides (California State University, Fullerton)
Presenters:
Xenophon A. Koufteros (Florida Atlantic University)
George Marcoulides (California State University, Fullerton)
The sessions provided are designed to provide insight into both basic and advanced topics in SEM. The intent is not only to educate researchers on particular techniques but also to discuss and point to opportunities for future research. The expectation is that the attendees will walk away with numerous tools and ideas at their disposal that they can immediately put to good use.

Saturday, November 19, 10:00 AM - 11:30 AM
RM-2 Interaction and Non-Linear Models in SEM
Session Chair: Randall Schumacker
Presenter: Randall Schumacker (University of North Texas)

Saturday, November 19, 1:00 PM - 2:30 PM
RM-3 Latent Curve/Growth Models
Session Chair: Ken Bollen
Presenter: Ken Bollen (University of North Carolina, Chapel Hill)

Saturday, November 19, 3:00 PM - 4:30 PM
RM-4 Future and Challenges in SEM
Session Chair: Xenophon A. Koufteros (Florida Atlantic University)
Presenters:
Ken Bollen (University of North Carolina, Chapel Hill)
Xenophon A. Koufteros (Florida Atlantic University)

Monday, November 21, 1:00 PM - 2:30 PM
TC-7 Building Collaborative Knowledge Bases: An Open Source Approach using Wiki Software in Teaching and Research
Presenters:
Joshua Mindel (San Francisco State University)
Sameer Verma (San Francisco State University)
To open-minded students and professors alike, a classroom is an experience in which all participants collaborate to expand their knowledge. The collective knowledge is typically documented via a mix of lecture slides, student notes, submitted documents and/or online forums. Wikis are a relatively new method of collaboration. In this tutorial, we will provide an overview of the Wiki collaboration process, and then explain its use in student learning and in facilitating research collaboration.

Barbara B. Flynn, editor of DSI-JIE, invites three of the best accepted teaching briefs: “The Product-Process Matrix Brought to Life” by Richard J. Penlesky, Carroll College and Mark D. Treleven, John Carroll University; “Using Active Learning to Transform the Monte Hall Problem Into an Invaluable Classroom Exercise” by Michael Umble and Elisabeth Umble, Baylor University; “Right on Target for Time-Series Forecasting” by Christopher Craighead, Auburn University.

Curricular Issues Miniconference Coordinator: David M. Diits, Vanderbilt University
E-mail: david.diits@vanderbilt.edu

2005 Best Paper Award Competition Winners

Best Application Award
SCML: A Generalized Supply Chain Description Language
Dean C. Chatfield (Virginia Polytechnic Institute and State University), Terry P. Harrison (Pennsylvania State University), Jack C. Hayya (Pennsylvania State University)

Best Interdisciplinary Award
Does Structure Matter? Exploring the Influence of Supply Network Configuration on IIS and Performance
Subhashish Samaddar (Georgia State University), Satish Nargundkar (Georgia State University), Marcia Daley (Georgia State University)

Best Theoretical/Empirical Award
The Impact of Simulation Training on Call Center Agent Performance: A Field-Based Investigation
Goutam N. Challagalla (Georgia Institute of Technology), Nagesh N. Murthy (University of Oregon), Leslie H. Vincent (Georgia Institute of Technology)
Enjoy Improv Theater in San Francisco

LifePlays is an improvisational theater company based in the San Francisco Bay Area, with extensive experience in improvisational performance, management training, and improvisational instruction.

During the 2005 DSI Conference in San Francisco, LifePlays will be putting on an exciting and dynamic one-hour performance from 7:00 p.m. - 8:00 p.m. on Monday immediately after the President’s Reception.

LifePlays recognizes the critical connection between Improv and decision making. By developing and utilizing Improvisational skills, one has the ability to arrive to conclusions and translate these conclusions into actions in an expedient and ingenious way and in the process avoiding stagnation. These improvisational abilities are particularly useful when there are high levels of uncertainty, few precedents, limited resources or protocols, and/or few facts and suitable routines – conditions that are increasingly common in today’s rapidly evolving business world.

Improvisational theater (also known as “Improv”) is a form of theater in which the actors perform without a script. In Improv, the actors invent the dialogue and action as they perform. Because of the unpredictable nature of such a performance and the unexpected events that occur, improvisation lends itself naturally to comedy, and the specific term “improv” usually refers to a form of high-energy comic entertainment.

During the LifePlays performance at the 2005 DSI Conference, the players will solicit suggestions throughout the show from DSI members about topics near and dear to the hearts of conference attendees as a way of getting the audience excited and involved, and as a means of proving that the performance is not scripted.

LifePlays has a reputation for delivering both entertainment and insight to its audiences. We promise that you will laugh – and that you will never see Decision Sciences in quite the same way again!

CPE Credit Available at the 2005 Annual Meeting of the Decision Sciences Institute
Continuing Professional Education (CPE) credit will be available to all CPAs attending the 2005 Annual Meeting. CPE forms will be available at the conference registration desk in Boston. The forms will be similar to those used at AAA national and regional meetings.

Annual Meeting Contributors and Sponsors

The Decision Sciences Institute would like to thank the following institutions and companies for their participation in a number of program and nonprogram activities that will be held during the Institute’s 2005 Annual Meeting. Through their generous contributions a number of special events and program activities were made possible.

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• Michigan State University, Eli Broad School of Business
• Prentice Hall
• San Francisco State University, Department of Information Systems Business Administration
• South-Western College Publishing, A division of Thomson Learning
• University of Massachusetts – Dartmouth, Charlton College of Business
• University of San Francisco, School of Business and Management

In Kind Sponsors
• Fairfield University, Charles F. Dolan School of Business, Department of Information Systems and Operations Management
• Roger Williams University, Gabelli School of Business
• University of South Carolina, Moore School of Business, Department of Management Science
2005 DSI Annual Meeting

Doctoral Student Consortium

Saturday, November 19, 7:00 – 8:00 a.m.
Continental Breakfast

Saturday, November 19, 8:00 – 8:15 a.m.
Introduction and Welcome
Consortium Coordinators:
Morgan Swink, Michigan State University
V. Sambamurthy, Michigan State University

Saturday, November 19, 8:15 – 9:30 a.m.
Senior Scholars Panel
• Shaping your academic career
• Finding balance in the demands of academics
Speakers:
Vince Mabert, Indiana University
Dick Chase, University of Southern California
Joe Valacich, Washington State University
Sudha Ram, University of Arizona

Saturday, November 19, 9:30 – 9:45 a.m.
Break

Saturday, November 19, 10:00 – 11:45 a.m.
Becoming an Excellent Teacher
Speaker: Harvey Brightman, Georgia State University

Saturday, November 19, 12:00 – 1:15 p.m.
Working Lunch (provided) (shared session with the New Faculty Development Consortium)
Speakers:
Thomas Callarman, Arizona State University, DSI President
Manoj Malhotra, University of South Carolina, 2005 DSI Program Chair
Stephen Lunce, Alpha Iota Delta, Vice President
James Viehland, Beta Gamma Sigma, Executive Director

Saturday, November 19, 1:15 – 2:30 p.m.
Writing Publishable Articles: Editors speak up
Moderator: Thomas Choi, Arizona State University
Editors:
Vicki Smith-Daniels, Arizona State University, Decision Sciences
Robert Handfield, North Carolina State University, Journal of Operations Management
Barbara Flynn, Wake Forest University, Decision Sciences Journal of Innovative Education
Kalyan Singhal, University of Baltimore, POMS
V. Sambamurthy, Michigan State University, Information Systems Research
Sanjeev Dewan, University of California, Irvine, Management Science

Saturday, November 19, 2:30 – 4:00 p.m.
Research Incubator – Faculty led breakout discussions of doctoral student research
Faculty Mentors:
Sanjeev Dewan, University of California, Irvine
Soumen Gosh, Georgia Institute of Technology
Robert Markland, University of South Carolina
Ann Marumek, North Carolina University
Ram Naramsimhan, Michigan State University
Sudha Ram, University of Arizona
Powell Robinson, Texas A&M University
Omar El Sawy, University of Southern California
Cheri Speier, University of Minnesota

Saturday, November 19, 4:00 – 5:00 p.m.
Managing Recruiting and Placement
Speakers:
Gerry Campbell, Fairfield University
Adrian Choo, Rensselaer Polytechnic Institute
Christopher Craighead, Auburn University
Paul Pavlou, University of California, Riverside

Saturday, November 19, 5:00 – 6:00 p.m.
Social Hour (with the New Faculty Development Consortium participants), Sponsored by Beta Gamma Sigma

2005 Distinguished Paper Research Awards

Finance
Portfolio Selection in a Guaranteed Private Social Security Account
Jivendra K. Kale, Saint Mary’s College of California
Philip Perry, Saint Mary’s College of California

Information System
Database Communication Utilizing a Voice Activated Medical Tracking Application: A Field Study
Parag C. Pendharkar, Pennsylvania State University at Harrisburg
James A. Rodger, Indiana University of Pennsylvania

Innovative Education
An Experiential Approach to the Undergraduate Investment Course
When a University Funded Portfolio Is Not An Option
Michael D. Mattei, Bellarmine University

New Product Development/Project Management
Product Development Practices and Performance: A Multi-Group Analysis
Xenophon Koufteros, Florida Atlantic University
George A. Marcoulides, California State University, Fullerton

Statistics
A Comparison of Methods for Forecasting Intermittent Demand with Increasing or Decreasing Demand Occurrences
Matt Lindsey, University of North Texas
Robert Pavur, University of North Texas
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

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, 2005. For information concerning this competition, please contact the coordinator.

S. Thomas Foster, Jr., Brigham Young University
E-mail: tom_foster@byu.edu

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

Quality
Kwei Tang, Purdue Univ.
tkang@mgmt.purdue.edu
Kevin Linderman, Univ. of Minnesota
klinderman@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
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.

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.

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: kouftero@fau.edu

Tips for Doctoral Students—Getting the Most from the Annual Meeting
The Decision Sciences Institute Annual Meeting provides an opportunity for doctoral students to network, develop professional skills, interview for faculty positions—and have a good time!

For students who want to know how to get the most out of the Annual Meeting, see “Tips for Doctoral Students” on the DSI Web site at http://www.decisionsciences.org/doc_tips.htm

Three finalists have been chosen for this year’s Instructional Innovation Award competition. The finalists’ presentations will be held at the 2005 DSI Annual Meeting on Sunday, November 20, from 10:00 a.m. to 12:00 p.m.

A Learner-Centered Capstone Course for a MIS Master’s Degree Program
Grandon Gill, University of Southern Florida

An Interactive VBA Tool for teaching Statistical Process Control (SPC) and Process Management Issues
Jaydeep Balakrishnan and Sherry Oh, University of Calgary

Bringing Ethics into an Operations Management Course
Christopher A. Voss, London Business School

For more information & links on the annual meeting:
www.dsi2005.org/
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, Beta Gamma Sigma, and Eli Broad School of Business (Michigan State University) 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 will 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.

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.

Attendees must pay the regular student registration fee of $60 for the annual meeting, but there will be no additional charge for the Consortium.
2005 New Faculty Development Consortium Schedule

Saturday 7:00 - 7:30 a.m.
Continental Breakfast

Saturday 7:30 - 8:00 a.m.
Welcome and Introductions
Consortium Coordinators:
Thomas Choi, Arizona State University
Laura Forker, University of Massachusetts, Dartmouth

Saturday 8:00 - 9:00 a.m.
Dear Abby—I Have These Concerns and Nobody to Turn to . . .
Moderator: Gary Ragatz, Michigan State University
Break up into four groups (see below): Private-Teaching; Private-Research; Public-Teaching; Public-Research.

Saturday 9:00-10:00 a.m.
And Then the Four Sages Proclaimed . . .
Moderator: Laura Forker, University of Massachusetts, Dartmouth
Private-Teaching:  Mark Davis, Bentley College
Private-Research:  Jack Meredith, Wake Forest University
Public-Teaching: Chan Hahn, Bowling Green State University
Public-Research: Jim Hershauer, Arizona State University

Saturday 10:00 -10:15 a.m. | Coffee Break
Saturday 10:15—10:45 a.m.
Knowing Different Tenure Policies at Different Schools
Panelists:
Maling Ebrahimpour, Roger Williams University
Janelle Heinke, Boston University

Saturday 10:15 - 12:00 p.m.
You Be the Jury—A Virtual Tenure Review
Leaders:
Public – Teaching: Hale Kaynak, University of Texas-Pan American
Public – Research: Lisa Ellram, Arizona State University
Private – Teaching: Bill Youngdahl, Thunderbird, GSiM
Private/Public – Research: Raju Balakrishna Group Breakout.

Saturday 12:00 - 1:15 p.m.
Working Lunch (Shared session with the Doctoral Student Consortium)

Saturday 1:15 - 2:15 p.m.
Writing Publishable Articles—Editors Speak up
Moderator: Thomas Choi, Arizona State University
Editors of JOM (Rob Handfield, North Carolina State University), Decision Sciences (Vicki Smith-Daniels, Arizona State University), and POMS (Kalyan Singhal, University of Baltimore)

Saturday 2:15 - 2:45 p.m.
What Are Your Concerns about Teaching?
Moderators:
Thomas Choi, Arizona State University
Laura Forker, University of Massachusetts, Dartmouth

Saturday 2:45 - 3:00 p.m. | Coffee Break
Saturday 3:00 - 4:00 p.m.
Building Academic Portfolio: Maintaining Mobility
Moderator: Linda Sprague, CEIBS, China Panelists:
Aleda Roth, Arizona State University
Laura Birou, University of Tampa
Kevin Dooley, Arizona State University

Saturday 4:00 - 5:00 p.m.
Conclusion and Wrap-up: Go out and Do Good!
Ira Horowitz, University of Florida

2005 Elwood S. Buffa Doctoral Dissertation Competition

The DSI Doctoral Dissertation Award Competition is named in honor of Professor Elwood S. Buffa, UCLA, for his many contributions to the decision sciences. 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.

WINNER
Tipparat Laohavichien, Kasetsart University, Bangkok, Thailand
Leadership and Quality Management: A Comparison Between the U.S. and Thailand
Advisor: Lawrence Fredendall, Clemson University

HONORABLE MENTIONS
Tugba Cayirli, Hofstra University
Ambulatory Care Performance: A Simulation Study of the Role of Appointment Scheduling Rules, Patient Classification and Environmental Factors
Advisor: Emre Veral, Baruch College, City University of New York

Pedro Oliveira, Catholic University of Portugal
An Empirical Investigation of the Antecedents and Consequences of B2B E-Service Capability
Advisor: Aleda Roth, University of North Carolina, Chapel-Hill (presently at Arizona State University)

Dothang Truong, Fayetteville State University
A Study of Business-to-Business Electronic Marketplace from the Buyer Perspective
Advisor: S. Subba Rao, The University of Toledo

Decision Line, October 2005
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, Decision Sciences Journal of Innovative Education, 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

or

Laura Forker
Department of Management
Charlton College of Business
University of Massachusetts Dartmouth
285 Old Westport Road
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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).

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? ________________________________

Decision Line, October 2005
The DSI Placement Services Website is open for the 2005-2006 recruiting season. Instructions for using the online database are viewable through the Instructions link on the DSI Placement Services Homepage at www.decisionsciences.org/placement.

Listing fees are a great value at $250 for each position listed, $25 for applicant listings, and no charge for student members. DSI membership must be current for all applicants (membership is not required for submitting a position listing).

A number of Applicants and Positions have already been posted for this year—these can be viewed without registering or logging in by simply selecting the “View Listings” link on the Placement Services Homepage. We anticipate many more listings will be added before this year’s Annual Meeting (November 19-22, 2005 in San Francisco). New listings may be submitted directly through the Internet—there are no hardcopy forms.

Applicants
If you would like to link to your Web presence elsewhere, have the URL ready. If you do not have a Web page, you might want to look into setting one up with your university, ISP, or Web sites such as dice.com or geocities. If a URL for your Web page is not yet available, it can be added to your listing later.

Employers
Please have purchase order number or credit card information available. Payment by check will also be accepted—the address for mailing payments is shown on the Web site.

It may be to your advantage to have a more detailed position description posted on your university’s Web site that can be accessed via a link in the DSI placement database. Have the URL ready if you would like to have a link to a more detailed position description or department or school home page. If this is not yet available, it can be added later.

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See ANNOUNCEMENTS, page 47

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.

Seeking to understand 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) also 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
Makes Plans for These Special Events at the San Francisco Meeting

On the cultural and entertainment side, we have planned a fun-filled evening after the President’s reception on Monday. LifePlays, an improvisational theater company based in the San Francisco Bay Area, will be performing at the 2005 DSI Conference. The LifePlays team, led by Vijay Mehrotra (who in addition to being an actor is also a professor of decision sciences at San Francisco State University), will provide a highly interactive and entertaining performance based on suggestions provided by the DSI audience and combined with the actors’ creativity and improvisational skills. Because of the unpredictable nature of such a performance and the unexpected events that occur, we anticipate that LifePlays performance will provide high-energy comic entertainment.

We have placed information on our conference Web site on some local tour options and things to do for spouses and others looking for nonacademic activities. The hotel and conference registration is now open, and those attending the conference can make their reservations directly by visiting the conference Web site. As you make your conference travel plans, I would like to mention that we will not have wireless connectivity this year in the conference area because the hotel will not allow outside assistance as we had last year with Airgram Networks LLC. However, a computer projection system facilitated through a grant from SAP will be available this year as well.

Let me once again remind everyone that 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. So do remember to pack in your favorite sweatshirts, hats, etc. to proudly display your school spirit on Sunday, November 20, 2005.

(from the Program Chair’s Message, May 2005) ■

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 22-25, 2008**
The Baltimore Marriott Waterfront Hotel and Courtyard by Marriott
Baltimore, Maryland

**November 21-24, 2009**
Hyatt Regency New Orleans at the Superdome
New Orleans, Louisiana

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

**REGIONAL ANNUAL MEETINGS**

**Asia-Pacific**

**June 14-18, 2006**
Sheraton Hong Kong Hotel and Towers
Hong Kong

**Mexico**
tba

**Midwest**
tba

**Northeast**

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

**Southeast**

**February 22-24, 2006**
Hilton Wilmington Riverside, Wilmington, North Carolina

**Southwest**

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

**Western**

**April 11-15, 2006**
The Hilton Waikoloa Village Resort
Waikoloa, Big Island, Hawaii ■
Ironic since one of my two major thrusts this year as president is to try to move the Institute toward an international organization rather than an organization with international members. Perhaps if I can’t move the Institute, at least I can move.

After almost 10 years as an administrator at Arizona State University, I no longer have any administrative duties, and can return to teaching and conducting research. This has been an exciting move, as I thoroughly enjoy teaching, and have always enjoyed the discovery aspect of research. Since July 1, I have had the opportunity to begin to catch up on my reading of the Operations Management-related journals. (As an aside, there was a recent article in Interfaces regarding the ranking of OM journals, where none of the traditional ones, JOM, POM, etc. made the top 10.)

I have read many articles from 2000-2005 in five of what I consider to be the most relevant journals for my interests, including Decision Sciences, and have come to several conclusions. First, there is a lot of good research that has been published over the last five-plus years. Second, is it really necessary to continue to study lot-sizing? Third, if it is, then maybe I can finally get an article out of my dissertation! Fourth, the debate regarding empirical research versus modeling seems to continue, with empirical research winning (at least in volume). It is clear to me that there is a need for both.

Much of the empirical research is high-quality surveys and analysis of what practitioners and academics think, feel, or believe. Much of it appears to describe the current practice—descriptive research. Modeling research appears to be more prescriptive in nature, but still has the same limitations it always has (see, for example, Sprague and Sprague, Interfaces, 1976, where the authors describe toy problems and toy research).

Analytical models seem to still have the limitations of being too complex or difficult to use to solve real problems, but we certainly can model larger, more complex and more realistic problems than we could even 10 years ago. I am encouraged by the scope and nature of simulation models, particularly those that are being developed and used to study supply chain problems. As a business professor for 27 years, I have always had an interest to study what business does, but have felt an obligation to try to help business move forward.

Turning to China . . . . I have had opportunities to do some research in China over the past five years, paying particular attention to the auto industry and electronics industry supply chains. Along with a number of colleagues at Arizona State and other universities, I have become particularly interested in supply network integration, developing information technology-enabled, cooperative and collaborative supply chains. This work has assumed that there are physical, financial, and IT infrastructures, as well as the culture to support such integration.

These assumptions will create significant challenges for anyone who wants to develop integrated supply networks in China. Because of a shortage of interconnected highways, trucking and distribution systems, railways, ports, computers (especially true of small and medium manufacturers), etc., etc., supply chain management will likely start with the basics: facilities location, inventory control and management, and vehicle scheduling and routing (Clay, I may finally get to use the first course I took at Purdue in 1975). Although I have greatly simplified the description in these few short sentences, there appears to be fertile ground for useful supply chain research here. Stay tuned for more, later.

\[\text{ALPHA IOTA DELTA, from page 25}\]

The answer to the second question above, concerning why a DSI member should be interested in Alpha Iota Delta, is as simple as the realization that the purpose of the Honor Society and the Institute are historically and philosophically intertwined.

If the goals and vision of DSI and Alpha Iota Delta are intertwined, and if this is the justification for faculty interest, why would a student be interested in being initiated into the Society? The answer might be found, in part, in an excerpt from an Alpha Iota Delta Initiation Ritual which addresses the meaning of the Greek letters \(A\) (Alpha), \(I\) (Iota), and \(\Delta\) (Delta).

**ALPHA** represents the beginning. It not only signifies the beginning of a career in the decision sciences and/or computer information systems but also it signifies a commitment to leadership. A leader develops guiding ideas and articulates them deliberately, demonstrating philosophical depth and recognizing the process as ongoing. The meaning, and sometimes the expression, of these guiding ideas evolve as people reflect and talk about them, and as they are applied to guide decisions and actions.

**IOTA** represents integration, both of knowledge and also of concept. The synergy between theories, methods, and tools lies at the heart of any field of human endeavor that truly builds knowledge. The continuous cycle of creating theories, developing and applying practical methods and tools based on the theories, leading to new insights that improve the theories – is the primary
engine of growth in decision sciences and computer information systems. **Delta** is the universal symbol for change. It signifies that the initiate will respond to change with rationality and logic. (Initiation Ritual, Alpha Iota Delta Chapter, University of Detroit Mercy).

Honor society membership, like most worthwhile things in life, does not come easily. Therefore, when an invitation to membership arrives, it truly is a **matter of honor**, reflecting exceptional academic achievement and, perhaps, outstanding campus leadership and service. It is an honor typically bestowed upon students by faculty, and it provides lifetime distinction. The members of an honor society share similar interests; in the case of Alpha Iota Delta, the members share an interest in the decision sciences and information systems. Through the society and the parent Decision Sciences Institute, the member can maintain currency in the fields of interest. Alpha Iota Delta allows its members to stay in contact through meetings at the annual DSI meeting, and it provides lifelong recognition of a member’s search for excellence (Association of College Honor Societies website, “A Matter of Honor,” www.achsnaatl.org).

If you are interested in creating a chapter of Alpha Iota Delta at your college or university, or if you are interested in membership in the national chapter, please contact Greg Ulferts (ulfertgw@udmercy.edu) or Steve Lunce. For more information about Alpha Iota Delta, please visit the website at http://www.alphaiotadelta.com.

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**DEPARTMENT HEAD**

**Department of Operational Sciences**

**Graduate School of Engineering and Management**

**AIR FORCE INSTITUTE OF TECHNOLOGY**

The Air Force Institute of Technology (AFIT) is seeking nominations and applications for an accomplished leader with outstanding credentials to head its Department of Operational Sciences. The successful candidate will possess strong management, interpersonal and administrative skills. An earned doctorate in Operations Research, Logistics, or closely related field is required with credentials commensurate with those of the rank of Full Professor. Candidates should exhibit a strong publication record, significant experience in obtaining external research funds, and evidence of excellent teaching ability. Government and/or military experience is beneficial but not required for the position. United States citizenship is required.

The Department of Operational Sciences is one of six departments in the Graduate School of Engineering and Management. It is responsible for M.S. and Ph.D. programs in operations research, and for M.S. programs in logistics management. The department has a strong record of publication and externally funded research with particular emphasis on defense-related issues. The faculty participates extensively in professional activities at all levels. There are 22 full-time faculty, and 5 staff and administrative personnel serving an enrollment of nearly 200 graduate students.

AFIT is the graduate school of the U.S. Air Force. Established as the Air School of Application in 1919, it took its present name in 1947 when the Air Force became a separate service. The first graduate degrees were granted in 1956 and the first Ph.D. degrees were conferred in 1969. Since that time more than fourteen thousand graduate degrees have been conferred by AFIT, including over 300 doctorates. The Institute has a total enrollment of approximately 900 resident graduate students, the bulk of these U.S. Air Force officers.

AFIT is co-located with the headquarters of the Air Force Material Command, the Aeronautical Systems Center, the headquarters of the Air Force Research Laboratory, and the National Air and Space Intelligence Center at Wright-Patterson Air Force Base near Dayton, Ohio. This location provides an ideal collaborative research environment between AFIT faculty and students and these organizations. Additionally, AFIT maintains extensive collaborative relationships with other universities across the nation and is a founding member of the Dayton Area Graduate Studies Institute, a consortium of graduate schools in southwestern Ohio.

Salary is commensurate with experience and qualifications. Interested candidates should send a cover letter, curriculum vita, and the names and contact information (addresses, phone numbers, and e-mail addresses) of at least three professional references to: Operational Sciences Search Committee, c/o Mr. Denton Basil, AFIT/ENS, 2950 Hobson Way, Wright-Patterson AFB, OH 45433-7765. Applications may be sent electronically via email to Denton.Basil@afit.edu. Review of applications will begin immediately and continue until the position is filled. For more information, visit the Department’s web page at http://en.afit.edu/ens/. Please send inquiries to Professor James T. Moore at James.Moore@afit.edu.

The Air Force Institute of Technology is an Equal Opportunity/Affirmative Action employer.
requires a suitable control system, performance measures and metrics. These issues will be given special emphasis in the special issue.

Contact Professor Angappa Gunasekaran, Department of Management, Charlton College of Business, University of Massachusetts - Dartmouth, 285 Old Westport Road, North Dartmouth, MA 02747-2300 USA, Tel: (508) 999-9187, Fax: (508) 910-6408, agunasekaran@umassd.edu; or Professor Joseph Sarkis, Graduate School of Management, Clark University, 950 Main Street, Worcester, MA 01610-1477 USA, Tel: (508) 793-7659, Fax: (508) 793-8822, jsarkis@clarku.edu

Journal of Operations Management seeks papers for a special issue on Research in Supply Chain Quality. Guest Editor is S. Thomas Foster, Jr., Brigham Young University. Manuscripts must be submitted by August 2006.

The increasing emphasis on supply chain management is causing researchers to rethink models, constructs, and frameworks for quality management that have been developed for the field of operations management. While some work has been done reflecting this reality, more scholarly work in this area is needed. Research in quality management has often focused on internal quality, external quality – internal focusing on process and external focusing on the customer. As firms adopt the systems approach implicit in supply chain management this has the effect of internalizing the producer’s processes as well as upstream and downstream processes.

The special issue on Research in Supply Chain Quality aims to publish papers that provide greater insights into how decisions about quality management, quality assurance, and quality control need to be recast to improve supply chain performance. Content-wise, papers may be either conceptual or empirical in nature, and pursue either theory-building or theory-testing.

Contact Professor S. Thomas Foster, Jr., Department of Management, 689 Tanner Building, Marriott School of Management, Brigham Young University, Provo, UT 84602, tom_foster@byu.edu

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. For questions regarding the submission and review status, please send e-mail to: Assistant Editor-in-Chief Patrick C. K. Hung, cschkATcs.ust.hk.
36th Annual Meeting of the Decision Sciences Institute

Theme: “Decision Making at the Functional Interface”

We are in the “Information Age” and the complexity of making effective decisions has increased significantly, in part because most managers suffer from information overload. Organizations collect more and more data on their customers, suppliers, and business partners. How do we help decision makers analyze and summarize this data to support decisions that will increase organizational strategic and competitive effectiveness? What tools do we use in collecting this data? What tools do we use in summarizing and analyzing this data? How do we help managers apply the resulting information in making decisions? More importantly, how do we judge the business value of these decisions, especially in terms of their quality and effectiveness?

The tools that are used to collect, summarize, and disseminate this information should be carefully scrutinized. Some of the new business value generating tools such as e-supply chains, e-commerce, e-procurement systems, collaborative commerce, mobile commerce, geographic information systems, global positioning systems, intranets, and extranets should also be carefully evaluated. Some of the old and well-known decision making tools such as decision support systems, group decision support systems, and executive support systems should also be carefully re-examined with the intent of making them more effective for supporting decisions that generate business value.

The Decision Sciences Institute’s 2006 Annual Meeting theme focuses on decision making at all levels that leads to organizational strategic and competitive effectiveness and increased business value. The Annual Meeting especially welcomes original research manuscripts exploring reliable metrics and methods for assessing the quality and effectiveness of decisions at different levels. The conference also solicits manuscripts that focus on innovative tools and technologies used for collecting and summarizing information at various levels.

In response to this demand from strategic managers for quality decisions that lead to increased business value, we are including two new tracks this year. The first, “Business Value Generating Innovative Technologies and Methods,” focuses on original research studies that help enhance organizational business value and effectiveness. Since proper knowledge management is a key ingredient to making strategic and competitive decisions, we are also including a track entitled “Knowledge Management.” Manuscripts that help judge the business value of strategic and competitive decisions, and technologies involved in making such decisions are especially welcome.

The 2006 DSI Annual Meeting invites basic, applied, and case study research in the field of decision sciences, as well as proposals for panel discussion, symposia, workshops, and tutorials dealing with research or pedagogical issues. The conference will include invited sessions featuring highly-respected researchers, educators, and practitioners to share their knowledge and experience on decision making practices. These will be organized in 19 tracks including a separate track for DSI Fellows. The conference will also feature the curricular issues miniconference, technology in the classroom miniconference, doctoral student consortium, and two faculty development programs. In addition, a newly designed successful grantsmanship miniconference will be offered. It will provide funding source perspectives, including panelists from NSF/CISE, NSF/DRMS, and NIH.

2006 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 institutions. Separate tracks will explore issues of interest to those who design, run, and contribute to programs at the undergraduate, MBA, and Ph.D. levels.

Hope M. Baker, Kennesaw State University, hbaker@kennesaw.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.

Janelle Heineke, Boston University, Email: jheineke@bu.edu
J. Robb Dixon, Boston University, jrdixon@bu.edu

See 2006 Activities, page 51
Instructions/Checklist for Contributors

The Decision Sciences Institute (DSI) invites contributions to the 2006 Annual Meeting in the following categories: Refereed Research Paper, Non-Refereed Research Abstract, and proposals for a Workshop, Tutorial, Panel, Symposium, or Colloquium. Authors can choose between 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 (available in CD-ROM format only), as well as scheduled for presentation during the annual meeting.

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 provided in the following section and updated on the meeting Web site at www.dsi-2006.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 is April 3, 2006. The submission deadline for non-refereed research abstracts and proposals for workshops, tutorials, panels, symposia, and colloquia is May 3, 2006. (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 2006 DSI Annual Meeting will use the existing conference information system (CIS) owned by the Institute. The authors must do all submissions electronically only using this system, which will be available after February 1, 2006, on the DSI 2006 Annual Meeting Web site at www.dsi-2006.org. All of the following information must be provided for the submission to be accepted.

- Title of submission (title changes will not be allowed at a later date)
- Type of submission (must select one of the following):
  - Refereed Research Paper - treat as an abstract for presentation if the paper 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, which must accompany all types of submissions
- Stage of your research as of today and by the time of the conference
- Invitation information

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2006 Competitions

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

Elwood S. Buffa Doctoral Dissertation Award Competition

The purpose of the Doctoral Dissertation Award Competition is to 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 prize, will be presented at the annual meeting. Applicants for this award should submit three (3) hardcopies of their dissertation in the required format directly to the Doctoral Dissertation Award Competition Coordinator by April 3, 2006. For more information concerning this competition, please contact the coordinator.

Kenneth K. Boyer, Michigan State University, boyerk@bus.msu.edu

Instructional Innovation Award Competition

The Instructional Innovation Award Competition seeks to recognize outstanding contributions that advance instructional approaches within the decision sciences. The focus of this award is on innovation in college- or university-level teaching. Three finalists will be chosen to make presentations at the conference competition. The winning entry receives an award of $1,500, and $750 will be divided among each of the other finalists. Applicants are required to submit all contributions electronically using instructions on the conference Web site. The due date for submissions is April 3, 2006. For information concerning this competition, please contact the coordinator.

Nada R. Sanders, Wright State University, nadia.sanders@wright.edu

Best Paper Awards Competition

Best Paper Awards will be presented at the 2006 Annual Meeting. Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, and Best Interdisciplinary Paper. At the discretion of the program chair and track chairs, outstanding scholarship may be recognized through a distinguished paper award in a given 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.

See 2006 COMPETITIONS, page 51

2006 Track Chairs

Accounting: Theory, Applications, and Practice
Srini Ragothaman, University of South Dakota

Business Value Generating Innovative Technologies and Methods
Nigel Melville, University of Michigan

Case Studies
Chandra Shekar Challa, Virginia State University

DSS/AI/Expert Systems
Peter Mykytyn, Southern Illinois University
John Windsor, University of North Texas

E-commerce
Huseyin Cavusoglu, Tulane University

Finance/Financial Management
Paul Swanson, University of Cincinnati
Manuel J. Tarrazo, University of San Francisco

Information Systems
Nathalie Mitev, London School of Economics
Lyneth Kvansy, Pennsylvania State University

Innovative Education
Jo Ann Duffy, Sam Houston State University

International Business
André M. Everett, University of Otago, New Zealand

Invited DSI Fellows Papers
Jack C. Hayya, Pennsylvania State University

Knowledge Management
James R. Courtney, University of Central Florida
Brian Lehaney, Coventry University, UK

Manufacturing Management and Practice
Binxian Lin, Louisiana State University

Marketing: Theory Models and Applications
M. B. Myers, University of Tennessee

MS/OR: Techniques Models and Applications
William E. Stein, Texas A&M University

Organizational Behavior/Organizational Theory
Thomas Callahan, University of Michigan

Quality
Don G. Wardell, University of Utah

Service Management
Steven Yourstone, University of New Mexico

Statistics and Decision Analysis
Philip J. Mizzi, Arizona State University

Strategy and Policy
Sid Das, George Mason University

Supply Chain Management
E. Powell Robinson, Texas A&M University
Tim Butcher, University of Hull, UK
New Faculty Development Consortium
The New Faculty Development Consortium deals with research, teaching, publishing, and other professional development issues for faculty who are beginning their academic careers. Attendance at this consortium is by application and is open to faculty members who have a Ph.D. degree and are in the first two years of their teaching career.

James R. Burns, Texas Tech University, jburns@ba.ttu.edu

Professional and Faculty Development Program
The Professional and Faculty Development Program is for Institute members in all stages of their careers, with the goal of keeping them current in their fields. The content of the sessions 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; and 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, 2006.

T. Paul Cronan, University of Arkansas, PCronan@walton.uark.edu

Successful Grantsmanship Miniconference
This newly designed miniconference will provide DSI members with the opportunity to develop interests and sharpen their skills to write successful grant proposals. It will be a one-day event to be held on Saturday, the first day of the meeting. The morning session (“Successful Proposals: The Funding Source Perspectives”) will showcase panelists representing major funding organizations such as NSF/CISE, NSF/DRMS, and NIH, who will discuss the traits of successful proposals. In the afternoon, there will be a series of breakout sessions. Various additional perspectives will be represented in the breakout sessions, including those of successful proposal writers as well as those of experienced proposal reviewers.

Godwin Udo, The University of Texas at El Paso, gudo@utep.edu
Q B. Chung, Villanova University, q.chung@villanova.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 coordinators by May 1, 2006.

Laura L. Hall, University of Texas at El Paso, lhall@utep.edu
Ceyhun Ozgur, Valparaiso University, Ceyhun.Ozgur@valpo.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 32nd 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).

Janelle Heineke, Boston University, jheineke@bu.edu

2006 ACTIVITIES, from page 48
bers will remember him fondly. He was passionate about teaching, and touched the lives of numerous students at Iowa State University, the University of Tennessee, the University of Massachusetts, Virginia Polytechnic Institute and State University, the University of Iowa and the University of Minnesota. It is hard to imagine the halls of the Iowa State University College of Business without the echo of his hearty “Har, har, har!”

According to Harvey Brightman, “I want to tell you how terrific Max was to me and to the other first group of doctoral students at UMASS in the late 60s. I can recall Max inviting all of us over to his house several times to discuss strategies for going to our first interviews. He described the DOs and DON’Ts and how to find the right fit between us and a school. He did this although he wasn’t serving as chair (or maybe even on the committee) of the first group of doctoral candidates. He simply did it because he was Max. I have never forgotten his kindness and humanity. I knew Max for over 35 years and he was exhibited the same love and concern for his students and colleagues. I will miss him.”

In addition to his generosity with his knowledge, time and enthusiasm, Max relished the opportunity to track and share the progress of his many friends and colleagues, as their careers advanced. Often he was more excited at these faculty members’ accomplishments than they were, themselves. As a result, people often came away from conversations with Max with a heightened sense of excitement and dedication. Max’s willingness to give time to others was a gift that so many have experienced and benefited from.

Max was born in Iowa City and grew up in Davenport, Iowa. He is survived by his wife, Cora; his son Kirk Wortman and his wife Donna of Riverside, Connecticut and his daughter Sara Demyanov and her husband Jim of Springfield, Virginia. He will be sorely missed by his four grandchildren, Christopher and Caroline Wortman and Beth and Julie Demyanov.

Memorial contributions may be made to the Max S. Wortman Professorship, c/o Iowa State University Foundation, 2505 Elwood Drive, Ames, Iowa 50010-8644.

[contributed by Barbara Flynn, Wake Forest University]

OFFICERS, from page 1

The 2004-05 Nominating Committee, chaired by Barbara B. Flynn (Wake Forest University) has completed the slate of nominees for the 2006 election of officers. The Nominating Committees for the regional subdivisions also have compiled the names of nominees who are running this year for the office of vice presidents elected by the regional subdivisions.

Ballots will be mailed in December 2005. Additional nominations may be made by November 30, 2005. Each additional nomination must be made by petition signed by at least five percent of the members and submitted to the Institute’s Secretary, c/o the Institute’s Home Office, 35 Broad Street, Atlanta, GA 30303.

Additional nominations for vice presidents elected by the regional subdivisions may be made upon petition signed by at least five percent of the regional subdivisions’ members.

DOCTORAL CONSORTIUM, from page 40

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.

Doctoral Consortium Co-Coordinators (Send applications and direct inquiries to Professor Swink)

Vallabh Sambamurthy
Eli Broad Professor of Information Technology and Executive Director, Center for Leadership of the Digital Enterprise
Michigan State University
Eli Broad Graduate School of Management
N231 BCC, East Lansing, MI 48824
(517) 432-2916
sambamurthy@bus.msu.edu

and

Morgan Swink
Associate Professor of Operations and Supply Chain Management,
Michigan State University
Eli Broad Graduate School of Management
N335 BCC, East Lansing, MI 48824
(517) 353-6381
swinkm@msu.edu
For reservations at the conference hotel of the Decision Sciences Institute’s 2005 Annual Meeting, please complete the form below and mail it directly to the San Francisco Marriott Hotel. You may also make your reservations online.

The San Francisco Marriott requires a credit card to guarantee reservations or a check for one night’s deposit. We accept the following major credit cards: Visa, Master Card, American Express, Discover, Diners Club, with expiration date, and must be received by October 28, 2005. (Reservations after this date—or after the room block is full—are subject to availability.) Failure to submit a deposit can result in cancellation of your reservation by the hotel.

If for some reason your plans change, you must cancel your reservations with the hotel 72 hours prior to arrival or you will be billed for the first night’s room charge plus tax. Also, should you be making your reservations without this form, it is necessary that you mention the Decision Sciences Institute in order to secure the special room rates and a room being held within our room block.

Check-in time is 4:00 p.m. Check-out time is 12:00 p.m.

MAIL THIS FORM TO:
San Francisco Marriott
Attention: Group Housing Department
55 Fourth Street
San Francisco, CA 94103-3199

Hotel Reservation Form
Decision Sciences Institute
2005 Annual Meeting
November 19-22, 2005

Group rate available from November 16-26, 2005

Room type requested:  Room requested:

- Non-smoking  $166 (single)
- One king-sized  $199 (double)
- Double/Double  $219 (triple)
- Special needs  $239 (quad)

- Nonsmoking
- One king-sized
- Double/Double

For registering online:

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<td>$219</td>
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<td>DSIDSID</td>
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A check, money order, or major credit card information must be submitted for guaranteed reservations.

Credit Card Name ________________________________

Number _________________________________________

Expiration Date _________________________________

Card Holder’s Name ______________________________

Signature ________________________________________

(please print)

Arrival date: _____________ Departure date: ________

Time: _____________________

Last Name ________________________________

First Name ___________________________ M.I. __________

Sharing with ________________________________

Organization _________________________________

Address _______________________________________

_____________________________________________

City _________________________________________

State/Province/Country ________________________ Zip _____

Phone (work) __________________ Fax _______________

Email _________________________________________

San Francisco Marriott Hotel
Fax (Reservations): (415) 442-0141
Reservations: (888) 575-8934
Direct: (415) 896-1600
Online Reservations (Insert the group code below):
http://www.marriott.com/SFODT
All attendees must register for the meeting. Conference registrations must be postmarked by October 22, 2005, to avoid a late fee of $50. After October 22, requests for cancellation refunds will not be accepted. **Mail form and payment for the registration fee to:** Decision Sciences Institute, J. Mack Robinson College of Business, University Plaza, Georgia State University, Atlanta, GA 30303, fax 404-651-4008.

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<th>First Name for Badge</th>
<th>Organization/Affiliation</th>
<th>Mailing Address</th>
<th>City, State, Zip and Country</th>
<th>Telephone</th>
<th>E-mail</th>
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</thead>
</table>

Your answers to the following questions will help us plan this and future meetings. We appreciate your cooperation.

1. Where are you staying in San Francisco?  
   - [ ] Conference hotel  
   - [ ] Other (please specify)

2. Type of accommodation:  
   - [ ] Single  
   - [ ] Double

3. Date of arrival:  
   - [ ] Fri. (11/18)  
   - [ ] Sat. (11/19)  
   - [ ] Sun. (11/20)  
   - [ ] Mon. (11/21)  
   - [ ] Tues. (11/22)

4. Do you plan to attend:  
   - [ ] Sunday’s lunch?  
   - [ ] Monday’s reception?  
   - [ ] Tuesday’s luncheon?  
   - [ ] All?  
   - [ ] None?

5. Interest Area (check one):  
   - [ ] Academic Administration  
   - [ ] Accounting  
   - [ ] Economics  
   - [ ] Finance  
   - [ ] Health Care Systems  
   - [ ] Innovative Education  
   - [ ] International Business  
   - [ ] Marketing  
   - [ ] Microcomputer Systems & Apps.  
   - [ ] IS/ITSS  
   - [ ] Managerial Problem Solving  
   - [ ] Organizational Behavior  
   - [ ] Organizational Theory  
   - [ ] Manufacturing/Service Management  
   - [ ] Public/Nonprofit Management  
   - [ ] Quantitative Techniques & Meth.  
   - [ ] Stats, Decisions & Fore.  
   - [ ] Strategic Management & Policy  
   - [ ] Technology & Innovation  
   - [ ] E-commerce  
   - [ ] Other  
   - [ ] None

6. What is your primary regional affiliation:  
   - [ ] Asia-Pacific Region  
   - [ ] Midwest Region  
   - [ ] Northeast Region  
   - [ ] Southwest Region  
   - [ ] Western Region  
   - [ ] At-Large  
   - [ ] None

7. What is your interest in placement?  
   - [ ] As employer and employee  
   - [ ] Employee only  
   - [ ] Employer only  
   - [ ] None

8. What was the primary reason you decided to attend the annual meeting?  
   - [ ] Annual Meeting in general  
   - [ ] MBA Mini-program  
   - [ ] Doctoral Student Consortium  
   - [ ] New Faculty Development Consortium  
   - [ ] Saturday’s Special Program  
   - [ ] Mini-Conferences  
   - [ ] Business Ph.D. Program  
   - [ ] Professional Devel. Program

9. Please check if you are a member of Alpha Iota Delta and would like to be identified as such at the Annual Meeting.

10. Please check if you would like to receive subscription information about the Journal of Business and Management, sponsored by the Western Decision Sciences Institute (WDSI).

---

**Member and Non-member fee** includes Sunday’s buffet lunch, Monday’s reception, Tuesday’s awards luncheon, and the CD-ROM Proceedings (see information about the DSI Proceedings below). **Student fee** covers Sunday’s lunch, Monday’s reception, CD-ROM Proceedings, and one complimentary drink ticket for the Saturday Welcome Reception. **Emeritus fee** covers Monday’s reception and the CD-ROM Proceedings.

The Annual Meeting Proceedings will be produced in CD-ROM format only. No hard copies will be available. The CD-ROM Proceedings is included in the conference registration fee for all registered attendees; however, if you do not wish to receive the Proceedings, please indicate below. Additional CD-ROM Proceedings can be purchased at a cost of $25.00 each, but must be ordered by **October 1, 2005** (see form below).

- [ ] I do not wish to receive the Annual Meeting Proceedings.

**CREDIT CARD INFORMATION:**

- [ ] Visa  
- [ ] MC  
- [ ] American Express  
- [ ] Discover

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<td>Emeritus Non-Member registration</td>
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<td>Extra Sunday’s buffet lunch</td>
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**After October 21, 2005 (LATE FEE)**

- [ ] $50.00

**TOTAL**

**Credit Card Information:**

- [ ] Visa  
- [ ] MC  
- [ ] American Express  
- [ ] Discover

Total Amount $________

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- [ ] $50.00

**TOTAL**

**Credit Card Information:**

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- [ ] American Express  
- [ ] Discover

Total Amount $________

Card No. _________________________________ Expires: ___ /___

Card Holder’s Signature _________________________________  
(Please Print)
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 Northeast 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 most appreciates your assistance.

Office _________________________________________________________________
Nominee’s Name & Affiliation __________________________________________
Statement of Qualifications _____________________________________________

Nominator’s Name & Affiliation _________________________________________

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, and (3) service to the Decision Sciences Institute.

In order for the nominee to be considered, the nominator 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.

Decision Sciences Institute Fellows

Adam, Everett E., Jr., University of Missouri-Columbia
Anderson, John C., University of Minnesota
Benson, P. George, University of Georgia
Beranek, William, University of Georgia
Berry, William L., The Ohio State University
Boni, Charles P., Stanford University
Brightman, Harvey J., Georgia State University
Bulfa, Elswod, University of California-Los Angeles
Cangialosi, Vincent (deceased), University of Southwest Louisiana
Carter, Phillip L., Arizona State University
Chase, Richard B., University of Southern California
Chervany, Norman L., University of Minnesota
Clapper, James M., Belmont University
Collins, Rodney D., Drexel University
Couger, J. Daniel (deceased), University of Colorado-Colorado Springs
Cummings, Larry L. (deceased), University of Minnesota
Darden, William R. (deceased), Louisiana State University
Davis, K. Roscoe, University of Georgia
Davis, Mark M., Bentley College
Day, Ralph L. (deceased), Indiana University
Digman, Lester A., University of Nebraska-Lincoln
Dock, V. Thomas, Maui, Hawaii
Ebert, Ronald J., University of Missouri-Columbia
Edwards, Ward, University of Southern California
Evans, James R., University of Cincinnati
Fetter, Robert B., Yale University
Flores, Benito E., Texas A&M University
Flynn, Barbara B., Wake Forest University
Franz, Loren S., University of Missouri-Columbia
Glover, Fred W., University of Colorado at Boulder
Gonzalez, Richard F., Michigan State University
Gravois, Dennis E. (deceased), Boulder City, Nevada
Green, Paul E., University of Pennsylvania
Gruff, Gene K., Georgia State University
Gupta, Jaitinder N.D., University of Alabama in Huntsville
Hahn, Chan K., Bowling Green State University
Hammer, W. Clay, Duke University
Hayya, Jack C., The Pennsylvania State University
Hershauer, James C., Arizona State University
Horovitz, Jra, University of Florida
Houch, Ernest C., Virginia Polytechnic Institute and State University
Huber, George P., University of Texas-Austin
Jacobs, F. Robert, Indiana University
Kendall, Kenneth E., Rutgers University
Keown, Arthur J., Virginia Polytechnic Institute and State University
Khumawala, Basheer M., University of Houston
Kim, Kee Young, Yonsei University
King, William R., University of Pittsburgh
Koehler, Anne B., Miami University
Krajewski, Lee J., Notre Dame University
LaForge, Lawrence, Clemson University
Latta, Carol J., Georgia State University
Lee, Sang M., University of Nebraska-Lincoln
Luthans, Fred, University of Nebraska-Lincoln
Mabert, Vincent A., Indiana University
Malhotra, Naresh K., Georgia Institute of Technology
Markland, James R., University of South Carolina
McMillan, Claude, University of Colorado at Boulder
Miller, Jeffrey G., Boston University
Monroe, Kent B., University of Illinois
Moore, Laurence J., Virginia Polytechnic Institute and State University
Moskowitz, Herbert, Purdue University
Narasimhan, Ram, Michigan State University
Neter, John, University of Georgia
Nutt, Paul C., The Ohio State University
Olson, David L., Texas A&M University
Perkins, William C., Indiana University
Peters, William S., University of New Mexico
Philippatos, George C., University of Tennessee-Knoxville
Raiffa, Howard, Harvard University
Rakes, Terry R., Virginia Polytechnic Institute and State University
Reinmuth, James R., University of Oregon
Ritzman, Larry P., Boston College
Schaake, Lawrence L., University of Texas at Arlington
Schieter, Thomas J., University of Michigan
Schroeder, Roger G., University of Minnesota
Simone, Albert J., Rochester Institute of Technology
Smith, John W., Jr., Southern Methodist University
Sobol, Marion G., Southern Methodist University
Sorensen, James E., University of Denver
Sprague, Linda P., China Europe International Business School
Steinberg, Earle, Touch America & Company, Houston, TX
Summers, George W. (deceased), University of Arizona
Taylor, Bernard W. III, Virginia Polytechnic Institute and State University
Troutt, Marvin D., Kent State University
Uhl, Kenneth P. (deceased), University of Illinois
Vazsonyi, Andrew, University of California at San Francisco
Wasserman, William, Syracuse University
Weinmer, Lloyd, Urban, University of Wisconsin-Madison
Wheelwright, Steven C., Harvard University
Whitten, Betty J., University of Georgia
Whybark, D. Clay, University of North Carolina-Chapel Hill
Wickland, Gary A., University of Iowa
Winkler, Robert L., Duke University
Woolsey, Robert E. D., Colorado School of Mines
Wortman, Max S., Jr., Iowa State University
Zumd, Robert W., Florida State University
**February 22**  

**April 3**  

**April 11**  

**June 14**  
Asia Pacific Region will hold its 2006 Annual Meeting on June 14-18, 2006, Sheraton Hong Kong Hotel and Towers, Hong Kong, China. See page 28 or http://www.apdsinet.org/dsi/

For current news and activities, visit the DSI Web site at http://www.decisionsciences.org