

## 2001 Program Chair's Message

by Vicki L. Smith-Daniels, Arizona State University



NOW THAT the 32<sup>nd</sup> Annual Meeting of the Decision Sciences Institute has come and gone, it is time to give appreciation and thanks to all of those that made this year's annual meeting a great success. Many people contributed to high quality service delivery of this meeting. The creative, dedicated, and enthusiastic leaders of the program team put enormous effort into making this meeting one to remember. Hundreds of you volunteered as paper reviewers, discussants, and session chairs—jobs that are essential to making this meeting happen. To all of you who have given so generously of your time and talents, thank you so very much. And, special thanks are due to Carol Latta, who provided the program team with outstanding advice and support throughout our two-year planning process. Without the Home Office Staff and the work of Hal Jacobs, who prepared the proceedings and the final program for publication, the meeting would not have been accomplished with high service quality delivery.

This year's program team organized an invigorating program on leading-edge research and state-of-the-art business education and curricular issues. Throughout our three and half day meeting, nearly 285 sessions were held as well as a number of exciting programs for doctoral students and new faculty. Some of the sessions targeted to the broad appeal of the Institute included:

- DSI Fellows' sponsored session on "A Retrospective and a Prospective on Our Decision Making Research." Organized by Paul Nutt, The Ohio State University, this session brought together two internationally recognized scholars, Andre Delbecq of University of Santa Clara and Michael Hitt of Arizona State University, and a leading CEO, Ricardo Levy of Catalytica Energy Systems.
- DSI's first videoconference session sponsored by the Benetton Group. From their corporate headquarters in Italy, senior executives from Benetton participated, as well as Arnaldo Camuffo of Ca' Foscari University of Venice and Andrea Vinelli of Universita di Padova, who presented a case study on designing and managing global supply networks.

- Two exciting strategy and policy sessions on technology and innovation research led by Marianne Jelinek, program director, National Science Foundation.
- An outstanding Services Management Miniconference spanning two days of sessions on E-Services. Leading academics and industry leaders presented sessions on the leading challenges and opportunities in e-services.
- Dynamic and relevant sessions on curricular issues ranging from topics on program assessment, teaming, globalization, and other critical undergraduate, MBA, and Ph.D. issues.
- Many leading-edge innovative education presentations on how to improve pedagogy and research, and how to improve learning outcomes.

In addition to our program, this year the program chair's team undertook a number of technology initiatives to improve the planning process. These included a new look and format for the annual meeting Web site, the development of a conference information system, and the preference-based scheduling system. While I don't have specific data on past initiatives, I don't recall a DSI technology initiative receiving such favorable response as the preference-based system. Scott Sampson brought to the Institute what I consider to be a "breakthrough" innovation, one that we should continue to use to build DSI's reputation as a data-driven decision-making service operation. Over 500 DSI members participated in the preference-based scheduling system. The response exceeded even my wildest expectations. Your preference input guided the program team in scheduling sessions throughout the program to maximize your preferences and to better plan room capacities. Many email responses were sent to Scott and myself telling us how much the membership appreciated this service.

The annual meeting will continue to evolve to serve the membership more effectively, and planning is well underway for future meetings. 2002 Program Chair Tim Smunt and 2003 Program Chair Mark Davis are working on innovations that will further enhance the value of the conference. As you may know, the format and the submission process has changed for the

2002 Annual Meeting. This year you can submit a regular paper or a brief abstract through an electronic submissions process. The deadline for submissions is coming up soon—so I encourage you to get your best research and teaching innovations polished up for submission—and also, please volunteer your services as a reviewer or session chair. This is your annual meeting, and the more you put into it, the more you'll get out of it! ■

### Congratulations to 2001 DSI Fellows!



Benito E. Flores with  
DSI President Bob Jacobs



Kenneth E. Kendall



Marvin D. Troutt

## 2001 Doctoral Student Consortium

Karen A. Brown, University of Washington, Bothell

Thanks to the enthusiastic participation of 22 doctoral students and 15 faculty members, the 2001 DSI Doctoral Student Consortium was a great success. The Consortium was held on Saturday, November 17, and was sponsored by McGraw Hill/Irwin, the University of Washington, Bothell, and Beta Gamma Sigma. Doctoral student participants came from a variety of areas, reflecting the Institute's interdisciplinary base: operations management, marketing, information systems, supply chain management, management science, and industrial/manufacturing management.

We began the day in a joint session with the New Faculty Development Program. Dwight Smith-Daniels treated the group to a cinematic review of professors depicted in film (from Indiana Jones to the professor in *Legally Blonde*). Audience members then discussed the factors that had drawn them to academic careers, and the buzz in the room was fun to listen to. The doctoral students then engaged in a 'mock tenure review', coordinated by Linda Sprague and Nancy Lea Hyer, who were assisted by Harvey Brightman, Bill Perkins, Ram Narasimhan, and Larry Ritzman. The students were assigned to review five tenure cases, as presented in fictitious vitae, and a lively discussion ensued. At the end of the session, student teams compared their results with those of experienced faculty. A comment from one participant sums it up:

*The tenure process exercise was fantastic! I have heard about some of the tips before, but the interactive process was invaluable!*

Following the tenure exercise, Julie and Ken Kendall led the group in a 'scriptwriting' exercise, challenging students to develop good titles, abstracts, and concepts to frame the front end of academic articles. Prizes for winning solutions followed a movie theme, and participants

came away with useful insights. The only complaint? Students wanted more time for this valuable activity.

The Kendall's scriptwriting session set the stage for an editorial panel featuring Ram Narasimhan (*Decision Sciences*), Rob Handfield and Jack Meredith (*Journal of Operations Management*), and Paul Gray (*Communications of AIS*). The editors talked about their journals, then emphasized to participants the role and value of reviewing in an academic career.

A combined lunch with the New Faculty group provided networking opportunities, and Paul Gray wowed the audience with a speech entitled "What They Didn't Teach You in Graduate School." There were plenty of lessons for experienced faculty members, as well. Right after lunch, Loren Rees of Virginia Tech demonstrated how not to give a presentation. This humorous enactment was both entertaining and informative, and I'm still chuckling over some of the common foibles that he brought to light.

Doctoral students had rave reviews for Carol Prahinski's session on the interview process. Carol was a participant from Ohio State University in last year's doctoral student consortium and has since begun her academic career at the University of Western Ontario.

We capped off the day with the ever popular Harvey Brightman in a session entitled "Best Practices from the Master." Although the participants appreciated all segments of the consortium, Harvey's session drew the highest number of remarks about what was most valuable. *Please, Harvey, don't ever retire from DSI.*

Here is a participant's general evaluation of the consortium:

*"This entire consortium was by far the best I've ever attended. It's obvious that all of the volunteers spent a great deal of time putting this together."*

**Note:** If you supervise doctoral students, please consider sending them to the 2002 DSI Doctoral Consortium in San Diego (see page 33). Basheer Khumawala (University of Houston) and Larry Ritzman (Boston College) will be the coordinators, and they are planning an excellent program. ■

### Doctoral Consortium Participants\*

- Alston, Michael**, Walden University
- Apigian, Charles**
- Beqiri, Mirjeta**, Southern Illinois University, Carbondale
- French, Monique**, Clemson University
- Hauser, Karina**, University of Kentucky
- Kale, Rahul**, University of Maryland
- Kocabasoglu, Canan**, SUNY Buffalo
- Lawson, Benn**, University of Melbourne
- Lu, Binling**, Purdue University
- Martin, Richard**, Clemson University
- Mendes Primo, Marcos**, Arizona State University
- Mora, Carlo A.**, University of Toledo
- Rosenzweig, Eve**, University of North Carolina
- Shah, Rachna**, Ohio State University
- Su, Bo-Chiuan**, University of Connecticut
- Swafford, Patricia**, Georgia Institute of Technology
- Tripantni, Arvind**, University of Connecticut
- Vachon, Stephan**, University of Western Ontario
- Visich, John**, University of Houston
- Wakefield, Patricia**, Boston University
- Zhang, Quan**, City University of Hong Kong

\*To those participants who enrolled the morning of the consortium, I apologize for not including your names here.

## 2001 Instructional Innovation Award Competition

*John Todd and Ken Vickers, University of Arkansas, win the 23rd annual competition*

by Hope M. Baker, Competition Coordinator, Kennesaw State University

Congratulations to Professors John Todd and Ken Vickers of the University of Arkansas, winners of the 23rd annual Decision Sciences Institute Instructional Innovation Award. This competition is jointly sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and the Decision Sciences Institute. Authors of the four finalist submissions received certificates of recognition and honorary membership in Alpha Iota Delta at the President's Luncheon. Winners also shared a \$1,500 cash award, with \$250 being awarded to each of the other finalist entries.

The competition followed a two-stage process. In the initial stage, each submission was evaluated relative to the following criteria: (1) content, (2) organization, (3) written presentation, (4) transferability, and (5) innovation. This phase of the review process identified the four submissions that advanced to the final round of the competition. The second stage consisted of presentations of these submissions at the special Instructional Innovation Award Competition session in San Francisco.

Professors Todd and Vicker's winning submission is entitled "New Course: Intra/Entrepreneurship of Technology."

Students gain hands-on experience in evaluating and translating cutting-edge technology into marketable products in a course, which is team-taught by professors of business and physics. The technology products evaluated by the student teams are generated from university research.

Excellent presentations were also given by the three finalist entries. Juli-Ann Gasper and Cynthia Corritore, Creighton University, described an integrated project in which students from a management information systems class work with students from a finance class to develop websites. Their submission, "PROXY: An In-House, Cross-Disciplinary Approach to

Active Learning in Business Education," focuses on a cross-disciplinary approach in which the MIS students act as the developers and the finance students as the users.

Kathleen McKone and Jane Bozewicz, Babson College, presented "The Integrated Service Management Game." This submission describes a simulation process that uses LEGO to model an airline service system. In the system modeled, LEGO planes depart from and arrive at the airport. Planes have to be prepared for the next flight by unloading LEGO baggage and passengers and loading new baggage, passengers and fuel. Students learn about the impact of random events on the service industry.

Larry Satzler and Chewn Sheu, Kansas State University, presented "Facilitating Learning in Operations Management Mega-Class Using Integrated LEGO Projects." Designed to enhance learning in large operations management classes, LEGO projects are implemented throughout the course to demonstrate various operations management processes. Students learn how the OM techniques and processes are related through the use of the LEGO projects.

Abstracts for the four finalist submissions appear below. An expanded version of each submission will appear in future issues of *Decision Line*. Past instructional innovation award winners and the titles of their papers are available at the DSI Web



*Instructional Innovation Award Co-winners Ken Vickers and John Todd accept congratulations from (left to right) Nancy Welcher (Prentice Hall), Tom Sandman (Alpha Iota Delta), and DSI President Bob Jacobs.*

site at [www.decisionsciences.org/ii\\_past.htm](http://www.decisionsciences.org/ii_past.htm).

### WINNER

*"New Course: Intra/Entrepreneurship of Technology"*

**John Todd and John Vickers, University of Arkansas**

A new multidisciplinary course has been developed for the study of entrepreneurship and intrapreneurship in technology-based ventures. The course is team taught by professors from business administration and physics. Student teams are formed with a blend of business and technical majors and experience. The teams are involved in case analyses prior to undertaking a feasibility study and product development plan for technology products that have been generated from research at the university. In this way, the students gain hands-on experience in evaluating and translating cutting-edge technology into marketable products, as well as in establishing collaborative working relationships with each other and with entrepreneurs.

### FINALISTS (in alphabetical order)

*"PROXY: An In-House, Cross-Disciplinary Approach to Active Learning in Business Education"*

**Juli-Ann Gasper and Cynthia Corritore, Creighton University**

We describe an exciting new instructional innovation that proxies what students will face in their careers with respect to teamwork, digital collaboration, and responsibility for different roles in a realistically complex project. Our innovation, named PROXY, provides a realistic, interdisciplinary learning environment applicable in almost any business curriculum. PROXY addresses the need for students to learn course content and *apply* that content in a cross-disciplinary context that is realistic. In brief, students in two different courses collaborate on joint project(s) with each taking roles that allow them to apply content from their particular course.

We implemented PROXY in two cross-disciplinary courses: an MIS and a finance course. Specifically, students in a finance class were charged with creating a content-rich website about a topic appropriate to the study of financial institutions management. At the same time, teams of students in an MIS course were directed to design and develop websites for domain experts, their customers, i.e., the finance students.

*"The Integrated Service Management Game"*

**Kathleen McKone and Jane Bozewicz, Babson College**

The Integrated Service Management Game is an experiential simulation that teaches management principles for service organizations. The decisions in the simulation require students to develop an integrated approach to management, coordinating marketing, operations, managerial accounting, and organizational behavior decisions. The decision process and the resulting firm performance lead to the following lessons: (1) the importance of integrated decision making; (2) the challenges of service operations management, including managing capacity, matching capacity with demand, and coordinating marketing and operations decisions; and (3) the complexities of team-based management.

*"Facilitating Learning in Operations Management Mega-Class Using Integrated LEGO Projects"*

**Larry Satzler and Chewn Sheu, Kansas State University**

Is interactive, engaging learning possible in an introductory mega-class? We found the answer to be an emphatic "yes!" in our introductory



*Congratulations to all the Instructional Innovation Award Finalists!*

operations management (OM) class when we combined personal coaching and well-designed group projects with 65 sets of LEGOs. Amidst increasing enrollment and financial pressures, the mega-class is often the necessary option for introductory business courses. Although research and faculty experience have indicated deteriorated learning in a mega-class environment, we have countered the negatives of the mega-class setting with a unique pedagogical approach for improving the teaching of our operations management class of 300 students. We use "integrated" LEGO projects to engage students with hands-on applications of OM concepts. The LEGOs help achieve continuity of OM concepts throughout the semester. The mega-class is structured in a lecture-lab format to facilitate personalized coaching from the instructor. The implementation requires no additional resources other than several LEGO sets and careful planning and mentoring from the instructor. Our results have been encouraging; students were engaged and their projects demonstrated an in-depth understanding of OM concepts. ■

### 2001 Innovative Education Committee

- Hope M. Baker**, Competition Coordinator, Kennesaw State University  
**Ajay Aggarwal**, Milsaps College  
**Robert T. Barrett**, Francis Marion University  
**James J. Cochran**, Louisiana State University  
**Rebecca Duray**, University of Colorado at Colorado Springs  
**Thomas Foster**, Boise State University  
**Jatinder N.D. Gupta**, Ball State University  
**Joseph L. Katz**, Georgia State University  
**Janet L. Hartley**, Bowling Green State University  
**Nancy Lea Hyer**, Vanderbilt University  
**Joseph L. Katz**, Georgia State University  
**Hale Kaynak**, University of Texas-Pan American  
**Ardeshir Lohrasbi**, University of Illinois at Springfield  
**Christina McCart**, Roanoke College  
**Janis L. Miller**, Clemson University  
**Robert P. Minch**, Boise State University  
**Sharon T. Tabor**, Noise State University  
**Charles A. Watts**, John Carroll University  
**Nancy C. Weida**, Bucknell University  
**Katrina A. Zalatan**, Hartwick College

## 2001 Curricular Issues Miniconferences

by Ann Maruchek, Kenan-Flagler Business School, UNC-Chapel Hill

The Curricular Issues Program, consisting of the Undergraduate, M.B.A. and Ph.D. Curricular Issues Miniconferences, has become an integral part of the DSI annual meeting. In addition to providing information on how different schools are confronting their curricular challenges, the miniconference sessions also serve as an interactive discussion forum for audience participants to exchange ideas regarding their own curricular issues. The high quality of the presentations coupled with lively discussions among the participants made each of the three miniconferences a unique learning experience for presenters and audience members alike.

This year each of the 12 sessions within the Undergraduate and M.B.A. Miniconference programs addressed at least one of four interrelated curricular themes: curriculum integration, team learning, technology and globalization. These four themes collectively capture the challenges that many business curriculums face today. The Ph.D. miniconference program addressed two important issues in mentoring students: evaluating the performance of doctoral students and teaching doctoral students the process of conducting research.

### Undergraduate Curricular Issues

The Undergraduate Curricular Issues Miniconference program consisted of seven sessions that were organized by Paula Bobrowski of SUNY-Oswego, who served as the coordinator of the Undergraduate Curricular Issues Program. In the first session, "Integrating the First-Year Experience into the Business Undergraduate Curriculum—Who's Doing What?", John Bantham of Illinois State University, Pamela Cox of SUNY-Oswego, and Paul Andreoli of Syracuse University each described the "first-year experience" course at their universities. The first-year experience was designed to help freshmen make the transition from high school to business student by developing their learning, technology, and professional skills. The panelists described the content, pedagogy, and resource issues involved in the delivery of

their freshman business courses. The benefits of these courses included students who are better prepared for summer internships and improved student performance in upper-level business classes.

The second session, "Web-Based Academic Journals: Where Do They Fit?", presented a discussion of the merits and concerns relating to web-based journal publication. The panelists included moderator Gary Kern of Indiana University-South Bend, Erhan Erkut of the University of Alberta, and Mike Showalter of Florida State University. Each panelist played a primary role, as either a founder or an editor, in the establishment of one of three new journals that will publish scholarly work related to teaching and learning and/or innovative education. The three new journals will begin publishing, using traditional format or media, sometime next year. In "Learning Through Service—Innovation in Undergraduate Curriculum," Gisela Von Dran of Syracuse University described the innovative way that community service has been integrated into the business curriculum. The School of Management has adopted a service requirement for business students to support its articulated core values of leadership and service. Service learning has occurred through the use of class projects, volunteer service to nonprofit agencies, and community outreach programs. This successful initiative has been honored with a university award and has received corporate funding in support of its community service projects.

In "Globalizing the Undergraduate Experience," Gary Ragatz of Michigan State University and Doug Elvers of University of North Carolina-Chapel Hill described the portfolios of international experiences for undergraduate business students offered by their schools. Both these universities are among the leaders in the U.S. in the number of business students who graduate with some type of international experience. Both panelists discussed how globalization has been integrated into the undergraduate core as a curriculum requirement and the administrative issues in managing an increasing array of global

programs. Integration was the focus of the fifth session entitled "Undergraduate Curriculum Integration." The session was moderated by Paul Bobrowski of Syracuse University and featured an interdisciplinary panel consisting of Mark Edward Potter of Babson College, Fernando Diz of Syracuse University, and Clint Tankersly of Syracuse University. The panelists described their experiences with core curriculum integration from both a functional viewpoint as well as a general business perspective. The session provided examples of different approaches to curriculum integration, the results of their integration efforts to date, and the problems and pitfalls associated with integration efforts.

In "Active Learning Exercise Linked with Technology Innovations to Improve Learning," Rajiv Vaidyanathan of the University of Minnesota-Duluth and Active Learning Technologies described two technology solutions that he has helped to develop to enhance the teaching and learning experience in the undergraduate core curriculum. One product entitled "Mastering Business" was a series of CD-ROMs that depicted a number of hypothetical business problems faced by the managers in a fictitious organization. Using multimedia technology and interactive exercises, students learned how to relate business theory to practice and how to analyze a business problem from different functional perspectives.

The second product was a series of "Activebooks," or digital textbooks, that could be supplemented with associated online learning exercises. The result was an engaging learning experience that integrated the textbook with the Internet. In the final session, "The Role of Assessment in Improving Quality of Teaching and Learning," Dan Apple of Pacific Crest described the use of assessment as a TQM-based tool that can assist business schools in the evaluation and improvement of their programs and courses. Since many professional accrediting associations require the assessment of programs and courses as key elements in the reaccreditation process, a thorough understanding of assessment techniques will

be imperative for any business faculty member. Special thanks go to Paula Bobrowski for her energy and creativity in putting together this interesting set of sessions. Paula performed double duty in organizing the seven sessions and then serving as moderator for five of the sessions.

### **M.B.A. Curricular Issues**

Janelle Heineke of Boston University served as the coordinator of the M.B.A. Curricular Issues Miniconference, which consisted of five sessions. In "Integrating the MBA Curriculum," Barbara Flynn of Wake Forest University chaired a panel consisting of M. A. Venkataraman of Indiana University, Aleda Roth of University of North Carolina-Chapel Hill, and Morgan Swink of Michigan State University. The presenters described their own personal experiences with integration in the M.B.A. core curriculum, with particular emphasis on the results of various integration efforts that had been attempted at their respective schools. Examples of these approaches included team teaching, integration activities outside of the functional courses, capstone simulation exercises, and integration of functional courses through the use of common themes, such as globalization or sustainability. This session provided an update to the sessions and discussions on M.B.A. curriculum integration that have been held during prior DSI annual meetings.

The second session, "Distance Learning: Challenges and Opportunities," focused on alternative ways of delivering M.B.A. courses through the use of technology. The session was chaired by John Chalykoff of Boston University and included presentations by Lauge Sorensen, program director of IBM High Performance Selling, Paul Bobrowski of Syracuse University, and Asoo Vakharia of the University of Florida. As most schools are struggling to determine how to incorporate distance learning in their curricula, these panelists described their school's initial efforts and experiences with distance learning. In "Advances in Team Learning," Jeff Miller of Boston University chaired a session that focused on the successful use of team learning within the M.B.A. curricu-

lum. Mark Frohlich of the London Business School described how he uses team learning in the operations core course by incorporating games, simulations, and team projects into his course pedagogy. Janelle Heineke of Boston University described her experiences in implementing team learning across the M.B.A. curriculum. Both panelists provided many suggestions for what constitutes a successful team learning experience as well as the issues involved in implementing team learning activities.

The fourth session dealt with "Part-Time M.B.A. Programs—Challenges, Opportunities and Tradeoffs." Chaired by Rohit Verma of the University of Utah, the panel consisted of John Goodale of Ball State University, Richard Metters of Emory University, and Leslie Morgan of the University of Utah. Each of these presenters has had experience in teaching M.B.A. students in some nontraditional format, including evening, weekend, international, and distance learning programs. The panelists described a number of challenging issues they had confronted in delivering courses to part-time students who often must juggle their academic studies with full-time jobs. The panelists discussed some of the techniques and pedagogies that were effective in providing engaging learning experiences for these nontraditional students.

The final session, "Internationalizing M.B.A. Programs: Directions, Challenges and Successes," has become a signature session in the M.B.A. Curricular Mini-Conference program. Chaired by Norma Harrison of Macquarie University, the panelists included Bob Markland of the University of South Carolina, Linda Sprague of China Europe International Business School and the University of New Hampshire, and Chris Voss of the London Business School. This global panel consisted of faculty representing a set of schools that have each had a long and successful record of offering programs in international settings. Panelists discussed their own school's models of successful international programs. They also shared their perspectives on the opportunities and the challenges in designing and delivering programs that will be offered in a number of international cam-

pus, often through strategic alliances and joint ventures with partner schools and nations. Let us thank Janelle Heineke for her hard work in organizing this year's program. Janelle wore a number of hats in the mini-conference program, including program coordinator, session organizer and session panelist/presenter.

### **Ph.D. Curricular Issues**

David Christy of Pennsylvania State University served as the coordinator of the Ph.D. Curricular Issues Miniconference. The program consisted of two sessions. The first session, entitled "Providing Effective Feedback to Doctoral Students," was moderated by Dave Christy with panelists Asoo Vakharia of the University of Florida, Dan Robey of Georgia State University, and Leigh Jin of San Francisco State University (Dr. Robey's former student). In his remarks, Dr. Vakharia described the University of Florida's highly formalized program of student performance evaluation in which student progress is assessed at regular intervals throughout the doctoral career. He noted that his school chose to limit the number of semesters a student would teach so that the student's efforts and the nature of the feedback continued to focus on research. In contrast, Dr. Robey and Dr. Jin discussed the more informal role that the advisor plays in providing continuous feedback to the student as he/she progresses through the doctoral career. While Dr. Robey thought of himself as a "mentor," Dr. Jin considered Robey in the role of a "father"—caring but also hierarchical and with clear expectations regarding performance.

The second session was entitled "Introducing the Idea of Research to New and Prospective Doctoral Students." This session was also moderated by Dave Christy and included panelists Peter Ward of The Ohio State University, Patty Kitchin of Virginia Tech, and Steven Melnyk of Michigan State University. The panelists conducted a lively discussion as to what constitutes the definition of *academic research* and how that definition is related to the process of conducting research. They noted that most doctoral programs would prefer to recruit prospective students

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See **CURRICULAR ISSUES**, page 53

# 2001 Elwood S. Buffa Doctoral Dissertation Award Competition

*Catherine Ridings (PhD from Drexel University) Wins Doctoral Dissertation Competition*

by Lori Franz, University of Missouri, 2001 Doctoral Dissertation Competition Coordinator

Catherine Ridings was recognized as the winner of the 2001 Elwood S. Buffa Doctoral Dissertation Competition at the 2001 Meeting of the Decision Sciences Institute in San Francisco on November 20, 2001. The competition is jointly sponsored by McGraw-Hill/Irwin and DSI. The reviewers' comments suggested that the winning dissertation makes a substantial contribution to the decision sciences, and of interest to both academics and practitioners. Dr. Ridings, who currently teaches at Lehigh University, received her degree from Drexel University where her dissertation advisor was Dr. Bay Arinze. She received a certificate and a \$1,500 cash award at the awards luncheon at the 2001 Meeting of DSI. Three honorable mention dissertations were also recognized with certificates at that event.

Fourteen exceptional dissertations were submitted to the dissertation competition this year by doctoral graduates from the following institutions: University of Alaska-Fairbanks, University of Cincinnati, Drexel University, University of Georgia, University of Illinois-Carbondale, Michigan State University, University of Minnesota, University of North Carolina, University of Toledo, Virginia Polytechnic Institute and State University, and University of Wisconsin-

Madison. Some institutions had more than one submission. The dissertations could be broadly classified in the areas of Operations Management (7), Information and Decision Support Systems (6) and Management (1). Methodological approaches varied, with at least half of the submissions interdisciplinary in nature. The participation in the competition has increased with 14 submissions this year compared with 11 submissions in 2000.

An outstanding group of reviewers was recruited. Care was taken to assign reviewers to dissertations where there would be no conflict of interest arising from the reviewers' current or past academic positions. The reviewers carefully evaluated the dissertations in a double-blind evaluation process. In the first round, the reviewers each examined a set of dissertations with respect to originality, contribution to theory, contribution to practice, quality of research design and methodology, and clarity of expression. They then recommended a subset of the dissertations to be considered for the award. This subset was reevaluated by a subgroup of reviewers who each read all the manuscripts to determine a final ranking, yielding a single winner and three dissertations worthy of honorable mention.

A special thanks goes to the following loyal DSI members who served as **reviewers** for the 2001 competition (see sidebar). And a final congratulations goes to all the participants in the competition, with special recognition to the awardees and their advisors.

## Winner

*"Determinants of Truth and Use in Virtual Communities"*

**Catherine Ridings**, Lehigh University (advisor, **Bay Arinze**, Drexel University)

Virtual communities have become hot topic in the popular press and MIS research. Community sites are one of the fastest growing categories of Web sites, and the virtual communities themselves are growing.



*Catherine Ridings accepts congratulations from Brent Gordon of McGraw Hill/Irwin.*

Understanding virtual communities is crucial to organizations that want to tap into their enormous information potential. By sponsoring and cultivating virtual communities that give customers the ability to interact with each other and with the company itself, businesses can build new and deeper relationships with customers. Businesses can obtain demographic information about their target market and likes and dislikes regarding products.

Since virtual communities are places where computer-mediated communication takes place, they involve social exchange of information and social support. Trust has been found in the literature to be an essential ingredient in social exchange, and thus must be present in the virtual community. However, little empirical research exists to support theories of trust development in virtual communities and what motivates people to use virtual communities.

The purpose of this research is to study trust and the motivations to use a virtual community, and the interaction between these two concepts. The results gathered from 663 virtual community members suggest that trust has two dimensions, not three as had been found previously in some other settings. Trust was composed of trust in abilities, and trust in benevolence/integrity. Responsiveness, the degree to which others confide personal information, and disposition to trust were found to build trust. Stability in the community was found to be negatively related to trust, mean-

See **DISSERTATION AWARD**, following page

### Reviewers for Doctoral Dissertation Award Competition

Timothy Cronan, University of Arkansas  
Jatinder Gupta, Ball State University  
Charles Franz, University of Missouri  
Thomas Jones, University of Arkansas  
Julie Kendall, Rutgers University  
Ken Kendall, Rutgers University  
Gary Kern, University of Indiana-South Bend  
Holly Lewis, Pennsylvania State University  
Robert Markland, University of South Carolina  
Janice Miller, Clemson University  
David Ronen, University of Missouri-St. Louis  
Charles Snyder, Auburn University  
Ted Stafford, University of Alabama-Huntsville  
Antonie Stam, University of Missouri

## Professional Development Program

Shirley A. Hopkins, Program Coordinator, University of Denver

Over the last six years or so at the University of Denver, I've come face to face with what the new virtual classroom really means. As professors we find that the academic environment is no longer the environment we remember in the early years of our careers. Our generation as a whole has been pulled kicking and screaming into the 21<sup>st</sup> century of technology. Our lives have changed, the way we teach has changed, and certainly the students we teach have changed. This new generation of students feels comfortable with technology. They can't imagine a world without it. We, on the other hand, can remember a world without it. Whether we like it or not, we must change if we expect to be able to meet the needs of this new generation of students.

When Vicki Smith-Daniels and I began to chat about what types of workshops and sessions would serve the membership best, the first word that came to mind was the Internet. More and more universities are moving to on-line learning. We wanted to offer some sessions that would help professors as they were confronted with administrators who convinced them that on-line learning would be the new paradigm for 21<sup>st</sup> century learning. Business faculty find themselves confronted with all of the traditional responsibilities of teaching, research, and service but have an added burden of trying to migrate all of the years of accumulated experience in the classroom onto this

new medium of the Internet. Some of us are fortunate enough to have staff positions at our universities filled with eager young "teckies" that help us learn how to do this, and others of us are faced with that steep learning curve alone. What I hoped to do in the professional development program was to help flatten out the learning curve.

We are fortunate to have organizations like the Decision Sciences Institute that provide us with these types of professional development opportunities. The professional development program was imbedded throughout the meeting in hopes that all the members would have a chance to attend at least some of the sessions. The program in San Francisco involved 14 presenters in 11 different sessions. The presenters offered a variety of Internet-based tools and techniques to assist faculty who are moving into the realm of technology use in their classroom presentations and who may plan on moving to an on-line format. The following topics were presented in the various workshops and sessions:

- Understanding and Using SAP R/3 Software and the IDES Database ( 2 sessions)
- Using Multilevel Data Modeling
- Interactive and Just-in-Time Learning Using On-Line Modules and Assessment to Leverage the Classroom Environment
- Teaching and Integrating Practical, Multiple-Criteria Decision-Making into your Classroom and Professional Activities

- Flash Cards for the 21<sup>st</sup> Century: Using Flash Animation to Teach Excel
- Strategies and Implementation Tactics for using the Internet to Collect Survey Data: Lessons from Experience
- Migrating e-Business Concepts throughout the Curriculum
- Creating Effective, Fully Animated, Concept-Based Presentations for High-Tech Classrooms
- Creating an Animated, Interactive Concept-Based, Learning-Oriented Course Web Site.

All of the presentations were very well done. The presenters had obviously spent a great deal of time preparing the workshops, and I believe many attendees left with a number of new tools that will help them develop new learning materials for our 21<sup>st</sup> century students. I hope more members will take the time to attend these professional development workshops and sessions in the future. With such time compression, we as faculty need to seek out these types of opportunities to leverage our ability to adapt to this new technological environment we are faced with. I hope you will consider participating in the professional development program in the future and certainly take advantage of these sessions next year. We have many gifted colleagues that we can learn from and thank goodness DSI provides this important opportunity for us to share that knowledge with one another. ■

### DISSERTATION AWARD, from previous page

ing that new people in the community were associated with higher levels of trust. This may indicate that new people with new ideas and contributions add an element of confidence and faith to the community. Several measures of use, such as hours spent in the community and posting behavior, were found to be influenced by the desire to exchange information and exchange social support. Finally, the moderating effects of trust on the desire-use relationship were found to be significant in very few cases, suggesting that trust does not moderate the relationship. Implications and areas for further research are discussed.

### Honorable Mentions

*"An Empirical Investigation of New Service Development Competence and Performance"*

Larry Menor, The University of Western Ontario (advisor, Aleda Roth, University of North Carolina)

*"A Decision Support System for the Electrical Power Districting Problem"*

Paul Bergey, North Carolina State University (advisor, Cliff Ragsdale, Virginia Polytechnic Institute and State University)

*"Toward a Theory of Manufacturing Strategy"*

Mikko Junntila, Helsinki University of Technology (advisor, Roger Schroeder, University of Minnesota) ■

## 2001 New Faculty Development Consortium

by Cliff T. Ragsdale, Pamplin College of Business, Virginia Tech

The 17 participants at the DSI New Faculty Consortium enjoyed a varied program designed to help them direct their efforts for a successful academic career.

The day got off to an entertaining start with Dwight Smith-Daniels (Arizona State University) and Karen Brown (University of Washington, Bothell) presenting a "Cinematic Ticklers" session. This collection of examples of how professors have been portrayed in the movies set the stage for the day's discussion of academic career issues.

The next session was Rae Mellichamp's (University of Alabama) presentation entitled "How to Make Tenure." This talk highlighted how the various tasks faced by new faculty can be classified in terms of importance and urgency, and the implications this has for allocating one's time wisely. The message was that success in today's academic world involved detailed planning and a lot of perseverance.

This session was followed by a panel of advanced professors who were three to ten years into their careers. The panel for "Navigating the Early Years" included Patty Kitchin (Virginia Tech), Janet Hartley (Bowling Green State University), Randall Sexton (Southwest Missouri State University), and Jake Simons (Georgia Southern University). This panel had quite different strategies that they have employed, proving that the avenue to tenure has alternate approaches.

The Editor's Panel with the Doctoral Consortium featured several editors sharing the editorial philosophies and processes for their respective journals. Jack Meredith (Wake Forest University) and Rob Handfield (North Carolina State University) gave their views as, respectively, the out-going and in-coming editors of the *Journal of Operations Management*, Paul Gray (Claremont Graduate University) discussed the on-line journal *Communications of the Association for Information Systems*, and Ram Narasimhan (Michigan State University)

represented DSI's own journal, *Decision Sciences*.

At lunch, participants in the consortium were treated with Paul Gray's talk entitled "116 Things They Don't Teach You in Graduate School," representing a lifetime of wisdom on succeeding in the world of academe.

The afternoon sessions began with an unforgettable presentation by Loren Ress (Virginia Tech) on how to do professional presentations. Using the "proof by contradiction" methodology, Professor Rees gave numerous funny examples of the really bad mistakes we have all made in trying to present our research at academic meetings.

An important consideration for new faculty members is balance, which was the subject of the next panel, "Balancing One's Personal and Professional Lives." Panelists included Howard Clayton (Auburn University), Hope Baker (Kennesaw State University), Ina Markham (James Madison University), and Steve Markham (Virginia Tech). This group shared a common theme—how to manage their family lives around their professional demands. The key to finding a balance for this group was identifying personal values, setting goals in keeping with those values, and coordination with other family members.

Finally, "Life After Tenure" featured senior professors who shared their views on how tenure had changed (or not changed) their lives. Ton Stam (University of Missouri) and Ravi Nath (Creighton University) discussed the sacrifices required for tenure from "the other side of the fence" as well as some of the other opportunities in research, executive education, and consulting that often come a bit further into one's career.

Overall, the program was chockfull of information for the new faculty member in the decision sciences. This is a great program and one that all new faculty members in the Decision Sciences should attend. ■

### 2001 Best Paper Awards

#### Best Application Paper

*Real Time Work Schedule Adjustment in a Quick Service Operation System*  
Daesik Hur, Bowling Green State University  
Vincent A. Mabert, Indiana University  
Kurt M. Bretthauer, Indiana University



#### Best Environmental Issues Paper

*A Framework for Corporate Environmental Practices and Its Application for Enhancing Environmental Management*  
Robert Sroufe, Boston College  
Frank L. Montabon, Iowa State University  
Ram Narasimhan, Michigan State University  
Xinyan Wang, Michigan State University



#### Best Interdisciplinary Paper

*An Empirical Investigation of the Initiation, Adoption, and Implementation of Disaster Recovery Planning by Health Maintenance Organizations*  
Kakoli Bandyopadhyay, Lamar University  
Lawrence L. Schkade, University of Texas at Arlington



#### Best Theoretical/Empirical Paper

*Applying Process Knowledge for Yield Variation Reduction*  
Joy M. Field, Boston College  
Kingshuk K. Sinha, University of Minnesota

2001 Annual Meeting Snapshots



*Bob Jacobs (President), Vicki Smith-Daniels (Annual Meeting Program Chair), and Dwight Smith-Daniels (Annual Meeting Website Coordinator).*



*Eric Foston, Sandra Storrod, and Alvis Washington (DSI Home Office).*



*DSI Fellows Ken Kendall, Jeet Gupta (Fellows Committee Chair), and Benito Flores.*



*Kimberley Mincie (DSI Home Office) and Alev Efendioglu (Local Arrangements).*



*Julie and Ken Kendall (2001 Theme Chairs), Carol Latta (DSI Executive Director), Sameer Verma (Annual Meeting Associate Local Arrangements Coordinator), and Alev M. Efendioglu (Annual Meeting Local Arrangements Coordinator).*

## 2001 Dennis E. Grawoig Distinguished Service Award



Schkade (left) accepts congratulations from DSI President Bob Jacobs.

The citation for **Lawrence L. Schkade** reads:

Jenkins Garrett Professor, College of Business Administration, Department of Information Systems and Operations Management, University of Texas at Arlington, and Fellow of the Decision Sciences Institute; for his outstanding service to the Institute as its seventh President, Vice President, Council Member, Associate Editor of the *Decision Sciences Journal*, Chair of the Executive Committee, Chair of the Board of Directors, Chair of the Nominating Committee, Chair of the Fellows Committee, Chair and member of the Doctoral Student Affairs Committee, member of the Development Committee for Excellence in the Decision Sciences, member of the Innovative Education Committee, Best Paper Award winner, and member of Alpha Iota Delta. Professor Schkade has served the Institute in an exemplary manner for over three decades. For most, serving as President, which he did in 1977, marks the beginning of a decline in Institute involvement. For Scotty, the opposite occurred. Scotty has continued to be an active and contributing member during his long association with the Institute and participates in all National and International meetings of the Institute. His leadership, dedicated service, levity

and collegial spirit hallmark the heart of the Institute. We are proud to confer to Scotty the Distinguished Service Award, the highest recognition given by the Decision Sciences Institute. ■

## 2001 DSI Best Case Award Competition

*William A. Fischer of the International Institute for Management Development wins the annual competition*

by David Collier, The Ohio State University

Congratulations to the winner of the 2001 DSI Best Case Award Competition, William A. Fischer of the International Institute for Management Development, for his paper entitled *Stephen King and the Publishing Industry's Worst Nightmare*. The other two finalists in this year's competition were:

*Adhesion Technologies, Inc.*

**Bret J. Wagner**, Western Michigan University

*Boston Sunday Globe (A), (B), (C)*

**Steven E. Eriksen**, Babson College.

The three finalists were determined by the highest scores in two rounds of judging. A total of 35 cases were submitted to the competition. Each finalist also presented their case and analysis at the national meeting in San Francisco and seven judges evaluated the finalist case submissions. The criteria included the following criteria: worthy focus, learning challenge, clarity, professional appearance, potential for use, comprehensive analysis, and a well defined pedagogy defined in the case teaching note (see <http://www.cob.asu.edu/dsi/program/case-studies-award.cfm> for more information). Please congratulate each of these fine case studies for being finalist in this year's DSI 2001 Case Studies Competition.

Special thanks to Professors Ronald M. Zigli, The Citadel, for organizing the case studies workshops and William A. Fisher, International Institute for Management Development, and William Naumes, University of New Hampshire, for teaching case study workshops. ■



William Fischer (left) accepts the 2001 DSI Best Case Award.

## 2001 Job Placement Service

Gary Klein, The University of Colorado at Colorado Springs

The meeting in San Francisco attracted a moderate recruiting crowd, with just over 200 universities and 100 applicants listing this year. This is down from recent years, but still much higher than when I took over as coordinator over six years ago. My gratitude goes to all of you who have utilized the service over the past six years and been so patient regarding all the experimentation with new systems, changes to billing practices, and numerous typos I made during data entry. I would especially like to thank Dr. James Jiang and soon-to-be-Dr. Pawel Jan Kalczyński for their assistance in the Placement Center this year and those who pull the meetings together and to maintain the website for placement. The DSI staff are crucial in this regard, especially Carol Latta and Hal Jacobs. Whoever assumes this post next year can anticipate great support.

In spite of the San Francisco Annual Meeting being history, placement activities are far from over. We need your help in keeping the database current. If you have any changes to the information in your listing, if you fill your position, or if you have accepted a position, please inform the placement coordinator at the address below. Additionally, new listings are still welcome. Each position listed is \$200, while student members list free. All others must pay a fee of \$25. Confidential listings are \$100 and must be arranged directly with the placement coordinator. Membership must be current for all applicants. New members and renewals may not be processed until membership fees are processed (see membership information on the DSI homepage.) Instructions for use of the system follow and are available on the DSI homepage at <http://www.decisionsciences.org/>. Questions and suggestions should be directed to me at the address below.

### Submitting Placement Data

There are two methods for submitting placement data.

**Hardcopy Method.** Placement forms and directions can be found on the Job Placement Services area of the DSI home page.

Please use the area of interest codes provided on the directions as this classification is used to organize the Web pages. Hardcopy submissions may be mailed or faxed. No vitae or position descriptions will be accepted in hardcopy form. Please mail or fax the completed form to the Placement Service Coordinator Gary Klein at the address or fax number below. Attach a check for payment or indicate appropriate payment information on the form as indicated below.

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

**Experimental Software.** Soon, we will have the new placement software ready for trial. Once ready, this will be available through the Web site. It will allow users to input all the information themselves to ensure better accuracy and have increased search capabilities. Please take advantage of this new system once it becomes available early in the year.

### Viewing the Database

All members and institutions have access to the database via the DSI Web site. Select the viewing of "applicants" or "positions" from the Placement Center Home Page. Positions and applicants are listed by primary interest area. Searches may be conducted by using the find function on your browser. You may also acquire a copy of

the information within an interest area by mailing yourself any html document or saving it as a file. In addition, tabular versions readable by most word processing systems can be downloaded to your system. Visit the website to conduct any of these activities.

### Payments

Payments are by check, Visa, Mastercard or Purchase Order. Payment by check should accompany the mailed submission. Payment by credit card requires complete information on the submission form. Institutions posting a position should provide a copy of the purchase order with mailed submissions. Submissions sent electronically by institutions should include the purchase order number on the position form. Regardless of method, include the required payment or payment information with the submission of the form to the placement coordinator at the address below. ■

*Please send all correspondence and submissions to the Job Placement Coordinator:*

**Gary Klein**

College of Business and Administration  
The University of Colorado at Colorado Springs  
1420 Austin Bluffs Parkway  
P.O. Box 7150  
Colorado Springs, CO 80933-7150  
719 262-3157 / fax: 719 262-3494  
[gklein@computer.org](mailto:gklein@computer.org)

# MARKETPLACE

## ROLLINS COLLEGE

### Crummer Graduate School of Business

#### Associate/Full Professor of Quantitative Methods and Modeling

The Rollins College, Crummer Graduate School of Business invites applications and nominations for the following tenure-track position beginning in August 2002. This person will primarily teach the core MBA course in statistics, using spreadsheets as the primary pedagogy. In addition to teaching in our full-time and evening MBA courses, the ideal candidate will be able to teach in the Executive MBA program and in Executive Education programs.

The Crummer School hires only experienced faculty with distinguished records of achievement. Although the faculty is highly published, classroom teaching is emphasized. The successful candidate must have demonstrated excellence in the classroom and in publishing, which may include textbook writing as well as refereed journals. Experiential learning, including the case method, the use of computers in the classroom, national and global practica and international study trips are an integral part of the Crummer pedagogy.

*US News* ranks Rollins College second among comprehensive colleges and universities in the Southeast. In 2000, *Forbes Magazine* ranked the Crummer School as one of the nation's top twelve regional business schools. The Crummer School enrolls 400 candidates in its Accelerated Full-Time (one-year), Early Advantage Full-Time (two-year), Professional (evening), and Executive MBA programs. AACSB International accredits the Crummer School of Rollins College.

Rollins College is located in the Orlando metropolitan area and offers a high quality of life. Because of the vibrant economy and the existence of several universities in the area, dual-career families will find the environment attractive.

Applications with resume or nominations should be sent to: James P. Gilbert, Chair, Faculty Search Committee (jgilbert@rollins.edu), (407) 628-6375, Rollins College, Crummer Graduate School of Business, 1000 Holt Avenue - 2722, Winter Park, Florida 32789-4499. For details about Rollins College and the Crummer Graduate School, please visit our web site at:

<http://www.crummer.rollins.edu>.

An Equal Opportunity Employer.

## TEXAS A&M UNIVERSITY

### College Station, Texas

#### Industrial Distribution Faculty Position

**Nature of the Industrial Distribution Program.** The Industrial Distribution Program is in the Department of Engineering Technology and Industrial Distribution, one of ten departments of the Dwight Look College of Engineering. This nationally preeminent program focuses on the distribution of hard goods from the point of manufacture to the point of use. Included is a BS degree program in Industrial Distribution, the Master of Industrial Distribution and the T.A. Read Center for Distribution Research and Education.

**Position Description.** This position involves teaching concepts of purchasing, logistics, supplier relationship management, business to business marketing, financial analysis, quality processes, and strategic issues in a distribution context at both the undergraduate and graduate level. In addition to teaching and educational development activities, the position involves the conduct of applied research, scholarship and direct industry participation through professional development programs.

**Qualifications.** *Education:* A PhD in engineering, engineering technology, business administration or other field

directly related to industrial distribution. *Experience:* Direct knowledge of industrial distribution, industrial purchasing, business to business marketing, and physical distribution.

**The Appointment and How to Apply.** This is a full-time, tenure-track, position. Rank and salary depend on qualifications and experience. The position begins September 1, 2002. Applications will be considered until the position is filled. Send resume and list of references to:

Dr. Richard Alexander, Head  
Engineering Technology & Industrial  
Distribution Department  
Texas A&M University  
College Station, Texas 77843-3367  
Phone: (979) 845-4901  
Fax: (979) 847-9396  
E-mail: Alexander@entc.tamu.edu

Texas A&M University is an Affirmative Action, Equal Employment Opportunity Employer. The application of women, minority, and handicapped applicants is specifically encouraged.

## UNIVERSITY OF LOUISVILLE

### Decision Sciences Program

Senior Decision Scientist; associate or full prof. Direct and teach in calculus-based MSPH and PhD programs in Decision Science; conduct public health research. PhD in decision science, formal decision analysis, or equivalent required. CV and letter to:

Sherry Hyde  
Department of Family and Community  
Medicine  
University of Louisville  
MedCenter One  
501 E. Broadway  
Suite 270  
Louisville, KY 40202.

The University of Louisville is an AA/EEO employer. ■

## CURRICULAR ISSUES, from page 41

who already have a basic understanding of research. The panelists noted that the research process could be introduced in an M.B.A. elective course that would be offered to students who are considering a doctoral career. Another possibility was the development of a web-based tutorial that guided students through several research manuscripts, and indicated what the process and contribution of research was in each. Our thanks go to Dave Christy who did an excellent job in organizing this program. As session mod-

erator, he posed interesting questions, which facilitated a high level of discussion between the panelists and the audience members.

### Wrap-up

The sessions in all three of this year's miniconferences were characterized as innovative, useful and provocative. However, there are no easy answers to the challenges facing business curriculums today. Please consider sharing your own expe-

riences or ideas regarding curricular issues at the 2002 DSI Annual Meeting in San Diego. I encourage you to get involved in next year's miniconferences by contacting Ananth Raman of Harvard Business School, who will serve as the coordinator of the Curricular Issues Miniconferences. He will welcome your participation and suggestions for sessions that address the particular curricular challenges that your business school is facing. ■