# FROM THE EDITOR

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

We welcome Professor Gary L. Ragatz, Michigan State University, as the Institute's new president. His opening letter presents four goals developed by the Board for the coming year: "Enhance the value of membership in the Decision Sciences Institute; increase membership; enhance globalization of the Institute; and improve communication with the membership."

Professor Holly Lewis, Pennsylvania State University, has stepped down as feature editor for the Production and Operations Management column. We greatly appreciate the time and effort that she had put in for *Decision Line* and wish her well in her future undertakings. If you have an interest in serving as feature editor of the P/OM column, please contact me as soon as possible.

Professor Lee Revere, University of Houston – Clear Lake, one of the finalists in the 2003 Instructional Innovation Award Competition, was invited to submit her article "Classroom Jeopardy: A Winning Approach for Improving Student Assessment, Performance, and Satisfaction" for *Decision Line*. She developed an innovative teaching method using an action-based team assignment to facilitate team learning with game playing. The game uses Microsoft PowerPoint and the Jeopardy© game format. One of the findings is that the team-based Jeopardy exam can "improve classroom assessment by promoting an interactive feedback loop among students and instructors."

In the Research Issues Column, Professor Jack A.A. van der Veen, Universiteit Nyenrode, The Netherlands Business School, examines the methodological weaknesses underpinning of MBA rankings and why these rankings provide little value. The suggestion is that business schools should focus more on the core mission of educating students, and applicants should analyze how the MBA program can help them achieve their goals rather than making their decisions solely on the ranking of the school.

Professor Farhad Moeeni, Arkansas State University, observes that automated identification and data capture (AIDC) technologies such as bar code, radio frequency identification (RFID), real-time locating systems (RTLS), card technologies (magnetic and smart), voice data entry, and biometric identification are finding many applications especially in the retail industry. However, he finds a lack of focus on these technologies in academic programs. As

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*is professor and chair of the Management Department in the College of Business, University of Nevada, Las Vegas. He holds a Bachelor of Engineering from the University of Malaya, an MBA and a Ph.D. from the University of South Carolina. Professor Leong has held leadership positions in Decision Sciences Institute such as at-large vice president, Doctoral Student Consortium coordinator, Instructional Innovation Award Competition coordinator, and POM track chair. He has published articles in* Decision Sciences, Journal of Operations Management, Interfaces, Journal of Management, *and other journals. His current research interests include international operations, operations strategy, technology management, and supply chain management. Professor Leong has co-authored two books, won teaching and research awards, and received the Educator of the Year award from the Asian Chamber of Commerce in Las Vegas.*

***Correction:*** *In the March 2004 issue of* Decision Line, *the biographical information for President-elect Thomas E. Callarman was listed incorrectly.*

*President-Elect*
**Thomas E. Callarman**
is Associate Professor in the Supply Chain Management Department and Director of the Institute for Manufacturing Enterprise Systems at Arizona State University. He holds a Bachelor of Business Administration, Management Science from West Texas State University, an MBA from Arizona State University, and a PhD in management from Purdue University, Krannert Graduate School of Management. He is the author of chapters in *Post-Tenure Faculty Reviews and Renewal: Experienced Voices and Value Network* (AAHE, 2002) and *ICT Symbiosis: Issues and Applications for Operational Excellence* (Kluwer Academic, forthcoming). He has published articles in the *Academy of Management Journal, Decision Sciences, European Journal of Operational Research, International Journal of Operations and Productions Management, Journal of Purchasing and Materials Management*, and *Journal of Managerial Issues*, among others. Dr. Callarman is also a member of the Academy of Management; APICS, The Educational Society for Resource Management; INFORMS; Production/Operations Management Society; and the Institute for Supply Management. ■

The results of this research certainly suggest a promising future for team-based game exams and provide encouragement for instructors developing innovative methods to actively engage students in higher learning. Although a few courses may not be suited to the team-based Jeopardy exam, (due to class size or subjective material), the exam can be delivered with any course content because it is the exam format that improves student assessment, performance, and satisfaction—not the content. Thus, instructors motivated to implement the team-based Jeopardy can invariably find ways successfully do so.

| | Mean Exam Score Differences With Each Class | |
|---|---|---|
| | Non-Jeopardy AM Class | Jeopardy PM Class |
| Exam 2 – Exam 1 | 1.02 | 2.13 |
| (paired *t*-test value) | (2.44)* | (4.04)** |
| Exam 2 – Final Exam | 1.93 | 3.31 |
| (paired *t*-test value) | (3.67)** | (5.74)** |
| Exam 1 - Final Exam | (0.91) | 1.19 |
| (paired *t*-test value) | 1.19 | (2.10)* |

*Exam 1 and Exam 2 were out of a total of 15 points.*

*$p \leq 0.05$, **$p \leq 0.001$

***Table 1: T-tests showing mean exam score differences within a class.***

| Model Variables | Beta | (SE beta) | *T* |
|---|---|---|---|
| Intercept | 12.28 | (1.20) | 10.25** |
| Class (am) | -6.14 | (1.98) | -3.10* |
| Exam 1 | -0.05 | (0.11) | 0.43 |
| Class (am)* Exam 1 | 0.49 | (0.18) | 2.78* |

*Exam 1 and Exam 2 were out of a total of 15 points.*

*$p < 0.01$, **$p < 0.001$

***Table 2: Analysis of covariance for Exam 2 scores.***

| | Non Jeopardy AM Class | | | Jeopardy PM Class | | |
|---|---|---|---|---|---|---|
| Post Exam Questions | Q1 | Q2 | Q3 | Q1 | Q2 | Q3 |
| Q2 (taking exam) | 0.19 | 1.00 | | 0.46** | 1.00 | |
| Q3 (positive experience) | 0.29* | 0.48** | 1.00 | 0.32* | 0.68** | 1.00 |
| Q4 (preparedness) | 0.21 | 0.06 | 0.32* | 0.56** | 0.31* | 0.16 |

*$p < .05$, **$p < .01$

***Table 3: Correlation analysis of post Exam 2 student questionnaires, by class.***

## References


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such, he suggests that more business schools should revise their curricula to include the education of AIDC technologies given the widespread adoption of these technologies.

In the Deans' Perspective column, Professor R. Charles Moyer, dean of the College of Business and Public Administration, The University of Louisville, discusses the lessons he learned while serving as dean over the past seven years. His experience should be quite helpful to faculty members aspiring to be academic administrators. He believes that a dean is not a chief executive officer but rather a managing partner of a professional partnership and that new leadership is needed every six to ten years.

Finally, Professor Susan E. Pariseau, Merrimack College, reviews three textbooks suitable for an introductory business statistics course: *Statistics for Business and Economics* (9th ed.) by David R. Anderson, Dennis J. Sweeney, and Thomas A. Williams; *Basic Business Statistics* (9th ed.) by Mark L. Berenson, David M. Levine, and Timothy C. Krehbiel; and *Statistical Techniques in Business and Economics* (12th ed.) by Douglas A. Lind, William G. Marchal, and Samuel A. Wathen. All three texts are well established as evidenced by the number of editions the books have been in print.

Hope you have a great summer. ■