

2005 Program Chair's Message

Manoj Malhotra, University of South Carolina



AS FIRMS GRAPPLE with a widening circle of competitive enterprises located around the globe, they feel a need to create leading edge corporations that can effectively deploy their distinctive resources scattered throughout the organization. Without a concerted effort towards integrating decisions across various functional areas such as accounting, finance, information systems, marketing, and operations, competencies and resources remain isolated and do not work synergistically to enhance organizational and supply chain wide value. The proliferation and availability of advanced information technologies and decision-making tools have further sharpened the impetus for better managing cross-functional processes and decisions.

The Decision Sciences Institute's 2005 Annual Meeting theme focuses on facilitating decision making at the functional interface. An integrative perspective that appropriately recognizes the complexity of decision making in today's competitive environment will be encouraged and promoted. Consequently, two new ad-hoc tracks that promote this theme will be featured at the conference.

The track on *Demand Management and Forecasting* will examine issues of improving forecasts through collaboration, managing demand through better sales and operations planning, and using information technology for improving organizational decision making through the use of tools such as data mining, customer relationship management (CRM), and accurate response/postponement. It would subsume many diverse functional within its scope. The second new ad-hoc track on *New Product Development and Project Management* will examine the concurrent nature of decision making associated with development of new products and services, role played by technology and project management tools, and fostering of innovation through intra- and inter-firm collaboration.

The Decision Sciences Institute has always encouraged a blend of disseminating innovative research and teaching practices at its annual conferences. The DSI 2005 Annual Meeting will continue this trend by featuring the Curricular Issues Miniconferences, Technology in the Classroom Mini-conference, Doctoral Student Consortium, and two professional faculty development programs. In addition, a newly designed Research Methods Miniconference on Structural

Equation Modeling (SEM) will be offered with the objective of providing insights into both basic and advanced topics in SEM, and introducing participants to many tools and techniques that can be immediately put to good use.

The DSI 2005 Annual Meeting promises to be an exciting one. Both full research papers and exploratory research abstracts will be included. Submissions that present creative research and new pedagogical initiatives and innovations across many academic disciplines are encouraged. Meeting participants will also have the opportunity to participate by creating or attending workshops, panel discussions, tutorials, and symposia. Along with research and teaching presentations organized in 19 tracks, active participation from academic leaders and industry participants is also being solicited to create both rigor and relevance in promoting the conference theme of decision making at the functional interface.

Please join us at the 2005 Annual Meeting in the wonderful city of San Francisco for professional development, fun, friendship, and networking with your friends and colleagues. ■

2005 Professional Activities

Curricular Issues Miniconference

Is your curriculum getting stale? Have you struggled unsuccessfully with program restructuring? Would you like an opportunity to benchmark world-class curricula? If so, the Curricular Issues Miniconference may be just what you need. This year's conference will provide a forum for exchanging ideas and discussing curricular challenges and opportunities in degree-granting business education.

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

David M. Dilts, Vanderbilt University
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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.

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Instructions/Checklist for Contributors

The Decision Sciences Institute (DSI) invites contributions to the 2005 Annual Meeting in the following categories: Refereed Research Paper, Non-Refereed Research Abstract, and proposals for a Workshop, Tutorial, Panel, Symposium, or Colloquium. Authors again have a choice of submitting a refereed research paper that will receive reviews from at least two referees or of submitting a non-refereed research abstract of 50 words or less (500 characters maximum). If accepted, refereed research papers will be published in the Proceedings, as well as scheduled for presentation during the annual meeting. The Proceedings will be available in CD-ROM format only.

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

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

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

forms of presentation at the Institute's Annual Meeting shall remain with the authors.

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

Instructions for Electronic Submissions

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

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

Title of submission (500 characters maximum, title changes will not be allowed at a later date)

Type of submission (must select one of the following):

- Refereed Research Paper: treat as abstract if rejected (if you want the paper scheduled for presentation at the annual meeting if it is not accepted for publication in the Proceedings)
- Refereed Research Paper: withdraw if rejected
- Non-Refereed Research Abstract
- Workshop Proposal
- Tutorial Proposal
- Panel Discussion Proposal
- Symposium Proposal
- Colloquium Proposal
- Award Competition Entry

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

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

Stage of your research as of today.

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

Invitation information. ■

2005 Annual Meeting Coordinators

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2005 Competitions

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

Best Paper Awards Competition

Best Paper Awards will be presented at the 2005 Annual Meeting. Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, and Best Interdisciplinary Paper. In addition, there will be a Distinguished Paper Award for outstanding papers within each track. Reviewers will be asked to nominate competitive paper submissions for these awards. Nominations will then be reviewed by a best paper review committee, which will make award recommendations.

Best Case Studies Award Competition

The Case Studies Workshop serves an active role in the dissemination of new ideas with respect to case studies topics. The Best Case Studies Award will be presented in conjunction with the 31st annual DSI Case Studies Workshop on "Case Techniques in the Decision Sciences." Cases may be methodological in nature (i.e., crafted to support the learning of a specific technical skill) or integrative (i.e., designed to foster

the integration of scientific approaches and analyses with real-world decision making).

Jeffrey S. Harper, Indiana State University
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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 April 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 is April 1, 2004. For information concerning this competition, please contact the coordinator.

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

2005 Track Chairs

Accounting: Theory, Applications, and Practice

Mary Jane Lenard, University of North Carolina at Greensboro
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Robert Klassen, University of Western Ontario
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DSS/AI/Expert Systems

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Demand Management and Forecasting

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Finance/Financial Management

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Innovative Education

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International Business

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Manufacturing Management

Peter T. Ward, Ohio State University
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Marketing: Theory, Models, & Applications

Subhash Sharma, University of South Carolina
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MS/OR: Techniques, Models, and Applications

Umit Akinc, Wake Forest University
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New Product Development and Project Management

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Organizational Behavior/Organizational Theory

Paul Mallette, Colorado State University
Paul.Mallette@business.colostate.edu

Quality

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Service Management

Richard Metters, Emory University
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Statistics and Decision Analysis

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Strategy and Policy

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Supply Chain Management

Vaidy Jayaraman, University of Miami
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Jonathan D. Linton, Rensselaer Polytechnic Institute
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2005 Case Studies Award & Workshop

Disseminating new ideas in case studies topics

The Decision Sciences Institute has a tradition of promoting case-based teaching and the development of new instructional case studies. The Best Case Studies Award will be awarded based primarily on the following criteria:

Worthy Focus: Does the case address an important and timely business or managerial issue?

Learning Challenge: Does the case engage the student in an appropriate and intellectually challenging way?

Clarity: Does the case present the facts, data, and decision(s) to be made in a clear and concise way, consistent with its focus and objectives?

Professional Appearance: Does the case and teaching note present a well-written and complete teaching package?

Potential for Use: Is the case and teaching note likely to receive widespread and effective use?

Comprehensive Analysis: Does the teaching note provide a complete analy-

sis of the qualitative and quantitative issues raised in the case? Are the theoretical linkages appropriate to the course and the topic?

Well-defined Pedagogy: Does the teaching note provide adequate guidance regarding how to teach the case, position the case in the course, and outline key learning points?

The top three contestants, selected by a panel of case experts, will present their case studies and analysis at a regular session at the 36th Annual Meeting of the Decision Sciences Institute held in San Francisco. The case study must be presented at this regular session to be eligible to win the Best Case Studies Award. A separate panel of judges will then select the winner from among the finalists, based both on the written material as well as the presentation. The winner will be announced at the annual meeting.

Cases not selected as finalists may be presented at the Annual Case

Writer's Workshop to be held at the 2005 Annual Meeting (see below).

31st Annual Case Workshop

The 31st Annual Case Workshop for members engaged in developing new instructional cases will be held at the 2005 DSI Annual Meeting in San Francisco. Members are invited to submit completed case studies along with an appropriate instructor's note to the DSI program chair. The format this year will include critiques of the individual cases by case writers in appropriate fields. The purpose of these discussions is to help the case writer further develop their case studies so that they can be shared with other faculty using the case method. Attendance at the Case Writers' Workshop is open to all conference attendees.

Submission deadline is April 1, 2005. ■

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New Faculty Development Consortium

The New Faculty Development Consortium deals with research, teaching, publishing and other professional development issues for faculty who are beginning their academic careers. Attendance at this consortium is by application and is open to faculty members who have Ph.D. degree and are in the first two years of their teaching career.

Thomas Choi, Arizona State University
E-mail: thomas.choi@asu.edu

Laura Forker, University of Massachusetts, Dartmouth
E-mail: lforker@umassd.edu

Professional Faculty Development Program

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

- new instructional and research methodologies
- professional service and counseling
- balancing the needs of different stakeholders (students, corporations, alumni, etc.) in the educational process

- globalization of business education
- role of grading and assessment
- obtaining research funding
- career path strategies
- meeting increasing demands in teaching, service, and research
- challenge and opportunities of new technologies.

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

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Doctoral Dissertation Competition

Searching for the best dissertation in the decision sciences from 2004

Co-sponsored by McGraw-Hill/Irwin and the Decision Sciences Institute

McGraw-Hill/Irwin and the Decision Sciences Institute are co-sponsoring the 2005 Elwood S. Buffa Doctoral Dissertation Competition. The purpose of the competition is to identify and recognize outstanding doctoral research in the development of theory or applications of the decision sciences completed during 2004. A monetary award of \$1,500 will be presented at the 2005 Annual Meeting. Submission deadline is April 1, 2005.

Instructions

1. The dissertation must deal with the development of methodology for, or application of, the decision sciences.
2. The dissertation must have been accepted by the degree-granting institution within the 2004 calendar year. It is not necessary for the degree to have been awarded by the end of 2004. Also, the dissertation may not have been submitted previously to a Decision Sciences Institute dissertation competition.
3. The submission materials consist of the following:
 - a. A nominating letter on university letterhead stationery submitted by the student's major professor. This letter

introduces the student, the supervisor of the dissertation, and the degree-granting institution. It also certifies the acceptance of the dissertation by the institution within the required time frame. All contact information for both the author and the major professor should also be stated in the letter.

- b. Four copies of a separate statement by the major professor about why the dissertation deserves special recognition.
- c. Four copies of a student-prepared summary of the dissertation. This five-to-ten page double-spaced overview should include a description of the problem, the methodology, and the major findings/conclusions. At the top of the first page, the dissertation's major and minor fields should be identified. Major fields typically are accounting, economics, finance, information systems, organizational behavior/design/theory, operations management, and strategy/policy. Minor fields are often simulation, optimization, service sector, quality, quantitative analysis, artificial intelligence/expert systems, experimental design, and so on. The summary should include a 250-word abstract.
- d. Four copies of the dissertation, punched and bound using standard Arco flat

metal prong fasteners (8-1/2 center to center) and appropriate report covers (do not use a ring binder or any kind of book binding).

4. Because of the blind-review process, it is essential that the author, degree-granting institution, and supervising professor not be identified in items 3b, 3c, and 3d. All acknowledgments or other references that would identify the author, institution, or professors must be removed from the dissertation and all accompanying documents except the nominating letter.
5. Supervising professor and student materials may be submitted together or separately. If the latter is done, the student will also need to include an identifying cover letter. ■

Direct all inquiries and applications to:

Roger G. Schroeder
Donaldson Chair in Operations
Management
Carlson School of Management
University of Minnesota
321 19th Avenue South
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tutorials, and other special sessions directly to the professional development program coordinator by May 1, 2005.

Marc J. Schniederjans, University of Nebraska-Lincoln
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Technology in the Classroom Miniconference

The Technology in the Classroom Miniconference provides a forum for participants to share novel or innovative applications of technology in the classroom that enhance the student's learning experience. Submissions should be limited

to creative approaches and best practices for using course support software, multimedia, spreadsheet software, simulation software, online tutorials, or other applications of technology, and be capable of being demonstrated and discussed within a 20-30 minute timeframe. Submissions will be competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy, and should not be duplications of material found in existing textbooks. Please send submission (following the "Instruction for Electronic Submissions") directly to the miniconference coordinator by May 1, 2005.

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

Research Methods Miniconference: Structural Equation Modeling

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

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

Doctoral Student Consortium

Creating successful career paths for students

Co-sponsored by McGraw Hill/Irwin, Beta Gamma Sigma, and DSI

The 23rd annual Doctoral Student Consortium will provide participants with an engaging, interactive professional experience that is designed to get them off to a strong start in their careers. We are pleased to have the sponsorship of McGraw Hill/Irwin and Beta Gamma Sigma for this important event. The Consortium will take place on Saturday, November 19, 2005, at the 2005 DSI Annual Meeting in San Francisco, California.

Who Should Attend?

The Doctoral Consortium is offered to individuals who are well into their doctoral studies. Because of DSI's interdisciplinary constituency, the Consortium welcomes students from all subject areas within the decision sciences. A variety of students with backgrounds in operations management, management information systems, management science, strategy, organizational behavior, marketing, accounting, and other areas will increase the vitality of the sessions. The program will focus on career goals, job search issues, placement services, research strategies, teaching effectiveness, manuscript reviewing, and promotion and tenure. Students who are interested in addressing these subjects in a participative, interactive way will enjoy and benefit from the Consortium.

Program Content

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

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

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

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

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Instructional Innovation Award Competition

Recognizing outstanding contributions that advance instructional approaches within the decision sciences

Co-Sponsored by Alpha Iota Delta, Prentice Hall, and the Decision Sciences Institute

A key element of the mission of the Decision Sciences Institute is the promotion of innovative teaching and pedagogy in the decision sciences. At the President's luncheon during the 2005 Annual Meeting, the 27th presentation of this prestigious award, co-sponsored by Alpha Iota Delta (the national honorary in the decision sciences), Prentice Hall, and the Institute, will be made.

The Instructional Innovation Award is presented to recognize outstanding creative instructional approaches within the decision sciences. Its focus is innovation in college- or university-level teaching, either quantitative systems and/or behavioral methodology in its own right, or within functional/disciplinary areas such as finance, marketing, management information systems, operations, and human resources.

The award brings national recognition for the winner's institution and a cash prize of \$1,500 to be split among the authors of the winning submission. Authors of each of the remaining finalist entries share \$750. Author(s) of the winning submission will be encouraged to prepare a paper for possible publication in *Decision Line*.

Please do not resubmit previous finalist entries. Submissions not selected for the final round of the competition will be considered for presentation in a regular session associated with the conference's Innovative Education track. Therefore, competition participants should not submit a condensed version of their submission to a regular track.

All submissions must adhere to the following guidelines and must be received no later than April 1, 2005.

Instructions

Applications must be submitted in electronic form using instructions on the conference Web site at www.bus.ucf.edu/dsi2005/. A tentative summary of instructions appears below; however, applicants should consult the Web site instructions before submitting. Submissions will consist of one document electronically submitted using the conference Web site, and one supplemental letter sent via US mail.

Electronic Submission Notes

1. Number of documents and their format: The electronic submission must consist of one document, in Microsoft Word or Adobe PDF format, completely contained in one file. Graphics and images may be integrated into this one document, but no separate or attached files of any kind are permitted. No audio, video, or other multimedia of any form can be included. Nothing may be separately submitted by any other means, including disks, videotapes, notebooks, etc. Further information about maximum file size, etc. can be found on the electronic submission form.
2. Anonymity: Include no applicant names, school names, Web sites, or other identifying information in your document. This information is captured separately on the electronic submission form. Applicants not adhering to this policy will be ineligible for consideration.

Document Format

Competition finalists will closely adhere to these format requirements.

1. Length: Your one electronically submitted document can be no more than 30 total pages when formatted for printing.
2. Title Page: On the first page, provide the title of the submission and a table of contents. Number all pages in your submission in the upper right-hand corner.
3. Innovation Summary: On the second page, explain why your submission provides a new innovative approach to teaching. You may also incorporate this into the abstract to be entered separately on the electronic submission form.
4. Summary Section: On the next 3 to 7 pages, present a double-spaced summary of your submission, with the following headings:
 - a. Topic or Problem toward which your approach is focused.
 - b. Level of students toward which your approach is focused.
 - c. Number of students with whom the approach has been used.
 - d. Major educational objectives of your approach.
 - e. Innovative and unique features of your approach.
 - f. Content: Describe the content or substance of the material addressed with your approach. Indicate why you focused your innovative efforts on this material or content.
 - g. Organization: Explain how you structured the material or content, unique features of your approach, and how your approach contributes to student learning.
 - h. Presentation: Discuss how you designed the explanation and illustration of the material or content, what is unique about your approach, and how its use makes learning more effective.
 - i. Effectiveness and specific benefits of your approach to the learning process: Indicate how your major educational objectives were met, benefits derived from the presentation, students' reactions to the presentation, and how you evaluated the effectiveness or benefits derived. Include measures of the success of the approach, which may include, but should not be limited to, instructor or course evaluations.
 - j. Transferability: Explain how this innovation could be used by other institutions, professors, or courses.The Summary Section will be used for the first round of reviews and may also serve as the Proceedings version for both finalists and papers accepted for presentation in regular sessions.

5. Expanded Section: This is the complete, full version of the submission that should stand alone without the summary section. The expanded section may not exceed 21 pages, including exhibits. This document is used in the second round of reviews and permits you to describe the content, organization, presentation, and effectiveness in more detail. In addition to the same information provided in the Summary Section, you may:

- a. List experiential exercises, handouts, etc. (if any), which are part of your innovative approach and explain where they fit in your approach.
- b. Add any other discussion or material that you feel is essential to an understanding of your submission.
- c. Appendix. Attach copies of illustrative material, especially any that you have developed, and a copy of the most recent course syllabus in which the innovative activity was used.

The total length of your electronically submitted document, including appendices, must not exceed 30 pages. The text must be double-spaced, using 11-12 point characters, and a minimum of one-inch margins.

Page Counts

Title Page	= 1 page
Innovation Summary	= 1 page
Summary Section	= 3-7 pages
Expanded Section	= less than or equal to 21 pages
TOTAL SUBMISSION	= less than or equal to 30 pages

Supplemental Letter

In addition to the document submitted electronically, send a letter via US mail to the competition coordinator (address given below) from your department chair, head, or dean attesting to the submission's authenticity. Include a self-addressed, stamped postcard or envelope that will be returned to confirm receipt of the supplemental letter.

Evaluation

The materials will be evaluated by the Institute's Innovative Education Committee. All submissions will be blind reviewed. Therefore, it is important that all references to the author(s) and insti-

tutional affiliation are entered only on the electronic submission form and do not appear anywhere in the submitted document itself.

The submissions will be evaluated in two phases. All submissions will be evaluated for (1) content, (2) organization, (3) presentation to students, (4) transferability to other institutions, professors, courses, etc., and (5) innovation. Consideration will be given to the clarity of the presentation of the innovative features of the submission and the demonstrated effect it has had. Phase two will be the finalists' presentation at the annual meeting. Both the written submission and presentation will be considered in the final voting for the award.

All applicants, including the finalists, will be notified by June 15, 2005. If you are one of the finalists, you will be required to attend the Instructional Innovation Award Session at the annual meeting in San Francisco. At that session, each finalist will do the following: (1) present a review or summary of the submission, (2) conduct an in-depth presentation or a discussion of a specific component of the submission (selected by the finalist), and (3) respond to questions from the audience.

This session has two purposes: to provide an avenue for the Institute's members to see and discuss innovative approaches to education which could be used in their classes, and to enable the authors of the innovative packages to "bring their approaches to life" and add another dimension to the evaluation process.

The Committee invites your participation in this competition to recognize excellence in innovative instruction.

Please remember that all submissions must be received by April 1, 2005.

Instructional Innovation Coordinator

S. Tom Foster, Jr.
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DOCTORAL CONSORTIUM, from page 28

Attendees must pay the regular student registration fee of \$45 for the annual meeting, but there will be no additional charge for the Consortium. This fee includes the luncheon and reception on Saturday, the networking luncheon on Sunday, and the CD-ROM of the proceedings. Although students will be responsible for all of their own travel and accommodation expenses, it is customary for participants' schools to provide monetary support for these purposes.

Consortium participants will be recognized in *Decision Line*, the Institute's news publication. Additionally, they can receive special recognition in the placement system, special designation on their name badges, and an introduction to the larger DSI community at the breakfast and plenary session. ■

Doctoral Consortium Co-Coordinator
(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
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(517) 432-2916
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and

Morgan Swink
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Eli Broad Graduate School of Management
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New Faculty Development Consortium

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

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

Topics include, but are not limited to, the following:

- Your personal concerns about being a faculty member
- Knowing tenure policies at different schools
- Balancing the needs of different stakeholders (students, corporations, review committees, alumni, etc.) in the educational process
- Publishing strategies
- Obtaining research funding
- Career path strategies
- Building an academic portfolio

Faculty in all business disciplines who have finished their doctorate and are in the first three years of their post-doctoral teaching career are encouraged to participate. Applications, using the form below together with a recent vita, should be submitted by September 15, 2005. Participation is limited to the first 50 qualified applicants. Each participant will be ex-

pected 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
North Dartmouth, MA 02747-2300
lforker@umassd.edu

Application for New Faculty Development Consortium

November 19, 2005 • San Francisco, California

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

Name: _____ Research interests: _____

Current institution and year of appointment: _____

_____ Teaching interests: _____

Mailing address: _____

_____ Major concerns as a new faculty member: _____

Year doctorate earned: _____

Phone: _____

Fax: _____ Have you attended a previous DSI Doctoral Student Consortium?

E-mail: _____ yes no

If so, when? _____

Professional Faculty Development Program & Research Methods Miniconference

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

- new instructional and research methodologies
- professional service and counseling
- balancing the needs of different stakeholders (students, corporations, alumni, etc.) in the educational process
- globalization of business education
- role of grading and assessment
- obtaining research funding

- career path strategies
- meeting increasing demands in teaching, service, and research
- challenge and opportunities of new technologies.

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

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

Professional and Faculty Development Program

Marc J. Schniederjans
University of Nebraska-Lincoln
mschniederjans1@unl.edu

Research Methods Miniconference Coordinator

Xenophon Koufteros
Florida Atlantic University
kouftero@fau.edu

Technology in the Classroom Miniconference

An expanded forum for exchanging ideas at the 2005 Annual Meeting

The Technology in the Classroom Miniconference provides a forum for participants to share novel or innovative applications of technology in the classroom that enhance the student's learning experience. The miniconference will focus on using technology to support courses in all relevant fields to the Decision Sciences Institute including Information Systems, Management Science, Operations Management, Accounting, and others. Submissions should include creative

approaches and best practices for using course support software, multimedia, spreadsheet software, simulation, online tutorials, or other applications of technology, and be capable of being demonstrated and discussed within a 20-30 minute time frame.

Submissions will be competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy. Please send submissions by May 1, 2005. ■

Classroom Technology Coordinator

Gary M. Kern
Indiana University South Bend
gkern@iusb.edu