

# DECISION LINE

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October 2006

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## PRESIDENT'S LETTER

### Changing Times

Mark Davis, Bentley College  
President, Decision Sciences Institute

*"The Times They Are a Changin'"*  
(Bob Dylan, American folksinger)

Before I get to the main focus of this letter, I want to thank Mo Mahmood, this year's program chair, and his program committee for putting together a great conference. Having been a program chair myself, I know all of the time and effort that is required to organize a meeting like this.

Speaking of changing times, being born and raised in Boston, I always dread November. The leaves have fallen

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# DECISION LINE

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*The Board of Directors of the Decision Sciences Institute extends its deep appreciation to the J. Mack Robinson College of Business, Georgia State University, for its contributions to and support of the Institute's Home Office.*

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

The world is constantly changing and we now face more and more challenges in how we live and travel. For example, in early August, we were not allowed to bring liquids and gel on board planes. When the new ruling first came into effect, many travelers were caught by surprise and major problems were reported at many international airports. The initial ruling has since been modified to allow limited amounts of liquids and gels to be included in the carry-on luggage. Hopefully, air travel to San Antonio for the DSI Annual Meeting will be less eventful.

This issue of *Decision Line* is one that many of us are eagerly waiting for because it provides information about the Institute's meeting in San Antonio as well as several interesting articles. In the President's letter, Mark Davis of Bentley University expresses his appreciation for the time and effort that this year's Program Chair (Mo Mahmood) and his committee members have put into organizing the conference in San Antonio. He also notes from an academic perspective that many changes have occurred: "Teams have replaced the individual; transdisciplinary has replaced disciplinary; and global has replaced national." This changing academic landscape necessitates conducting relevant and rigorous research that is transdisciplinary and cross-cultural. He suggests that in this dynamic environment we must change because there is no real alternative.

In Research Issues, Thomas J. Goldsby of the University of Kentucky observes that the growth in supply chain management (SCM) research has been unprecedented. He discusses several challenges facing supply chain management researchers and calls for respectability in a newly formalized discipline. Since SCM involves several diverse business disciplines, research in this area should include collaboration among the various disciplines to gener-

ate significant contributions to both practitioners and academics.

In the Classroom feature article on "Facing the Problem of Spreadsheet Errors," Ray Panko of the University of Hawaii notes that past research has shown that few organizations have policies requiring mandatory testing of spreadsheets and only a handful of spreadsheet developers do their own testing. Typically, spreadsheet developers make errors between 2 to 5 percent of all formulas, which is high compared with about 0.1 to 0.4 percent for software. He proposes getting rid of spreadsheet programs and replacing them with special-purpose software to reduce the high error rates.

In the article on Ecommerce, Allen Schmidt of Madison Area Technical College and Kenneth Kendall of Rutgers University suggest that Ajax can make loading of Web pages more efficient and display information faster. Ajax (shorthand for *Asynchronous JavaScript and XML*) is defined as "a technique that uses a collection of existing technologies to improve the functionality of a Web interface to give it more of the look and feel of a desktop application." The article presents how Ajax works, when Web developers should use Ajax, and drawbacks of using Ajax.

The topic of business school rankings has been hotly debated since the first full-time MBA ranking was

See **EDITOR**, page 10



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*DSI will be a co-host for the 14<sup>th</sup> International XBRL Conference, which will take place in Philadelphia, PA on December 4-6, 2006. The theme of this year's conference will be "Interactive Data—The Revolution in Business Reporting." For more information on this conference, visit the conference website: <http://conference.xbrl.org>*

■ SHAWNEE VICKERY, Feature Editor, Eli Broad Graduate School of Management, Michigan State University

# The Trials and Tribulations of Supply Chain Management Research

by Thomas J. Goldsby  
Gatton College of Business & Economics,  
University of Kentucky

Without question, it's a great time to be a supply chain researcher. The discipline is enjoying unprecedented attention and growth. Industry is driving much of this new-found fame for supply chain management (SCM). Senior executives are often carrying the label in their job titles, annual reports cite the strength and flexibility of companies' supply chains, and service providers touting their specialization in supply chain management can be found at nearly every commercial break of major sports broadcasts. These developments reflect the commonly held view that competition no longer takes place merely between two manufacturers, but rather between the two manufacturers' supply chains.

This movement in industry is reflected in the adoption of supply chain management in the academic environment as well. Consider that academic departments are adding "Supply Chain Management" to their titles, new academic programs and curricula are focusing on the discipline, an increasing number of journal articles address the topic, and special issues and even entire journals are now dedicated to the subject. So, yes, it appears to be a great time to be a contributor to the burgeoning discipline of supply chain management. However, it is not without its trials and tribulations. This piece focuses on some of the many challenges facing supply chain management researchers, including the very meaning of supply chain management, the call for respectability in a newly formalized discipline, and conducting valid research across a broad scope of business conduct.

## What is Supply Chain Management?

To begin, it seems reasonable to ask "What is a supply chain?" and "What does it mean to 'manage' one?" Most will agree that a supply chain is composed of multiple companies working together to provide an output valued by end customers. Meredith and Shafer (2007) refer to a supply chain as "all activities involved in supplying an end user with a product or service" and add that the image of companies linked together makes the chain analogy quite appropriate (p. 271). Lambert (2006) states that a supply chain is "not a chain of businesses with one-to-one, business-to-business relationships, but a network of businesses and relationships" (p. 2). In refuting the "chain" analogy, Lambert points to the complex network of business relationships that compose most supply chains. His distinction is also important because it alludes to the supply chain as embodying more than the physical flows of inventory among companies; it also includes the *relationships* among the companies, of which exchanges in inventory, information, and cash are important aspects.

So, then, what does it mean to manage a supply chain? This is a matter of great confusion among practitioners and academics alike. Four sample definitions follow:

1. Supply Chain Management encompasses the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and



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has interest in the theory and practice of lean and agile supply chain strategies. He has published several articles in academic and professional journals and serves as a frequent speaker at academic conferences, executive education seminars, and professional meetings. He is co-author of *Lean Six Sigma Logistics: Strategic Development to Operational Success* (J. Ross Publishing, 2005) and a research associate of the Global Supply Chain Forum at the The Ohio State University. He has received recognitions for excellence in teaching at Iowa State University and The Ohio State University.

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collaboration with channel partners, which can be suppliers, intermediaries, third-party service providers, and customers. In essence, Supply Chain Management integrates supply and demand management within and across companies (source: Council of Supply Chain Management Professionals (CSCMP)).

2. Supply Chain Management is the integration of key business processes from end user through original suppliers that provides products, services, and information that add value for customers and other stakeholders (source: Lambert, 2006)
3. Supply chain management... concerns the process of trying to manage the entire chain from initial receipt of the ultimate consumer's order all the way back to the raw materials providers and ultimate delivery back to the consumer (source: Meredith and Shafer, 2007).
4. Supply chain management is a set of approaches utilized to efficiently integrate suppliers, manufacturers, warehouses, and stores, so that merchandise is produced and distributed in the right quantities, to the right locations, and at the right time, in order to minimize systemwide costs while satisfying customer level requirements (source: Simchi-Levy et al., 2002).

Two important similarities among the definitions are the broad scope of supply chain management activity and the concept of integration. All of the definitions underscore the multi-company perspective and the premise of working together to create output desired by end customers. The obvious challenge to cooperative behavior across companies is the fact that shareholders do not buy stock in supply chains—but rather in individual companies, each pursuing the interests of their own shareholders. That much said, it is commonly believed that companies with excellent relations with customers and suppliers will yield greater long-term profitability prospects than rivals with less favorable relations among key trading partners. Toyota is

an excellent living example of this belief.

Beyond the cooperation that transpires among companies in the supply chain, many of the definitions speak of integration across functional areas of the individual firm. The CSCMP definition names the areas of sourcing and procurement, conversion, and logistics management (the activities previously labeled “physical flow management” activities). Yet, the closing line describes the integration of “supply and demand management within and across companies” which suggests that SCM involves not only the functions responsible for fulfilling customer orders but also the functions associated with generating and capturing demand (i.e., sales and marketing). This is entirely consistent with the view of the Global Supply Chain Forum at The Ohio State University and its holistic view that integrates all of the functions within a firm into business processes that manage the links across intra- and inter-company boundaries (Lambert, 2006).

With that in mind, is SCM the domain of researchers in operations management, logistics management, or purchasing management? The answer is all of the above, but it is not limited to these functions associated most closely with physical flow management. The areas of marketing, strategy, finance, accounting, human resources, new product development, and engineering can make equally valid claims to elements of supply chain management research. While they may not offer expertise in physical flow aspects of the relationship, they offer significant expertise for the broader view of business conduct among the entities that make up the supply chain. In fact, the expertise of these so-called “outsiders” is essential for a comprehensive understanding of business relationships. It is the rare individual who can claim expertise in these diverse business disciplines. The implication for SCM research is the inclusion of collaborators from diverse business

disciplines. The more promising areas of cross-disciplinary research include:

- Defining supply chain strategy and its implications for forming business relationships
- Performance measures for intra- and inter-company supply chain activity
- Mechanisms for sharing the risks and rewards of cooperative engagement among companies in the supply chain
- Power influences in supply chain relationships
- Organizing for effective cross-functional teams
- Continuous improvement initiatives across company lines.

The broad scope of SCM also begs the question “Where is the most appropriate place to publish SCM research?” Is it necessarily limited to SCM journals or does it also have a place in marketing, accounting, finance, strategy, and other business journals? Given the boundary spanning nature of the discipline, it is entirely possible that SCM research may be found in any business outlet, though one must determine where a given work is likely to generate the greatest impact. In some instances, this will be a field-specific journal while in others it will be in a journal dedicated to supply chain management. This debate is occurring in many academic settings as supply chain management forges its position among the more established business disciplines.

## The Challenges of Conducting Supply Chain Research

Before supply chain management research can be published, however, it must be conducted. The broad nature of the discipline often makes it difficult to determine how to best approach a research question. For instance, what should be the unit of analysis in supply chain research—the individual firm, a dyadic relationship among firms, a web of relations between two tiers of the supply chain, or the whole supply chain? Depending on the research question, the research scope and unit of

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analysis may take on any one of these orientations. Different methods will find relevant application under different research scopes and units of analysis. The next several sections identify common methods of research with their relative advantages and disadvantages in the supply chain domain.

### Case Research

Case studies offer a viable method of supply chain research for several reasons. First, cases support the logic of discovery, where the objective is to uncover phenomena through observation and speculation. Discovery leads to the development of hypotheses, laws, and theories, which is appropriate for a field of inquiry lacking a sound base of existing theories (Hunt, 1991). Yin (1989) adds that case studies are “the preferred strategy when ‘how’ or ‘why’ questions are posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context.” These conditions fit the dynamic environment of supply chain management, where the effect of one actor’s actions on another is of particular interest and isolating effects is difficult or impossible. Case studies may also be appropriate for supply chain management research given the ability to capture the richness of inter-company dynamics across multiple tiers.

One limitation associated with case research is its reluctant acceptance in many academic journals fixed on empirical confirmation of theory. While it is true that case research conducted on a casual basis is merely observational, properly conducted case research need not lack the methodological rigor most often associated with empirical testing. While generalizability of findings will be limited by focus on a single supply chain, soundly conducted case research can achieve internal validity unparalleled by other methods and advance the cause of discovery.

### Survey Research

In keeping with Hunt’s (1991) paradigms of research, the logic of justification is that which the researcher uses to explain and predict phenomena as well as empirically test relationships through scientific methods. Survey methods offer a common means for collecting data on observed phenomena for the sake of empirical theory testing. Survey research is a widely accepted method in most business disciplines. However, survey research in supply chain management poses interesting challenges.

A primary challenge is the difficulty associated with collecting sufficient information from the multiple parties involved in a “supply chain phenomenon.” Many of us are finding it challenging enough to generate sufficient

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**What should be the unit of analysis in supply chain research—the individual firm, a dyadic relationship among firms, a web of relations between two tiers of the supply chain, or the whole supply chain?**

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response today for surveys directed toward a limited sample frame, say, one level of the supply chain. When the unit of analysis expands beyond a single firm, involving a key customer and/or a key supplier to a focal firm, then the challenge of collecting sufficient data for this broader scope is almost prohibitive. This is particularly true when situation-specific information is sought and the key informants are limited to a select few individuals.

Collecting a large number of supply chain samples for sufficient statistical power makes it difficult to focus on anything more than a single firm in the supply chain. Relying on a single party in the supply chain can be very risky, though, when the unit of analysis is multi-company. In addition, given that supply chain management is cross-

functional in orientation, it can be difficult to access the few members of any given organization who possess sufficient knowledge and experience across the milieu of functions that may be of interest in the research.

### Optimization Research

Optimization and mathematical modeling are techniques found throughout all business disciplines, and find frequent application in supply chain management today. The most common applications are those directed toward resource allocation in the production and delivery of products and services as well as the determination of optimal physical structure for supply chain networks. Optimization offers the best collection of tools for solving problems dealing with inventory planning, transportation scheduling, and location analysis. It can also prove insightful on matters of product pricing though it is typically applied to matters of efficiency in physical flow management.

Optimization and mathematical models are less effective, though, when applied to the behavioral aspects of supply chain management. Even with the accommodation of uncertainty and the application of adaptive learning algorithms, optimization struggles to capture the dynamic realities of supply chain relationships. By relying on the assumptions built into model parameters, the output of a mathematical model can only prove as robust as the input. Given the virtually limitless number of variables at work in supply chain phenomena, the research problem must be limited to a manageable scope and dimension for analysis. While this criticism is true of any empirical model of reality, it is often leveled on optimization. So, while optimization offers keen insights beyond the realm of our limited ability to solve complex problems, optimization alone is not sufficient for most large problems in supply chain management, and particularly those with significant behavioral implications.

## Simulation Research

Like optimization, simulation uses mathematical models to reflect real-world settings and estimate outcomes given a set of situational characteristics (Closs et al., 1998). Unlike optimization, however, simulation does not yield a single, optimal solution to a problem given its ability to incorporate variance across a static or dynamic planning horizon. Simulation is preferred over optimization when the analysis incorporates multi-echelon or multi-channel distribution formats or when emphasis is placed on the dynamic nature of operational activity. For these reasons, simulation is gaining a significant foothold among supply chain researchers for addressing issues of supply chain strategy and other "what-if" scenarios.

Most simulation research, however, is notional in orientation and lacks the grounding of an actual supply chain environment. A notable exception is the blending of case methods with simulation, where one can benefit from the internal validity offered by case methods and the external validity advantages of simulation. In fact, simulation can serve as the living laboratory for supply chain research by incorporating the full scope of a supply chain (from dirt to dirt), examining the effect of one focal variable on another. Of course, with large-scale problems, model assumptions must be made in order to make the problem manageable. Similar to optimization, the quality of the output is regulated entirely by the quality of the input.

## Parting Shots

Supply chain management offers one of the richest domains for business research today. Practitioners are interested and, indeed, hungry for the contributions that academics can lend as they deal with an ever-complex myriad of challenges, as they try to make the vision of SCM a reality. Academic journals likewise are seeking to fill their pages with the offerings of supply chain researchers. We must address these needs, but with consideration of

the many issues brought forth in this piece. Here is a brief recap:

- The very meaning of supply chain management remains ambiguous with several competing definitions available. Until consensus understanding is reached, authors must identify a specific definition within which they are working, and any new definitions must be substantiated thoroughly to prevent muddying the waters further.
- SCM research is not the domain of "SCM" researchers only. Rather, we need multiple perspectives to conduct the best work; this will also accelerate recognition of the discipline by all business researchers. To this end, SCM research should embrace the extant literature in the various fields. In turn, SCM research can offer significant contributions to the "outside" fields.
- SCM research can be found in journals specializing in supply chain management but should not be limited to these outlets. Work should be directed to the outlets that will allow for the greatest impact, as measured not only by potential for exposure and thought development among fellow academics, but also for the consumption and benefit of today's business practitioners.
- No single research method is without weaknesses in the SCM domain. Supply chain management will call upon the merits of multiple methods, sometimes in combination, to offer the appropriate level and depth of analysis required for a given research focus.

In sum, supply chain management offers rich opportunities for contribution as we develop the discipline. As a result, there is much seminal work that remains to be done as the discipline emerges from darkness and defines its own identity. To the extent that we can conduct valid, relevant, interesting research, we advance not only the thought and practice of supply chain management but the discipline itself. We must overcome the trials and tribulations to achieve anything of significance.

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■ RICK HESSE, Feature Editor, Pepperdine University

# Facing the Problem of Spreadsheet Errors

by Ray Panko, University of Hawaii

On the twenty-fifth anniversary of electronic spreadsheets, it might be well to pause and reflect on the downside of these ubiquitous, handy tools. Ask a programmer if a recently developed program module contains an error. He or she will almost always say, "Certainly!" From the time they are nerdlings, programmers are taught that program modules, *after* careful development, will contain errors in 2% to 5% of all lines of code. They are also taught that extensive (and expensive) testing is necessary to get the error rate down to about 0.1% to 0.4% in shipping software.

## Spreadsheet Errors

In contrast, if you ask a spreadsheet developer the same question about a carefully developed spreadsheet with dozens, hundreds, or even thousands of lines of code, he or she will almost always say, "No," and will do so very indignantly. Testing? Forget about it. A long stream of research has shown that very few firms have policies mandating the testing of spreadsheets, and few spreadsheet developers do testing on their own. When they do what they call "testing," furthermore, it usually consists of "looking over the spreadsheet for reasonableness" or some other whiskey cure. (Of all the things that do not cure the common cold, whiskey is the most popular.)

Should spreadsheet developers be so confident? Nearly 30 years of research says no. Lab studies have shown that spreadsheet developers make errors in 2% to 5% of all formulas. (Sound familiar?) This number, furthermore, varies very little between novices and experienced spreadsheet developers.

Most people are more convinced by results from field audits of real-world operational spreadsheets. Table 1 shows some key data from field audits since 1995. The formula error rate in audits that supplied the necessary information was (drum roll) 5.2%.

A formula error rate of 2% to 5% is very small, but spreadsheets tend to be very large. If you have an average formula error rate of  $e$ , and if you have  $N$  formulas in a chain, then the likelihood of your having an error is  $1-(1-e)^N$ . Even if you have only a dozen or so formulas, you are quite likely to have an error. If you have hundreds or thousands of unique (non-copied) formulas, the question is *how many* errors you have and *how serious* they are.

## Research Data

Table 1 indicates that significant errors are, in fact, common. For example, Coopers and Lybrand found that 91% of financial spreadsheets with more than



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error research since 1993. The content of this article is based on information available at his spreadsheet research Web site and his human error Web site (see urls below).

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<http://panko.cba.hawaii.edu/ssr>

<http://panko.cba.hawaii.edu/HumanErr>

### ERRATUM

In the previous Classroom feature column (May 2006, v37,n3), the following correction should be made in the first column, last sentence above Figure 1 (thanks to Tom Jones, University of Arkansas, for pointing this out):

Activity C—D is a dummy activity, to indicate that regulations will not allow ~~bags to be loaded until the cabin has been cleaned~~: passengers to be boarded until the bags have been unloaded.

Authors	Year	No. of Spreadsheets Audited	Average Size (Cells)	Percentage of Spreadsheets with Errors	Cell Error Rate	Comment
Hicks	1995	1	3,856	100%	1.2%	One omission error would have caused an error of more than a billion dollars.
Coopers & Lybrand	1997	23	More than 150 rows	91%		Off by at least 5%. At 5%, financial errors are considered to be material.
KPMG	1998	22		91%		Only significant errors that could affect decisions.
Lukasic	1998	2	2,270 & 7,027	100%	2.2%, 2.5%	In Model 2, the investment's value was overstated by 16%. Quite serious.
Butler	2000	7		86%	0.4%	Only errors large enough to require additional tax payments.*
Clermont, Hanin, & Mittermeier	2002	3		100%	1.3%, 6.7%, 0.1%	Computed on the basis of non-empty cells.
Interview I**	2003	~36 / yr		100%		Approximately 5% had extremely serious errors.
Interview II**	2003	~36 / yr		100%		Approximately 5% had extremely serious errors.
Lawrence and Lee	2004	30	2,182 unique formulas	100%	6.9%	30 most financially significant spreadsheets audited by Mercer Finance & Risk Consulting in previous year.
<b>Total/Average</b>		<b>88</b>		<b>94%</b>	<b>5.2%</b>	

*Table 1. Spreadsheet auditing results.*

\*The low cell error rate probably reflects the fact that the methodology did not inspect all formulas in the spreadsheet but focused on higher-risk formulas. However, error has a strong random component, so the practice of not checking all formulas is likely to miss many errors.

\*\*In 2003, the author spoke independently with experienced spreadsheet auditors in two different companies in the United Kingdom, where certain spreadsheets must be audited by law. Each company audited about three dozen spreadsheets per year. Both said that they had never seen a major spreadsheet that was free of errors. Both also indicated that about five percent of the spreadsheets they audited have very serious errors that would have had major ramifications had they not been caught. Audits were done by single auditors, so from the research on spreadsheet and software auditing, it is likely that half or fewer of the errors had been caught. In addition, virtually all of the spreadsheets had standard formats required for their specific legal purposes, so error rates may have been lower than they would be for purpose-built spreadsheet designs.

150 rows contained an error large enough to be financially material. (Sarbanes-Oxley practitioners, please take note.) KPMG, in turn, found that 91% of the spreadsheets created to support decision making had an error large enough to affect the decision.

Why do programming languages and spreadsheet programs create so many errors? As it turns out, they don't. The problem is not with the software but with the people using the software. To put things in a nutshell, many years of human error research in a variety of fields have shown that human beings always have an error rate floor of about 2% to 5% for cognitive actions as complex as those in programming and spreadsheet development. Human error theory suggests that human cognition evolved to balance several competing goals, including accuracy, speed, and the need for rapid changes of attention when needed.

Consider what happened when humans were hunters. If a saber tooth tiger was approaching, a person had to shift attention instantly from what they were doing. This limited the attention given to any task. In addition, if a saber tooth tiger was approaching, it was important to act quickly. A fast action with an occasional probability of error was much better than regret while being chewed on. In addition, while occasional errors do kill hunters, new hunters are easy and fun to make.

## Spreadsheet Testing and Inspection

OK, if spreadsheet errors are frequent and important, and if the tools are not to blame, what should spreadsheet developers do? Research has shown that spreadsheet errors look a great deal like software errors in type as well as frequency. This suggests that the whole traditional systems development life cycle (SDLC) discipline in programming will be needed. We must, in effect, teach new dogs very old tricks.

All phases of the systems development life cycle are important, but one is absolutely critical. This is testing. Test-

ing is the *sine qua non* of error reduction. Unless a company spends about a third of the total development effort on testing, nothing else matters.

When programmers talk about testing, they mean something very specific—plugging in input test values and ensuring that the program gives the correct result. However, selecting good test values is extremely difficult to do. In addition, programmers have behavioral “oracles” to tell them what results they should have—for instance, whether a record is updated correctly. However, complex spreadsheets need computational oracles to compute expected results. Most of the time, spreadsheet computations are so complex that there is no alternative but to use a spreadsheet to predict the results. For spreadsheet developers, traditional testing will require extensive training (which is unlikely to be available) and may be prohibitively difficult.

A more attractive approach may be inspection, in which spreadsheet practitioners go over the spreadsheet, module by module, looking at *every* formula cell in the spreadsheet. Limited research indicates that spreadsheet developers are about as good at inspection as professional programmers. Unfortunately, while people are very accurate when they build formulae, their detection rates are much lower. Inspection requires teams of three to five programmers to produce a sufficiently high detection rate. With teams, detection rates rise to between 60% and 80%. With both testing and inspection, there must be multiple rounds at different levels of integration, beginning with unit testing, then testing of small modules.

## Conclusion

Why not get rid of spreadsheet programs entirely and replace them with dedicated financial modeling, statistical, and other types of special-purpose software? The most important consideration is that humans will make the same number of errors when logic is involved. Specialized programs should be able to reduce errors by reducing the

number of cognitions users will make, but they will certainly not eliminate errors. Testing and inspection will still be critical. In addition, while spreadsheets are general purpose calculation systems, specialized programs—by definitions—do things that the spreadsheet programs cannot do. If spreadsheets are needed to supplement packaged programs, they often are used for especially complex calculations. ■

EDITOR, from page 3

published by *Business Week* in 1988. Robert Markland of the University of South Carolina compares several major full-time MBA rankings, discusses the pros and cons of the rankings, and examines the methodologies used in the rankings. He suggests that, “All of the stakeholders in the process will gain if we can move away from an obsession on a numerical ranking to a more balanced approach which stresses overall quality.”

Chetan Sankar of Auburn University reviews the book entitled *The Art & Craft of Case Writing* (2<sup>nd</sup> ed., M.E. Sharpe), by William and Margaret Naumes. The authors drew on their vast experience as case writers in writing this interesting book. The conclusion is that the book will be useful for both novice case writers and those interested in conducting educational case research.

See you all in San Antonio soon! ■

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■ KENNETH E. KENDALL, Feature Editor, School of Business-Camden, Rutgers University

In this month's column, Allen Schmidt and I explore a technique that uses a collection of technologies dubbed "Ajax," that controls how information is displayed on a Web page. All e-commerce consumers and Web page developers can gain competitive advantages from knowing a little bit about Ajax. It has many benefits in Web site programming and human computer interaction including, but not limited to, efficient loading of information to the less cluttered design of a Web page. Most of the Web features that Ajax delivers are laudable but, as with other technologies, there may be some features that are not in your best interest. Read on. [Kenneth E. Kendall, Feature Editor]

## Using Ajax to Clean up a Web Site: A New Programming Technique for Web Site Development

by Allen Schmidt, Madison Area Technical College;  
Kenneth E. Kendall, Rutgers University



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When getting ready to travel between countries in South America, we noticed that it was not possible to use the Web to pull up our flight between Santiago, Chile and Buenos Aires, Argentina. Although we possessed an electronic ticket, we wanted to see whether the departure time had changed. That option was not available to someone using the Web site from an IP address in the US. When we arrived in Santiago, we went to the airline's home page and there was an additional box displayed on the page. This allowed us to view the flights between Chile and Argentina. Something on the Web site was able to identify where we were accessing the pages from. Ajax was used for this purpose (and also to provide an option to read the page in Spanish or English). It was not available to users who were located in the US using an IP address from North America, but Ajax made it possible for someone using a computer in South America to receive this information.

### What is Ajax?

Ajax is not a new programming language, but a technique that uses a col-

lection of existing technologies to improve the functionality of a Web interface to give it more of the look and feel of a desktop application. Rather than making users wait for a response from a Web server, Ajax delivers just enough information to keep the interaction going in a human-paced way. Ajax works with the later browsers, such as Internet Explorer 6.0, Firefox, Netscape 6.0 and newer versions of these browsers.

Ajax uses JavaScript, a scripting language that enables Web authors to design interactive sites (*Webopedia* [2006a]) and either XML, which allows designers to create their own customized tags that enable the definition, transmission, validations, and interpretation of data between applications and between organizations (*Webopedia* [2006b]); or plain text to modify portions of a Web page in response to a user action. In the traditional Web environment, the viewer may make a selection from a drop-down list, and the Web page responds by sending a request to the Web server. The Web server sends a new Web page back to the browser based on the choice made in the selection list.

By contrast, an Ajax enabled Web page would respond to the same change

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in a drop-down list by sending a small amount of text to the server, which would return either plain text or an XML document to the same page. The text or XML is used to format the next portion of the Web page. Your experience as a user is smoother since you do not have to wait for a new page to display, and you do not have to figure out where to continue on the next page.

## When Should Web Developers Use Ajax?

Ajax can be used when a Web form with a drop-down list or radio button or other control is used to obtain additional data for a transaction from the Web server. Developers often need to partition Web sites into a series of pages at critical points, such as when a secure Web page must be loaded or to avoid information overload for the user. When a developer creates a page to assist a user in completing an airline reservation, the Web site might be partitioned into manageable, logical portions for the user including: finding a flight, entering or selecting the number and names of passengers, paying for the flight, selecting a seat, and selecting a specialty meal, or other special needs.

Ajax may also be used to obtain an XML document from a Web server and then use the data to display information on a Web page. The advantage of using XML is that you may have many of what would have been records in a traditional system stored within one XML document. The records may be selected from within the XML document to display information about them.

One example is displaying information for selected customers. The Web browser would use a form for users to enter a zip or other mailing code, telephone area code, or any other selection criteria. This would be sent to the server which would obtain the selected records from a database table or tables. The results would be formatted as an XML document and sent to the same Web page. The Ajax code coupled with dynamic HTML (hypertext markup language) would allow the selected cus-

tomers information to be displayed, with buttons to scroll forward or backward through the customers, one at a time. This is an easy to use interface, and eliminates the wait time for loading new Web pages. It also allows customer information to display one customer at a time, eliminating scrolling through a lengthy page of irrelevant information.

## Examples of Ajax

A good example of Web pages using Ajax is *Google Suggest*, which you can find at <http://www.google.com/webhp?complete=1&hl=en>. When the viewer starts keying in the letters for **Decision Sciences**, Google will update a drop-down list of search topics with the number of results. Google is using Ajax in many different applications and users are responding enthusiastically.

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**Ajax techniques are used to modify a Web page, increase response time, cut down on user waiting, and provide a smoother user experience with e-commerce pages and other interactive Web sites.**

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Another example is *Direct Ferries*, located at <http://www.directferries.co.uk/poirishsea.htm>, which uses the Web to allow viewers to make ferry reservations. On the home page, you can select an outward and return route, as well as the number of people traveling. On the second page, you can choose the type of vehicle you want for land transportation. Notice that the Web page expands with additional drop-down lists. Choose a make of auto desired, and the model drop-down list is populated. The Web page is modifying itself using dynamic HTML code. This is a change since spring of 2006, when this site loaded a unique Web page for each choice that was made.

## Changes to Website Design

To make Ajax effective and avoid user confusion, the Web page designer must include clear instructions, particularly

if there is a concern that the viewer may not notice that the Web page has changed.

Since the Web page is dynamically changing, feedback must be provided to inform the user about what to expect. An example would be a drop-down list initially containing one option stating "Selection Currently Not Available." When a message is sent to the server to obtain the values and text used to create the drop-down list (based on selections elsewhere on the Web form), the first option would change to something like: "Please Wait – List Is Being Populated." When the server returns the text or XML used to populate the list, the "Please Wait" message is removed.

## How Ajax Works

The Web page sends a request, typically containing a small amount of text, to the server. A number is returned indicating the status of the request, starting with 1 and ending with 4. When the status number reaches 4, the data has been returned and the "Please Wait" message is removed using dynamic HTML. This is done using the document object model or DOM. Every object may be given an ID, which allows the JavaScript code to store a reference to the object in a variable. Once this reference is obtained, JavaScript may be used to modify the object or any of its attributes.

In the example of changing an option in a drop down list, a reference to the list is stored in a variable. Each option in a list is considered a child of the list, and JavaScript uses a command called "removeChild" to delete the current text (originally stating "Selection Currently Not Available"). Next, JavaScript uses a command called "createElement" to create the new text ("Please Wait – List Is Being Populated") and another command, "appendChild," to add the text to the drop-down list. When the text used to populate the list with actual values is received from the server, the "removeChild" command clears the "Please Wait – List Is Being Populated" message and JavaScript uses a loop to "appendChild" to create the list with the new values from the server.

Lists may be changed by using simple text received from the server. More complicated activities, such as displaying customers and allowing the user to view them one at a time, involve the use of XML. When an XML document is received from the server, the elements in the document are stored in an array or matrix. As the user moves through the different customers (or other XML data), the JavaScript code gets the XML data from the next entry in the array and formats the Web page. The XML data may also be used to populate a drop-down list of customer names, and when the user changes to a new name, the Web page displays the matching customer.

These are just a few of the Ajax techniques that may be used to modify a Web page, increase response time, cut down on user waiting, and provide a smoother user experience with e-commerce pages and other interactive Web sites.

## Ajax has Drawbacks, Too

One of the drawbacks of using Ajax is that the *Back* button on the browser will not provide previous page information that existed before the selections were made. This is a serious usability issue and it violates widely embraced user expectations and customs. There must be a way for the Web page to allow viewers to change information that led to the current selections.

Another drawback is that Ajax relies on JavaScript, and about twenty-five percent of viewers have JavaScript disabled on their computers.

## Ajax Implications

Web developers can reduce the wait time a user typically experiences when interacting with an e-commerce or other Web site. Ajax keeps the conversation with the user fluid, and makes it smoother. Ajax makes loading of Web pages more efficient. Information can be displayed rapidly. Ajax can also improve how a screen looks. Data that are not pertinent to the current context can

be hidden from the user so that the Web page has a cleaner, uncluttered design.

Like all technologies, a feature can turn out to be detrimental if not used properly. Ajax might be used to censor information and, in effect, bar you from seeing it. A corporation may (in conjunction with the Web site) use Ajax to prevent information from displaying on your screen. One possibility is that the corporation is protecting you. Or maybe it is trying to prevent you from doing something (like allowing a U.S. citizen to purchase an airline ticket at the same price available in South America.) Alternatively, it is possible that a corporation might use Ajax to receive only the information it wants you to see on a given Web page.

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*Annual Meeting to be held February 21-23, 2007, in Savannah, GA*

The student paper competition is designed for students currently enrolled in PhD programs. Please refer to the [www.sedsi.org](http://www.sedsi.org) website for submission procedures. Student papers are subject to the same review process as regular papers. All student papers accepted by the reviewers will be scheduled on the program and a \$100 travel stipend will be awarded to each paper (regardless of the number of authors) at the meeting. Students who do not present their papers will not be eligible for awards. The Student Paper judges will also evaluate the quality of the presentations and recognize outstanding papers at the meeting luncheon on Friday, February 23<sup>rd</sup>, 2007. **Submission deadline is November 20, 2006.**

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■ KRISHNA S. DHIR, Feature Editor, Campbell School of Business, Berry College

The phenomenon of business school ranking remains highly controversial. Generally, the public shows a great amount of interest in the periodically published reports of ranks. Almost every major news publication ranks business schools. They rank programs by geographical regions, disciplines they emphasize, markets they address, and student-cohorts they serve. However, they cause considerable concern among business schools' deans. Different rankings use different methodologies, and report on opinions of different constituent groups, ranging from students to recruiters. Media reports claim to capture all aspects of quality in a single number, the rank, overlooking the variety of missions pursued by different schools. In this essay, Dean Markland takes a fresh look at the issues and suggests some new ideas for action. [Krishna Dhir, Feature Editor]

## Business School Rankings: Love Them or Hate Them?

by Robert E. Markland, Associate Dean,  
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The year 1988 was a most significant year for business schools. That year, *Business Week* (BW) published its initial rankings of full-time MBA programs, and has since conducted its surveys of recent MBA graduates and recruiters every two years. Incidentally, or perhaps ironically, this was their best selling issue ever (Gioia and Corley, 2002, p. 114). Today, almost every major business news publication, including *Business Week*, *U.S. News & World Report*, *Forbes*, *The Wall Street Journal*, *Financial Times*, and *The Economist*, ranks full-time MBA programs. Other publications rank programs by special interests (e.g., top entrepreneurship programs) or by regions (e.g., best in Latin America or Mexico). Still other rankings focus on non-degree executive education programs, executive MBA programs, or research quality. Finally, *U.S. News & World Report* has ranked undergraduate business programs for several years and in March, 2006, *Business Week* published its first ever ranking of undergraduate business programs.

Today, business school deans are increasingly concerned about the impact that rankings have on their pro-

grams. Considerable resources are devoted to these rankings. Many students, alumni, university administrators and donors are knowledgeable about the rankings, and some are even rankings obsessed. Deans also face continual pressure to show that change is occurring in order to successfully compete in the rankings game (Corley and Gioia, 2000, p. 328).

In this article we look at the business school rankings from the perspective of having provided data for these rankings for some thirteen years. Initially, we present a comparison of the major full-time MBA rankings. Next, we discuss some of the pros and cons of the rankings. The methodologies employed in the rankings are then examined from a decision sciences perspective. We conclude with some suggestions of how deans, other administrators, and faculty members can deal more effectively with these rankings.

### Comparison of the Six Major Full-Time MBA Rankings

A comparison of six of the major full-time MBA program rankings is presented in Table 1. As the information



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and 125 articles and proceedings papers in operations management and management science. He has also received several teaching awards. Professor Markland has been a very active DSI member, serving as editor of *Decision Sciences*, president, and national and international meeting program chairs. At the Moore School, he has been responsible for providing information for the various rankings for the past 13 years.

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Publication	First Survey	Survey Frequency	Weight & Ranking Criteria
<i>Business Week</i>	1998	Every 2 years	45% - students' survey, one-half weight to graduating students, one-quarter weight to each of the two prior student survey groups 45% - current recruiters' survey 10% - faculty publications (20 selected journals)
<i>U.S. News &amp; World Report</i>	1990	Annual	40% - surveys of business school deans and recruiters, (quality assessment) 35% - starting salaries, employment rates, etc. (placement success) 25% - undergraduate GPA, student GMAT score, acceptance rate to program (student selectivity)
<i>Financial Times</i>	1999	Annual	20% - recent salary level-alumni survey 20% - 3-year growth in salary post MBA-alumni survey 10% - faculty publications (40 selected journals) 8% - international faculty & students 6% - international mobility-alumni survey 5% - doctoral student rating 5% - faculty with doctorate 4% - women faculty & students 22% - ten other criteria
<i>Forbes</i>	2000	Every 2 yrs	Comparison of the additional salary earned over five years after receiving the MBA to the cost of tuition and foregone salaries based on a survey of alumni
<i>The Wall Street Journal</i>	2001	Annual	One-third weighting to each of:  Recruiter perception of school and its students based on 20 attributes (current year perception)  Total number of recruiters coming to the school (mass appeal)  Recruiter likelihood of recruiting (and of making an offer) at the school in the next two years (supportive behavior)
<i>Economist Intelligence Unit (Which MBA?)</i>	2002	Annual	20% - student and alumni ratings 80% - data provided by schools

*Table 1. Comparison of the six major full-time MBA rankings. [Sources: [www.businessweek.com](http://www.businessweek.com), [www.usnews.com](http://www.usnews.com), <http://rankings.ft.com>, [www.forbes.com](http://www.forbes.com), <http://online.wsj.com>, <http://mba.eiu.com>, (DeAngelo, DeAngelo and Zimmerman, 2005, p. 23), (Policano, 2005, p. 28).]*

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presented in Table 1 indicates, there are a variety of rating criteria used by the various media. In essence, each of the rankings attempts to use different weighting and ranking criteria, thus hoping to create a media niche.

### Pro and Cons of the Rankings

Some deans suggest that these rankings have had a positive influence on business education (Dalton, 2004, pp. 14-15; Policano, 2005, p. 26). They endorse the claim made by the various media that rank full-time MBA programs that such rankings help students make wise school choice decisions. They also assert that the rankings do provide an external perspective for business school administrators, faculty, and staff. Some deans further argue that the media rankings taken collectively have provided increased visibility for MBA programs and business schools in general. Finally, some deans confess that students and recruiters will often respond more candidly to the rankings media than they will to faculty members or deans. Consequently, the rankings may provide very valuable insights that business schools could not obtain otherwise.

Unfortunately, many other deans feel that the impact of media rankings on business schools has had a number of negative consequences. First, they contend that the data collection efforts required for the various rankings can be very time consuming and expensive. There is little consistency between the data required for the various rankings, as evidenced in Table 1. Consequently, many business schools devote an inordinate amount of time to these rankings. Often they have several staff members, or an associate dean, whose chief function is "playing the rankings game."

Second, the rankings have tended to focus rather narrowly on full-time MBA programs. Rankings of full-time MBA programs are typically presented as a list of the "best b-schools," thus leading to a very restricted definition of business education. Many deans argue that these rankings do not even adequately measure the overall quality of full-time MBA programs. Moreover,

they certainly do not measure overall business school quality because most business schools also operate part-time MBA, executive MBA, doctoral and undergraduate degree programs, and other masters (e.g., master of accounting, master of human resources) programs. Most importantly, the various rankings do not adequately capture the production of new knowledge, with its attendant social benefits, that is inherent to the mission of quality business schools. In summary, many deans feel that among various rankings the underlying measurement criteria are far too narrow and specialized to measure real quality differences among business schools.

Third, the emphasis placed on the importance of these rankings has had numerous unintended, and undesirable, consequences. Many business schools have reallocated resources to activities that they feel can improve the rankings. Among these activities are elaborate marketing campaigns, separate, luxurious facilities for MBA students, elaborate services for recruiters, plush student lounges, and even upscale dining and fitness centers (Policano, 2005, p. 29). Because of the importance of high GMAT scores, high GPAs, and extensive work experience, many schools have begun admitting only, or mostly, students with a "high" admittance profile. This has led to smaller cohorts, particularly in second-tier and third-tier schools, in which high-potential students who do not possess the high admittance profile are excluded, even though they probably would add considerable value to the overall learning environment. The rankings also tend to place an inordinate emphasis on starting salaries. Indeed, the top ten schools in many rankings are the schools whose graduates earned the highest starting salaries. This myopic focus on the starting salary as the major indicator is unfortunate, as it neglects what the student has learned, how the student has developed and perhaps reoriented his or her career, and how a lifetime network of friends and colleagues has been created.

### A Decision Sciences' Perspective on the Rankings

The methodologies employed for the various rankings can also be analyzed and critiqued from a decision sciences perspective. First, all of the rankings rely on survey data. The *Business Week*, *Forbes*, and *U.S. News & World Report* rankings rely heavily on survey of students, recruiters, and business school deans. The *Financial Times*, *The Wall Street Journal*, and *Economist Intelligence Unit (Which MBA?)* rankings also utilize surveys as a part of their methodology. The various surveys are mostly conducted electronically, generally from e-mail lists provided by participating schools (note: the *U.S. News & World Report* survey of business school deans is still done using a paper survey instrument). The surveys are e-mailed to the prospective survey groups (students, alumni, and recruiters) who then complete and transmit the surveys back electronically. Most of the surveys have a minimum required response rate, but do not control for non-response bias. For example, is it possible that some subsets of students (e.g., international students, women students, operations majors) are more or less likely to be survey respondents? This type of survey methodology is clearly not very scientific. Indeed, in the case of conducting surveys of recruiters from lists provided by participating schools, it can be somewhat of a survey of "friends."

Interestingly, the surveying of current students and recent alumni perhaps poses ethical questions to some business schools. Two elite business schools, the Harvard Business School and the Wharton School of the University of Pennsylvania, no longer provide the e-mail addresses of students and alumni (*The Wall Street Journal*, 2004, D1, D4). Privacy concerns were cited as one of the main reasons for making this decision.

A second problem with these rankings from a decision sciences perspective is that changes in the rankings largely reflect the sampling error inherent in the methodologies used to determine the rankings. Andy Policano, dean

of the Paul Merage School of Business at the University of California-Irvine, has done extensive research about the rankings. He notes that the rankings published between 2002 and 2004 in *Business Week*, *Financial Times*, and *U.S. News & World Report* all agree on 17 of the top 20 business schools, the same 17 schools that most business educators would identify as top tier. He further notes that in 1987, a short-lived and obscure publication called *MBA* placed the same 17 schools in its own top 20. Consequently, these 17 schools have such invulnerable reputations that their status in the marketplace is unlikely to be diminished by the rankings (Policano, 2005, p. 26). When a change in the rankings does occur, it is often reported as major "news" about the rankings (e.g., "The ABC Business School vaults 8 places in the latest XYZ ranking"). If the media rankings actually capture major changes in overall program quality, one would expect a statistically detectable correlation among the ranking changes. However, two academic studies have found no such correlation between the ranking changes of *Business Week* and *U.S. News & World Report* (Dichev, 1999, p. 206; Fee et. al., 2005, p. 147). In summary, changes in the rankings observed from one period to the next are likely due to statistical noise.

A third problem with these rankings from a decision sciences perspective is the problem of lack of transparency of input data. The input data supplied by business schools for the various rankings is basically self reported. This is not to suggest that this input data is erroneous or false. But, there certainly is a lack of comparability among the data reported by various schools. The *Financial Times* has recognized this problem and has systematically conducted an audit of the data supplied by its participating schools. (We here at the Moore School of Business, University of South Carolina, were audited by *Financial Times* in 2004. It was a thorough and rigorous audit, done to high standards by KPMG—we passed!) The Graduate Management

Admissions Council (GMAC) has also recognized this problem, and has developed a data collection and database system called "Pathfinder." Path-finder's objective is to create a centralized, standardized database for business schools and rankings media to use to access audited information. The Association to Advance Collegiate Schools of Business (AACSB) and the MBA Career Services Council (MBACSC) are engaged in similar, or complementary activities. So, there is hope that the transparency of data problem can be solved.

## Conclusion

Business school rankings: love them or hate them? Regardless of the choice, it's pretty clear that they are here to stay. So, how can deans, other administrators, and faculty members deal more effectively with these rankings? First, it is imperative to gain a firm understanding of the methodologies employed in the different rankings, and to perhaps focus resources on the rankings which best suit a particular school's strengths. We who teach and do research in the decision sciences can perhaps be of some assistance in their focusing effort. Second, we all need to develop a better perspective on these rankings. Whether we love them, or hate them, they have brought a great deal of attention to MBA programs in general. But this improved visibility must also include resisting pressures to make major curriculum and/or resource allocations decisions based heavily on improving one's rankings. Third, as suggested by several authors (Policano, 2005, p. 32), (DeAngelo, DeAngelo and Zimmerman, 2005, p. 20), we probably should be prodding the rankings media to adopt a rating system rather than the current ranking system. Business schools would then be graded on a scale of "A," "B," or "C," or on a scale of one to five stars. A rating system would be subject to much less random statistical noise. Additionally, schools would not have to commit additional resources in trying to move up in the rankings. This last suggestion may be hard to accom-

plish because the rankings sell the media's products. But such an approach would move us towards measuring quality rather than obsessing on a numerical ranking.

In the final analysis, it is pretty clear that the rankings will be a permanent part of the business school environment. All of the stakeholders in the process will gain if we can move away from an obsession on a numerical ranking to a more balanced approach which stresses overall quality.

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■ PETER T. ITTIG, Feature Editor, College of Management, University of Massachusetts, Boston

## The Art & Craft of Case Writing

by Chetan S. Sankar, College of Business, Auburn University

I first met the authors of this book, William and Margaret Naumes, at the 1994 North American Case Research Association Conference when I presented a teaching case study. The conference name badges had distinct signs indicating who were the “old bears” (experienced case writers in strategic management) and who were the “new bears” (faculty members who were just starting to write case studies in their subject areas). The authors presented a workshop where they taught us “new bears” the art and craft of case writing. The whole tone of the discussion was both inclusive and welcoming. They were instrumental in starting the case study track in the DSI conferences and disseminating many of today’s case study teaching practices.

When faculty members retire, a wealth of information about their teaching practices disappears, as their journal publications mostly document their research accomplishments. New teachers and Ph.D. students are taught extensively about research methods and about seminal articles on their areas, but when it comes time to stand up in front of a class, they are frequently simply

given a text book and left to get on with it. Very little preparation or thought is given to helping them become accomplished teachers. The academic system assumes that the newly minted Ph.D. student will somehow figure out how to be an excellent teacher by osmosis.

In this book, Naumes and Naumes break this mold by documenting their experiences in working with case studies, providing an impressive amount of relevant information to new instructors. This book is a must for those academicians who are tired of the lecture mode of teaching and want to be more “active” in their classrooms. The book not only teaches them how to develop new case studies that bring real-world issues into the classroom, it also provides many hints on how to use the case studies that are currently available. The authors provide checklists, anecdotes, examples, and research results to “hook” new case writers and get them involved in developing new case studies.

The book is also a treasure trove for those researchers who are involved in education research, stating many hypotheses that could be tested in the future and possibly lead to professional publications. These hypotheses may or may not be valid; although they are based on the extensive experiences of the authors, most have never been subjected to rigorous academic scrutiny.

In this review, I will provide a short summary of the book, then elaborate on

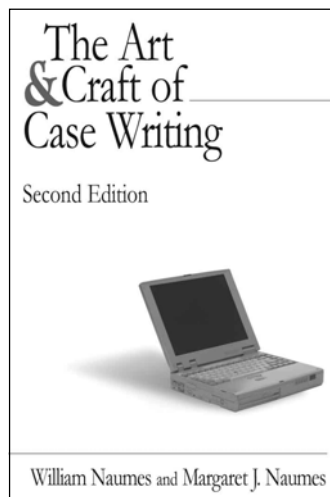


### Chetan S. Sankar

is the Thomas Walter Professor of Management at Auburn University, AL. He directs the Laboratory for Innovative Technology and Engineering Education (LITEE), which has produced 11 multi-media case studies

that are available for use in academic institutions ([litee.auburn.edu](http://litee.auburn.edu)). He has published more than 60 articles in referred journals including the MIS Quarterly, Management Science, European Journal of Engineering Education, Decision Sciences Journal of Innovative Education, Journal of STEM Education: Innovations and Research, IEEE Transactions on Education, among others. He was the 2006 Recognition Award winner from the International Network for Engineering Education & Research for innovation and leadership in integrating real-world business and engineering issues into undergraduate curricula internationally.

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**The Art & Craft of Case Writing, 2<sup>nd</sup> edition**  
by William & Margaret Naumes

**M.E. Sharpe**

**296 pp, 2006**

**Hardcover \$79.95**

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why this book is a must-buy for those who are planning to write new case studies and for those who are researching education research practices.

## Summary of the Book

The first chapter defines a case study and explores why an author may want to write one. Naumes and Naumes conclude the chapter by stating that the purpose of developing a teaching case is to enhance the pedagogical experience for the students. In Chapter 2, they differentiate between the various types of cases, namely descriptive, evaluative, decision-focus, and research-focus cases. They also discuss their opinions concerning the value of a case study from the points of view of Bloom's taxonomy and Fink's taxonomy of learning. They conclude this chapter by emphasizing that the choice of educational objective has a strong influence on the characteristics of the case study.

In Chapter 3, Naumes and Naumes discuss the steps an author can take to obtain the materials necessary for writing a teaching case study. An important step is to obtain agreement from a company to write a case study about an issue they have dealt with in the past. Even though many academicians might be tempted to develop library-based case studies, the authors provide compelling reasons as to why a field-based case study is more attractive to students. They also provide tips on how to obtain an authorization for release from the companies. They then take a detour, and in Chapter 4 discuss cases that are written primarily for research, their style and format, and the types of information they require. They provide a good description of the process to be used by an author, such as contacting the Institutional Review Board, developing a hypothesis, and preparing the case study. This information would be particularly useful for graduate students just starting to do this kind of research. They conclude the chapter by noting that a research case can subsequently be extended and developed as a teaching case.

The remainder of the book focuses on cases that are designed for teaching. Chapter 5 discusses the elements of an instructor's manual. The authors provide an outline of an instructor's manual and discuss these components thoroughly. This chapter focuses on "student take-aways," which are the ideas that students internalize by analyzing the case study. The chapter concludes by emphasizing the importance of developing an effective instructor's manual. Chapter 6 provides the guidelines for developing a case study. The authors discuss the importance of the "hook," the statement at the beginning of the case that is intended to get the reader interested in the case. The chapter concludes by stating that an effective case study is one that is both interesting and leads to a discussion that meets the objectives of the case.

Chapter 7 provides detailed instructions on how to test the case study in a class room, present it at a conference to obtain feedback, and how to make use of this feedback in the subsequent revision of the case. They conclude the chapter by stating that a case is an effective teaching tool, not only for the author, but also for other instructors. Chapter 8 details how to take the feedback from the testing in class and incorporate it in a revision to the instructor's manual. They conclude the chapter by stating that the purpose of this manual is to help other teachers use the case effectively.

Chapter 9 covers notes, case series, and other supplemental materials that can create a more in-depth learning environment. Chapter 10 discusses the video and multimedia case studies that are beginning to be available. They note at the end of this chapter that the demand for these case studies will increase in the future given the ubiquity of worldwide communications.

The authors provide a complete example of a case study in the Appendices. Appendixes I and II give two early drafts of the case study, and many of the chapters end with an analysis of these drafts. This allows readers to see

exactly how a case study develops and how incorporating changes suggested by the feedback from both colleagues and students improves the final product. The final published version of the case and its accompanying instructor's manual are included as Appendixes III and IV.

## Importance of this Book for Case Writers

Faculty members are not formally taught how to develop instructional materials and are at the mercy of textbook publishers when trying to bring innovative materials to their classrooms. With the consolidation of the publishing industry, the available material is limited in most fields. Published case studies provide a wealth of material that can help a faculty member bring real-world problems into the classroom. Many faculty members in disciplines such as strategic management develop and publish case studies regularly. However, there is a paucity of materials in many other business fields such as operations management, MIS, logistics, supply chain management, and ERP. The shortage is even more acute in engineering. The National Academy of Engineering (2005) recommends that engineering educators explore the development of case studies that examine engineering successes and failures and the appropriate use of the case-study approach in both undergraduate and graduate curricula. I have the privilege of working with a colleague who is a member of the engineering faculty at Auburn, Dr. P.K. Raju, and together we have developed eleven multimedia case studies funded by nine National Science Foundation grants during the past decade that are available from the Laboratory for Innovative Technology and Engineering Education (LITEE; [litee.auburn.edu](http://litee.auburn.edu)). When we run workshops on how to use the case studies, a common question from the audience is: "I have a great idea for a case study. How do I develop one?" This book by Naumes and Naumes will be an excellent resource for these faculty members.

New case writers will benefit tremendously by reading this book and following the steps provided in the chapters.

### Importance of this Book for Education Researchers

Even though case studies have been used in Colleges of Business for a long time, developing these materials is not considered to be of equal value to publishing a research article in many institutions. To counter this, professional societies such as the Decision Sciences Institute are now publishing journals that promote educational research. This is a very important and necessary step in legitimizing educational research as a scholarly pursuit.

The book by Naumes and Naumes offers many hypotheses that are worth investigating further for researchers wanting to develop research articles for possible publication in this journal and others. Some of the hypotheses proposed by the authors that have not yet been proven (or disproven!) with supporting literature or empirical research are:

- (a) The case method of teaching assumes that students are competent in knowledge and comprehension. This method is particularly well suited for analysis, synthesis, and evaluation (p. 21).
- (b) Cases present the opportunity to discuss not only specific situations but also the attitudes and reasoning, as well as the values, of the individuals involved (p. 22).
- (c) Cases are particularly well suited for the "application" and "integration" types of learning in Fink's taxonomy (p. 23).
- (d) Cases help students develop critical thinking and practical thinking and could provide opportunities for creative thinking (p. 23).
- (e) Multimedia case studies can offer an exciting opportunity for exposure to a wider range of the factors that affect the people directly impacted by the situation (p. 197).
- (f) The traditional, written case usually assumes a relatively linear learning style. The true multimedia case allows

students to follow nonlinear lines of thinking (p. 203).

- (g) Multimedia and web-linked cases may be a logical step towards making the classroom environment even more similar to their future experiences in the "real-world." (p. 211).

The authors have made the above assertions based on their extensive experience. If these statements can be empirically tested, this research will create a firm foundation for the science of case writing and teaching. It may then be possible to convert "the art and craft" of case writing to the "scientific method" of case writing and its subsequent use in the classroom.

### Conclusions

I am truly delighted that Naumes and Naumes have made the effort to capture their years of experience in a book. I expect it to be particularly useful for both new case writers and those engaged in education research. By writing this book, these authors have established a new tradition of "old bears" documenting their teaching experiences so that the "new bears" may benefit from that experience. I hope that this book will motivate other seasoned "old bears" in our disciplines to write similar books that document their experiences in teaching and pedagogy.

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Members of DSI are invited to suggest books that should be reviewed in this column and reviewers to review them. Send suggestions to the Feature Editor.

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## Make Plans to Attend the Deans' Forums at the DSI Annual Meeting

The 2006 DSI Deans Forum will comprise deans from business schools who will discuss topics of interest to conference attendees from multiple disciplines. The proposed topics include promotion and tenure, the future of tenure, the accreditation process and its impact on colleges of business, where do the disciplines listed under the DSI conference fit into their universities' future plans, multilingualism and its impact on teaching, and multiculturalism and the role of the college of business.

### DF-1 Deans' Forum I

*Sunday, Nov. 19th, 10:00 AM - 11:30 AM*

*Facilitators:*

Steve Clarke (University of Hull, UK)  
Jimmie L Joseph (University of Texas at El Paso)  
Jack A Vaughn (University of Texas El Paso)

*Panelists:*

David Christy (California Polytechnic State University)  
Charles T Crespy (University of New Mexico)  
Maling Ebrahimpour (Roger Williams University)  
Robert Nachtmann (University of Texas at El Paso)  
Susan E. Pariseau (Merrimack College)  
Brian Reithel (University of Mississippi)

### DF-2 Deans' Forum II

*Monday, Nov. 20th, 1:00 PM - 2:30 PM*

*Panelists:*

Linda de LA Vina (University of Texas at San Antonio)  
Krishna S. Dhir (Berry College)  
Robert E Markland (Univ. of South Carolina)

## Why Alpha Iota Delta?

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

- Confer distinction to students in the decision sciences and information systems disciplines for academic excellence.
- Promote the infusion of functional and behavioral areas of business with the tools, concepts, and methodologies of the decision sciences and information systems.
- Promote interest in the disciplines of decision sciences and information systems.

Why should a student seek initiation into Alpha Iota Delta and why should a member of DSI promote and support this honor society? DSI was established to provide a focus on the integration of research in the art and science of managerial decision making across traditional functional academic disciplines, including, but not limited to: accounting, management, management science, operations research, quantitative analysis, statistics, and management information systems. The mission statement of DSI states, "The Decision Sciences Institute is a multidisciplinary international association dedicated to advancing knowledge and improving instruction in all business and related disciplines. To pursue this mission, the Institute will facilitate the development and dissemination of knowledge in the diverse disciplines of the decision sciences through publication, conferences, and other services." The dissemination of new knowledge is part of the mission of most, if not all, business schools, colleges, and universities. The recognition of students who

perform above the norm has long been a part of the academic profession. The answer to this question is as simple as the realization that the purpose of the honor society and the Institute are historically and philosophically intertwined.

If the goals and vision of DSI and Alpha Iota Delta are intertwined, and if this is the justification for faculty interest, why should a student be interested in being initiated into the Society? The answer to this question can be found, in part, in an excerpt from an Alpha Iota Delta Initiation Ritual which addresses the meaning of the Greek letters: Alpha, Iota, and Delta.

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

**IOTA** represents integration, both of knowledge and also of concept. The synergy among theories, methods, and tools lies at the heart of any field of human endeavor that truly builds knowledge. The continuous cycle—creating theories, developing and applying practical methods and tools based on the theories, leading to new insights that will improve the theories—is the primary engine of growth in decision sciences and computer information systems.

**DELTA** is the universal symbol for change. It signifies that the initiate will respond to change with rationality and logic (Initiation Ritual, Alpha Iota Delta Chapter, University of Detroit Mercy).

See **ALPHA**, page 35



### Madjid Tavana

is a professor of management information systems and the Lindback Distinguished Chair of Information Systems at La Salle University, where he also served as the chairman of the Management Department,

director of the Center for Technology and Management, and the executive director of the E-Commerce Institute. Dr. Tavana has been a Faculty Fellow in Aeronautics and Space Research at NASA's Kennedy Space Center, developing Group Decision Support Systems for the Space Shuttle Program and Johnson Space Center, developing Intelligent Decision Support Systems for Human Exploration of Mars at the Mission Control Center. In 2005, he was awarded the prestigious Space Act Award by NASA. He holds an MBA, PMIS, and Ph.D. in management information systems and received his post-doctoral diploma in strategic information systems from the Wharton School of the University of Pennsylvania. He has published in such journals as *Decision Sciences*, *Interfaces*, *Information & Management*, *Computers & Operations Research*, *Journal of the Operational Research Society*, *Advances in Engineering Software*, among others. He is a vice president of Alpha Iota Delta.

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## Decision Sciences Special Topic Forums

### New Directions for Supply Chain Design

Associate Editor Team

Kyle D. Cattani and Vincent A. Mabert  
Indiana University

The past two decades have witnessed a proliferation of supply chain designs. In many cases, supply chains have become more global and complex, with vast challenges in the coordination of material, information, and finances. In other cases, supply chains have become more streamlined, with fewer players and much shorter lead times. With more choices available for structuring supply chains, the question of "What is the best design for our supply chain?" remains as important and challenging as ever. Only recently have academics given serious consideration to the question of supply chain design and how to best structure a supply chain to align with other competitive decisions. This Special Topic Forum calls upon researchers to challenge our disciplines to consider new directions for supply chain design research—ones that provide critical managerial insights for strategic and operational managers.

Building on the editorial mission of *Decision Sciences*, this Special Topic Forum (STF) seeks manuscripts utilizing diverse research approaches such as theoretical, empirical, and analytical research methods addressing supply chain design decisions. The research should provide better understanding of global supply chains as complex systems, and integrate concepts such as strategic sourcing, effective asset management, appropriate information flows, and incentive structures that coordinate complex relationships in global supply chains. No matter what research approaches are employed, a rigorous application of methodological tools should provide insight into the challenges facing managers as they structure their supply chains. Articles published in this STF must meet *Decision Sciences'* high stan-

dards of research rigor and originality, while embracing managerial relevance, not only in the research problem studied, but also in their impact on enhanced decision making.

Topics of Interest include, but are not limited to:

- Global outsourcing strategies: alignment of products and supply chains
- Interaction of supply chain design and product design
- Positioning/repositioning supply chain assets (facilities, inventories, and transportation) in response to business dynamics
- Design of global supply chains for rapid response
- Supply chain design for managing disruption risks

Manuscript preparation and submission instructions can be found on journal's Web site (see below). In the cover letter to the Editor-in-Chief, Professor Vicki Smith-Daniels, please indicate that your submission is for the *Supply Chain Design* Special Topic Forum.

Submission deadline: July 31, 2007.

<https://wpcarey.asu.edu/dsjOnline/index.cfm>

### Behavioral Issues in Information Systems-Enabled Operational Decision Making

Associate Editor Team

Elliot Bendoly, Goizueta Business School,  
Emory University

Cheri Speier, Eli Broad School of  
Management, Michigan State University

The business community has seen countless claims regarding the potential role of information systems toward more effective operational decision making. It is now recognized that the simple possession of information systems does not imply effective use of these systems by individuals charged with operating decisions. The amount of time and money spent on IS systems are similarly insufficient proxies for their use. In order to truly diagnose the linkages between information systems and operational benefits, a much more

micro-level of study is necessary. Such a micro-level view must delve deeper than the common considerations of training programs, deployment of system experts, cross-functional integration, and other organization-wide concepts. It must fundamentally attempt to get into the mind of the decision maker and ask questions regarding why certain information is regularly sought out while other information may be ignored; how the information obtained subsequently is manipulated and interpreted; why some conclusions associated with immediate benefit are forgotten while others that imply greater risk of loss are pursued. These questions require the consideration of the psychological mechanisms that serve as barriers and motivators of continued and evolving use of IT in operational decision making.

This Special Topic Forum (STF) calls upon researchers to challenge some of the well-established beliefs regarding the linkages between the availability of information supported by technology and the operational gains obtainable through "better" decision making. In order to ground this forum in real-world contexts, we will be seeking rigorous empirical works making use of such methodologies as action research and field/lab experiments, case-based investigations coupled with structured or semi-structured survey collection, and system archival mining of use and decision making patterns. Theoretical models driving the specifics of such data collection and subsequent analysis should make ample use of established behavioral theory as it relates to information system use and operational decision making. Approaches to analysis can include a wide variety of techniques including both standard statistical comparisons common to experimental research as well as more qualitative approaches, such as content analysis and augmented forms of social network modeling intended to take into account cognitive phenomena. While multiple levels of analysis and

theories are acceptable, the individual decision maker must represent a key element of the research. As a result, theories that are fundamentally tied to higher levels of analysis or examine individual technology acceptance behavior (in general) are likely to be ineffective at approaching the kind of detailed research questions sought out by this call and are generally not encouraged. Instead, theories that focus on decision making cognitive processes to illuminate what happens within the “decision making” black box are encouraged. Finally, this call places no limitations on the specific form of information system studied or the specific operations management context/problems these systems are intended to benefit. Having said this, a wide range of research questions are open for consideration:

Examples of topics of interest might include, but certainly are not limited to:

- Selective disregard for pricing information in purchasing decisions
- Adversity to the use of process analysis recommendation in project management
- Misinterpretation and misuse of supply chain management solutions
- System circumvention in yield management settings
- Bias in scheduling constraint specification and performance sensitivity
- Customer relationship management overloads and assumption making in new service development
- Organizational information system characteristics and the resulting effects on decision making
- The role of information integration on work sharing and behavioral outcomes
- How decision support systems outputs are actually interpreted and interacted with in operations
- Decision maker ability to identify invalid or inappropriate data in operational decision making systems

Following the interdisciplinary focus of this STF, the Associate Editors bring expertise in IS, OM, and behavioral theory. Like other STFs, this research collaboration strengthens *DSJ*'s renewed focus on decision making and provides a foundation for future research on the role of the individual decision maker in improving OM and IS practices within and between organizations.

Articles published in this STF must meet *Decision Sciences*' high standards of research rigor and originality, while embracing managerial relevance, not only in the research problem studied, but also in their impact on enhanced decision making. STFs consist of a collection of three to five articles that are published in a regular issue along with other peer-reviewed articles. All submissions must adhere to *Decision Sciences* journal format and style guidelines. Manuscripts will be evaluated on the same criteria as regular manuscripts. The evaluation process will be similar to regular paper submissions, except the Associate Editors assigned to the manuscript will be part of the STF Editorial Team. Manuscript preparation and submission instructions can be found on the journal's Web site (see below). In the cover letter, please indicate that your submission is for the Special Topic Forum on Behavioral issues in IS-Enabled Operational Decision Making.

**Submission deadline: January 20, 2007.**

<https://wpcarey.asu.edu/dsjOnline/index.cfm>

### **New Perspectives on Sourcing Decisions: Theory, Practice, and Future Research**

**Associate Editor Team: Soon Ang, Nanyang Technological University, Singapore; G. Tomas M. Hult, Michigan State University**

Since the seminal work on the “make-versus-buy” decision, academics and industry practitioners continue to be challenged by the complexity and strategic importance of sourcing decisions. In almost every industry, new forms of sourcing arrangements are emerging, including off-shoring, back-sourcing, and co-sourcing, to name a few. These new forms are particularly evident in the information technology and service industries, where the availability of world-class suppliers continues to expand and companies learn of successful outsourcing relationships leading to reduced costs and improved quality.

Managers frequently make decisions about whether to pursue a new

type of sourcing arrangement, how to manage and strengthen their existing sourcing arrangements, and if and when to change their sourcing decisions to take advantage of new opportunities. Other managers engage in less-structured sourcing arrangements involving experimentation and learning about different types of relationships and decision making processes across the extended enterprises.

This Special Topic Forum (STF) focuses on advancing decision making research on sourcing with a focus on developing theory, understanding practice, and identifying future research directions. The STF encourages research examining different types of decision problems ranging from strategic to operational that occur in various forms including network, dyad, and the organization. Given the interdisciplinary nature of *Decision Sciences*, the Associate Editor Team has leading expertise in both information technology and manufacturing. It is the goal of this STF to foster interdisciplinary knowledge, as past research has tended to draw from similar theoretical lenses.

Building on the refocused editorial mission of *Decision Sciences*, this STF seeks manuscripts utilizing diverse research approaches such as theoretical, empirical, and analytical research methods. Articles published in this STF must meet *Decision Sciences*' high standards of research rigor and originality, while embracing managerial relevance, not only in the research problem studied, but also in their impact on enhanced decision making. STFs consist of a collection of three to five articles that are published in a regular issue along with other peer-reviewed articles.

Topics of interest include, but are not limited to:

- The interplay between environmental forces, industry forces, strategy factors, and organizational factors to shape strategic and tactical sourcing decisions.
- The application of organization theory to the study of sourcing. What unique aspects of a particular theory or theories explain issues within the domain of sourcing?
- What are the implications of the “knowledge economy” on decision-making in sourcing and the practice of strategic sourcing?

- Decision-making regarding domestic sourcing, international sourcing, and global sourcing (e.g., out-sourcing, off-shoring, offshore outsourcing, back-sourcing, and co-sourcing, among others).
- Decision-making related to component sourcing (i.e., management of a large number of component parts and suppliers) and system sourcing (i.e., management of a smaller number of critical suppliers in strategic relationships).
- Organizational consequences of sourcing decisions: a balanced view that incorporates both short- and long-term, positive and negative firm performance and effectiveness.
- Decision-making regarding sourcing changes and exit decisions (e.g., major contract renegotiation / restructuring, early termination, re-insourcing, change of vendors, etc.).
- Sourcing from the vendor perspective: strategic positioning, capabilities required, value propositions of different services, management of service deliveries.
- Sourcing from offshore: challenges in new and global forms of sourcing arrangements (e.g., international technology partnerships, joint ventures, alliances, and equity deals).

All submissions must adhere to the format and style guidelines of the *Decision Sciences* Journal. Manuscripts will be evaluated on the same criteria as regular manuscripts. The evaluation process will be similar to regular paper submissions, except the Associate Editors assigned to the manuscript will be part of the STF Editorial Team.

Manuscript preparation and submission instructions can be found on the journal's Web site (see below). In the cover letter, please indicate that your submission is for the Sourcing Special Topic Forum.

**Submission Deadline: December 1, 2006.**

<https://wpcarey.asu.edu/dsjOnline/index.cfm>

## Decision Making in the Health-Sector Supply Chain

**Associate Editor Team: W. C. Benton, The Ohio State University; and K. K. Sinha, University of Minnesota**

Like manufacturing industries, the health-sector supply chain is taking notice of the untapped potential of integrating functions and capabilities across the enterprise. The health-sector supply chain includes acute care providers, group purchasing organiza-

tions, distributors, manufacturers (medical-device, pharmaceutical, and biotechnology companies), healthcare information technology organizations, and insurers. In its most basic form, the health-sector supply chain involves all of the activities and decisions made to move a product from the manufacturer to the patient's bedside. Despite the potential benefits of supply chain integration, the dynamic nature of the health sector may not lend itself to the success of supply chain strategies in other industries. Compared to other industries, the health-sector supply chain's functions and capabilities are more dispersed across intermediaries at different levels in the supply chain, and often involve the delivery of both products and information services.

This Special Topic Forum (STF) focuses on advancing decision-making research in the health-sector supply chain by publishing forward-thinking, rigorous research that stimulates future research on designing and managing healthcare services in today's rapidly changing environment. When considering the unique challenges of the health-sector supply chain, healthcare executives and managers recognize the importance of managing upstream and downstream relationships, and the roles that sourcing, marketing, information technology, operations, distribution, finance, product development, and customer service play in the efficient and effective deployment of the supply chain.

The STF encourages research examining different types of decision problems ranging from strategic to operational that occur in various forms, including inter-organizational, group-based, and technology-enabled. Health-sector research has, and will likely continue to draw from diverse academic disciplines such as operations management, information systems, marketing, strategic management, organizational behavior, technology management, and public policy.

Building on the refocused editorial mission of *Decision Sciences*, this STF seeks manuscripts utilizing diverse research approaches, such as theoretical, empirical, and analytical research methods. Articles published in this STF must

meet *Decision Sciences'* high standards of research rigor and originality, while embracing managerial relevance, not only in the research problem studied, but also in their impact on enhanced decision making. STFs consist of a collection of three to five articles that are published in a regular issue along with other peer-reviewed articles.

Topics of interest include, but are not limited to:

- Information technology integration within and between organizations
- A data-driven analysis of EMR (electronic medical record) systems
- RFID adoption and implementation in the healthcare sector
- Coordinating product design and supply chain design decisions
- Globalization of the healthcare supply chain and medical tourism
- Managing the demand for episodic healthcare delivery systems
- Development and delivery of personalized healthcare systems
- Regulatory and reimbursement considerations in supply chain management
- Managing product recalls and reverse logistics
- Avian flu pandemic and its implications for supply chain management
- Biosecurity considerations in supply chain design
- The effects of HIPPA on the healthcare delivery system
- A data-driven analysis of the consumer-driven healthcare initiative
- An in-depth data analysis of the hospital cost structure: administrative, fixed, and variable

All submissions must adhere to the format and style guidelines of *Decision Sciences* journal. Manuscripts will be evaluated on the same criteria as regular manuscripts. The evaluation process will be similar to regular paper submissions, except the Associate Editors assigned to the manuscript will be part of the STF Editorial Team.

Manuscript preparation and submission instructions can be found on the journal's Web site (see below). In the cover letter, please indicate that your submission is for the Health-Sector Special Topic Forum.

**Submission Deadline: February 1, 2007.**

<https://wpcarey.asu.edu/dsjOnline/index.cfm>

## NAMES IN THE NEWS

CAROL LATTA, Executive Director, Decision Sciences Institute



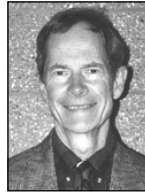
**Sanjay L. Ahire** has joined the Darla Moore School of Business, University of South Carolina as a tenured professor of operations management effective August 2006.

Sanjay has published numerous refereed research articles in scholarly journals including *Management Science*, *Production and Operations Management*, *Journal of Operations Management*, *Decision Sciences*, and *Interfaces*. His 1996 article in *Decision Sciences Journal* was recently recognized as the second most cited article published in that journal between 1970 and 2005. Sanjay's teaching accomplishments include the 2005 UD Alumni Teaching Excellence Award for leading the development and implementation of a cutting-edge and successful undergraduate program in OM, the 2005 Teaching Excellence Award from Southwestern Ohio Council on Higher Education, and the 2002 POMS Wick Skinner Award for Teaching Innovations. He has worked with numerous manufacturing and service firms on actual operations improvement consulting projects.

[Ahire@moore.sc.edu](mailto:Ahire@moore.sc.edu)

**Jim Clapper**, DSI past president and Fellow, accepted a position (beginning March 2006) as president of Aladdin Temp-Rite, the leading manufacturer and distributor of meal delivery systems for institutions such as hospitals, prisons, and schools. Aladdin markets its products globally, although the U.S. is its largest market. The company is an independent subsidiary—the largest American one—of the Ali Group, a privately owned Italian firm that is Europe's largest manufacturer of commercial food service equipment with 45 operating companies in 18 countries and total group annual sales in excess of \$1 billion.

[jlclapper@aladdin-atr.com](mailto:jlclapper@aladdin-atr.com)



**Fred Glover**, Chief Technology Officer of OpTek Systems, Inc., and MediaOne Professor of Systems Science at the University of Colorado, has been awarded an

honorary degree of Doctor of Sciences by the Institute of Cybernetics of Ukraine's National Academy of Sciences. He is the 1998 recipient of the prestigious John von Neumann Theory Prize, the highest honor accorded by INFORMS, which recognized his lifetime achievements in Operations Research and Management Science. The University of Colorado, too, has recognized him as a Distinguished University System Professor. He is a Fellow of the Decision Sciences Institute.

[fred.glover@colorado.edu](mailto:fred.glover@colorado.edu)

**Jagannathan Iyengar**, professor of computer information systems in the North Carolina Central University School of Business, recently had his research for NASA featured in the news media. With two separate doctoral degrees in business administration and electrical engineering, Iyengar is part of a multi-disciplinary team working to develop satellites that will collect, analyze, interact, and decide about phenomena in deep space without waiting for direction from Houston.

[drj.iyengar@gmail.com](mailto:drj.iyengar@gmail.com)



**M. Adam Mahmood** received the 2006 Distinguished Achievement Award for Research from The University of Texas at El Paso for his outstanding record in research. He is a professor of information systems in the Department of Information and Decision Sciences and also holds the Ellis and Susan Mayfield Professorship in the College of Business Administration. His main research interest

centers on the business value of information technology. On this topic and others, he has published five edited books and over 85 research papers in some of the leading journals and conference proceedings in the information systems area. He is presently serving as the 2006 DSI program chair.

[mmahmood@utep.edu](mailto:mmahmood@utep.edu)



**Tom Stafford** has been named Suzanne Downs Palmer Associate Professor of Management Information Systems at the University of Memphis Fogelman College of

Business and Economics. He holds a Ph.D. in marketing from University of Georgia and a Ph.D. in management information systems from University of Texas - Arlington. His present research involves IT adoption, Instant Messaging diffusion, and applications of social cognitive theory to the use of technology.

[tstaffor@memphis.edu](mailto:tstaffor@memphis.edu)

### The 8<sup>th</sup> Africa-USA International Conference on Manufacturing & Information Systems Technology (MANUTECH)

MANUTECH will be held on July 18-20, 2007, in Knoxville, Tennessee.

MANUTECH brings together international experts and professionals interested in sustainable manufacturing and development in Africa. The conference theme "Manufacturing & Information Systems Technology in Africa: Opportunities and Challenges" recognizes the unique and important roles that manufacturing and information technology play in transforming the economies and infrastructures of the continent. Submission deadline for workshops, session, papers, and abstract is November 30, 2006. For additional information, please contact O. Geoffrey Okogbaa at [okogbaa@admin.usf.edu](mailto:okogbaa@admin.usf.edu).

<http://gandalf.ncat.edu/MANUTECH>

## Institute Meetings

### Decision Sciences Institute Annual Meeting

37th Annual Meeting of the Institute will be held November 18-21, 2006, in San Antonio, Texas. The submission deadlines are: Refereed papers, April 14, 2006; abstracts and proposals, May 13, 2006. Contact Program Chair M. "Mo" Adam Mahmood, University of Texas at El Paso, College of Business Administration, Department of Information and Decision Sciences, 500 W. University Avenue, El Paso, Texas 79968, (915) 747 7754 / fax: (915) 747 5126, [DSI2006@utep.edu](mailto:DSI2006@utep.edu).

<http://www.dsi-2006.org/>

### Decision Sciences Institute International Meeting

The 9th Decision Sciences Institute International Meeting, in conjunction with the 12th Annual Meeting of the Asia Pacific Region will be held July 11-15, 2007, in Bangkok, Thailand. Submission deadline is March 30, 2007. For more information, see <http://interdsi2007.nida.ac.th/index.html>.

### Asia-Pacific DSI Region

The Asia Pacific Region will hold its 2007 Annual Meeting (in conjunction with the 9th Decision Sciences Institute International Meeting) on July 11-15, 2007, in Bangkok, Thailand. Submission deadline is March 30, 2007. For more information, see <http://interdsi2007.nida.ac.th/index.html>.

### Mexico DSI Region

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

### Midwest DSI Region

The Midwest Region will hold its 2007 Annual Meeting on April 12-14, 2007, at the Hilton Garden Inn ([www.hiltongardenchicago.com](http://www.hiltongardenchicago.com)) in Chicago, Illinois. Deadline for submissions is February 16, 2007. Contact Program Chair Charles Petersen, Operations Management and Information Systems Department, College of Business, Northern Illinois University, Dekalb, IL 60115, [cpetersen@niu.edu](mailto:cpetersen@niu.edu).

<http://www.pom.edu/mwdsi/>

### Northeast DSI Region

The Northeast Region will hold its 2007 Annual Meeting on March 28-30, 2007, at the Renaissance Harbor Place Hotel in Baltimore, Maryland. Check back for more details.

<http://www.nedsi.org>

### Southeast DSI Region

The Southeast Region will hold its 2007 (37th) Annual Meeting on February 21-23, 2007, at the Marriott Savannah Riverfront Hotel in Savannah, GA. Submission deadline for Regular Papers and Abstracts was September 25, 2006. Submission deadline for Student Papers was October 30, 2006. Contact Program Chair Amit J. Shah, College of Business, Frostburg State University, 101 Braddock Road, Frostburg, MD 21532, [shah@frostburg.edu](mailto:shah@frostburg.edu), (301) 687-4408.

<http://www.sedsi.org>

### Southwest Region

The Southwest Region will hold its 2007 (28th) Annual Meeting on March 13-17, 2007, in San Diego, California. Submission deadline was September 29, 2006. Contact Program Chair Bonnie F. Daily, Management Department, College of Business, New Mexico State University, Las Cruces, NM 88003-8001, [bdaily@nmsu.edu](mailto:bdaily@nmsu.edu), 505.646.2015, Fax 505.646.1372.

<http://www.swdsi.org>

### Western DSI Region

The Western Region will hold its 2007 (36th) Annual Meeting on April 3-7, 2007, at the Inverness Hotel and Conference Centre in Denver, Colorado. Submission deadline was October 1, 2006. Contact: Program Chair G. Keong Leong, University of Nevada Las Vegas, 702-895-1762, [WDSI2007@unlv.edu](mailto:WDSI2007@unlv.edu).

<http://www.wdsinet.org>

## Conferences & Workshops

### December 2006

**14th International XBRL Conference**, co-hosted by the Decision Sciences Institute, will be held December 4-6, 2006, in Philadelphia. The theme of this year's conference will be "Interactive Data - The Revolution in Business Reporting."

<http://conference.xbrl.org>

### March 2007

**4th Annual Industrial Distribution Educators Association (IDEA) Conference** (part of the 2007 Federation of Business Disciplines (FBD) Conference) will be held March 13-17, 2007, in San Diego, California. Chair: Dr. Madhav Pappu ([pappu@tamu.edu](mailto:pappu@tamu.edu)).

<http://id.tamu.edu/undergrad/news/idea.htm>

### May 2007

The 2nd International Conference on Operations and Supply Chain Management will be held May 18-20, 2007, in Bangkok, Thailand, at the Novotel Siam Square Hotel. Abstract submission: November 30, 2006.

<http://utcc2.utcc.ac.th/oscm2007>



## 2006 Program Chair's Message

M. "Mo" Adam Mahmood, University of Texas at El Paso



**Theme: Decision making at all levels that leads to increased organizational business value**

The conference preparation for the Decision Sciences Institute's 2006 Annual Meeting in San Antonio is continuing in full swing. Over the last year and half, the program committee members and I have worked very hard to get the program ready. It was a tough and very time consuming work. We worked with professionals from the U.S. and overseas. I am very happy to tell you that the 2006 DSI Final Program is available online—you can see details of the final program at the [DSI-2006.org](http://DSI-2006.org) Web site.

All program participants received two opportunities to provide feedback with regard to their scheduled participations: first on August 10, 2006, for 10 days and second on September 4, 2006, for five days. I received over 300 requests for changes during the first go-around. I received over 50 requests for changes during the second go-around. I am happy to tell you that all requests for changes were satisfied. There are no conflicts among anyone's participations in the program, as far as I can tell. All program participants should, therefore, be pleased with their schedule. If you still have a problem (and a very good reason) with the released program, please let me know.

The 2006 DSI Conference in San Antonio will start at 8:00 a.m. on Saturday (November 18th) and will end at 5:00 p.m. on Tuesday (November 21st). It will be held, as you already know, at the Marriott Riverwalk and Marriott Rivercenter hotels in San Antonio. The highlights of the program are provided on the meeting Web site and elsewhere in this issue of *Decision Line*. We have scheduled more than 330 sessions that include close to 1,000 refereed and in-

vited papers, panel discussions, workshops, symposia, and tutorials dealing with research or pedagogical issues from 20 tracks, as well as six miniconferences and consortia. The papers are authored by close to 2,200 researchers, educators, and practitioners from around the world including Brazil, Canada, China, India, Japan, New Zealand, Taiwan, and the United Kingdom. We expect about 1,500 participants for the conference.

The presentations are further augmented by professional development sessions, competitions, and workshops from the six miniconferences (e.g., successful grantsmanship, curricular issues, and technology in the classroom) and consortia (e.g., new faculty development, doctoral student, and professional and faculty development) that will feature some of the best minds in academia and industry. In a previous program chair message, I provided program highlights for these consortia and miniconferences. I also shared news of the two CEO keynote speakers: Diana Natalicio, president of the University of Texas at El Paso, and Larry Olson, chief technology officer of Texas. They will speak on the conference theme of generating business value and other matters that will be of interest to the conference participants.

I am happy to let you know that, for the first time in DSI history, we will host a DSI Senior Journal Editors and Scholars Forum. It is scheduled on Monday 10:00 a.m. (November 20th) in the Marriott Riverwalk. The forum will include editors and scholars from some of the most rigorous and well-regarded research journals in academia and research conferences. The editors will focus on writing good publishable manuscripts and guiding them through the review process in their respective areas. Information Systems, Management Science, Operations Research, and Production and Operations Manage-

### Keynote Speakers

**Diana Natalicio, President and CEO of the University of Texas at El Paso**

*Sunday, Nov. 19, 3:00 PM - 4:30 PM*

Diana Natalicio, President and CEO of the University of Texas at El Paso, will be the keynote speaker for the conference on Sunday, November 19, 2006. She has generated tremendous business value for UTEP by shepherding it to a Carnegie Research II category by increasing the teaching and research standard without significantly increasing the tuition. The art of balancing access vs. excellence should be interesting.

**Larry Olson, Chief Technology Officer of Texas**

*Saturday, Nov. 18, 3:00 PM - 4:30 PM*

Larry Olson, Chief Technology Officer of Texas, will share the state vision, goals and strategies for aligning information technology investments to the business goals of Texas State government. Olson will discuss the new Texas Project Delivery Framework, a consistent, statewide decision strategy to provide business value to state government through five-stage gates starting with Business Justification.

ment areas, among others, will be covered in the forum. I am also happy to inform you that two former DSI presidents—Thomas Jones from the University of Arkansas and Gary Ragatz from the Michigan State University—will participate in the forum and will focus on best ways to convert research conference papers to research journal papers and other matters that will be of interest to meeting attendees.

Also, for the first time in DSI history, we have set aside a track for the DSI Fellows to recognize their contribution to DSI in general and to their profession in particular. Some of the Fellows will present research papers, workshops, and tutorials on teaching,

research, and service. We will also host a Fellows Appreciation Luncheon on Sunday (11/19) to honor the DSI Fellows in general and the newly named 2006 DSI Fellows in particular for their lifetime achievement.

I am happy to let you know that we will host a Deans Forum on Sunday (11/19) at 1:00 p.m. in Marriott Riverwalk. It will comprise deans from some of the best business schools in the nation who will discuss topics of interest with conference attendees from multiple disciplines. The proposed topics include promotion and tenure, the future of tenure, the accreditation process and its impact on colleges of business, where the disciplines listed under the DSI conference fit into their universities' future plans, multilingualism and its impact on teaching, and multiculturalism and the role of the college of business.

We will host a miniconference, for the first time in DSI recent history, on successful grantsmanship that will provide conference participants with the opportunity to develop their interests and enhance their skills in writing successful grant proposals. It will be held on Sunday (11/19). Panelists from major funding organizations such as NSF/CISE, NSF/DRMS, NIH, and some of the best grant writers from around the country will participate in it.

On the entertainment side, as I stated in my last message, Southern Bent, one of the Southwest's most popular classic country western bands, will play on two evenings: Saturday (11/18) from 6:00 to 8:00 p.m. during the Welcome Reception and Monday (11/20) from 6:00 to 8:00 p.m. during the DSI President's Reception in the Grand Ballroom at the Marriott Rivercenter. They will sing traditional country, southern rock, and a touch of Cajun music. We will have a dance floor in the front of the Ballroom. Please bring your dancing shoes and dance the evening away. If you would rather network with friends and colleagues, make new friends, and carry out intellectual conversations, we will have room for that, too.

Now that the 2006 DSI final program is available and you know exactly when you are coming and when you are leaving, please call one of the Marriott hotels in San Antonio and make the reservation right away. We need to know as soon as possible whether the conference hotels are going to run out of room space for the 2006 DSI conference participants. This will allow us to contact another hotel (e.g., Holiday Inn on the Riverwalk) to reserve a block of room for the DSI participants at a discounted price.

Most paper sessions are going to be at the Marriott Rivercenter hotel because it has more conference rooms. We will also have some paper sessions at the Marriott Riverwalk. These hotels are right next to each other. You can stay in either one at the conference rate. They are both 5-star hotels.

Please note that all attendees must register for the conference. At least one author of a refereed research paper must have registered for the conference by September 29, 2006, for the paper to be included in the conference proceedings. In addition, at least one author for each presentation must have registered by September 29, 2006. Here is the good news: you do not need to register or pay for any miniconference, consortium, workshop, or tutorial if you register for the 2006 DSI Annual Meeting. The conference registration by itself will allow you to participate in all activities included in the program including luncheons and receptions. Please wear your DSI badge when you attend an event.

The members of the 2006 DSI Program Committee and I look forward to welcoming you to San Antonio in November. Please do not hesitate to contact me if you have any questions or need any assistance with your trip to San Antonio. I want to make sure that it goes as smoothly as humanly possible for each and every one of us. We look forward to welcoming you to San Antonio in November. ■



### DSI Best Paper Award Winners

#### Best Application Paper

Mário G. Augusto (University of Coimbra), Elísio F. Brandão (University of Oporto), Joao V. Lisboa (University of Coimbra)

*Dividends Policy and Capital Structure: An Empirical Application in the Portuguese Corporate Context*

#### Best Interdisciplinary Paper

Manuel Tarrazo (University of San Francisco)

*Identifying Securities to Buy: The Heuristic ri/stdi*

#### Best Theoretical/Empirical Research Paper

Minghe Sun (The University of Texas at San Antonio)

*A Multiple-Class Support Vector Machine, Theory and Model*

#### Distinguished Papers

##### Marketing: Theory, Models, and Applications Track

Timothy S. Ellis (Louisiana Tech University), Hani I. Mesak (Louisiana Tech University)

*On the Superiority of Pulsing Under a Concave Advertising Market Potential Function*

##### Organizational Behavior/Organizational Theory Track

Kimberly Jarrell (SUNY Institute of Technology), David L. McLain (SUNY Institute of Technology)

*The Perceived Compatibility of Safety and Production Demands in Hazardous Occupations*

##### Service Management Track

Marvin E. Gonzalez (College of Charleston), Rene D. Mueller (College of Charleston), Rhonda Mack (College of Charleston)

*Measuring and Improving Service Quality: An Alternative Approach*

## Curricular Issues Miniconference

The 2006 DSI Curricular Issues Miniconference will feature diverse sessions that address broad curriculum issues, including assurance of learning, international opportunities for faculty and students, cutting edge pedagogical research, and an overview of the strengths, weaknesses, challenges, and opportunities facing business schools. Sessions focused more on the classroom-level include hands-on demonstrations of techniques presented in recently published *Decision Sciences Journal of Innovative Education Teaching Briefs*, presentation of an IT Consulting Course, and discussion of a collaborative curriculum development process between industry and academia.

Sunday, Nov. 19, 8:00 AM - 9:30 AM

### CI-1 Best Practices for Assessment of Learning: An Interactive Session

Assurance of learning is an integral component of AACSB International standards. In this interactive session, a variety of direct and indirect assessment methods will be discussed.

*Facilitator:* Thomas W Jones (University of Arkansas)

*Panelists:* Hope M. Baker (Kennesaw State University); Mark L. Berenson (Montclair State University); Kimberly Killmer Hollister (Montclair State University); Charlotte A. Jones (Louisiana State University in Shreveport); Barbara A Price (Georgia Southern University)

Sunday, Nov. 19, 10:00 AM - 11:30 AM

### CI-2 Decision Sciences Journal of Innovative Education 2006 Best Research Paper Awards

Authors of the Best Research Papers published in 2006 in the Decision Sciences Journal of Innovative Education will be presented awards by DSJIE Editor, Barbara Flynn. After the award presentations, each paper will be presented.

*Chair:* Barbara B. Flynn (Indiana University)

*Presenter:* J. Ben Arbaugh (University of Wisconsin-Oshkosh); Nicholas Ashill (Victoria University of Wellington); Casey Cegielski (Auburn University); Sean B Eom (Southeast Missouri State University); Alvin Hwang (Pace

University); Sharon Oswald (Auburn University); R. Kelley Rainer (Auburn University); Rhonda A Syler (University of Arkansas at Little Rock); H. Joseph Wen (Southeast Missouri State University)

Sunday, Nov. 19, 1:00 PM - 2:30 PM

### CI-3 Course Development for Technology Consulting

This mini-conference is an interactive workshop where participants will learn the importance of technology consulting education in the decision sciences and information systems disciplines. Participants will study 'learning objectives' related to technology consulting, describe methods for involving consulting companies, discuss 'class management' techniques, and examine alternative approaches to course design.

*Facilitator:* Richard Mathieu (James Madison University)

*Panelists:* Gregory Dawson (University of Georgia); Glenn T. Smith (James Madison University)

Sunday, Nov. 19, 1:00 PM - 2:30 PM

### CI-4 Business Education—Challenges and Opportunities

This panel provides an overview of strengths, weaknesses, challenges and opportunities for business school education programs in the face of a rapidly changing competitive landscape and dramatic shifts in the incoming student profile.

*Chair:* M. A. Venkataramanan (Indiana University-Bloomington)  
*Panelist:* Frank Acito (Indiana University)

*Panelist:* Kathryn W Ernstberger (Indiana University Southeast)

Sunday, Nov. 19, 3:00 PM - 4:30 PM

### CI-5 Global Studies Roundtable

The rapid growth of global business means business students need exposure to the world through study abroad opportunities. This session presents ways that faculty and students can study overseas for a few weeks or a semester.

*Facilitators:* Lance Matheson (Virginia Tech); Paul C Nutt (Ohio State University)



Sunday, Nov. 19, 3:00 PM - 4:30 PM

### CI-6 Decision Sciences Journal of Innovative Education Teaching Briefs—Hands-on Demonstrations

Barbara Flynn, editor of *DSJIE*, invites three of the best accepted teaching briefs. The authors will "teach" their innovations to the audience, who will function as students.

*Chair:* Barbara B. Flynn (Indiana University)

*Presenters:* Stanley E. Fawcett (Brigham Young University); Lynn Fish (Canisius College); Pedro M Reyes (Baylor University)

Monday, Nov. 20, 8:00 AM - 9:30 AM

### CI-7 KANO Model Application in Curriculum Development

Traditionally, Kano model and QFD technique have been used for development of new products and services. Our presentation entails application of Kano model and its integration with the QFD technique that we used in the curriculum development process with GM TEP to co-develop the MS in Manufacturing Operations (MSMO) degree program.

*Panelists:* Atul Agarwal (Kettering University); Edward Alef (GM Technical Education Program); David C. Strubler (Kettering University)

### CI-8 Future Managers Skills

Monday, Nov. 20, 10:00 AM - 11:30 AM

*Submission:* The Identification of Quantitative Methodology Life Cycle Trends in Journal Articles - This paper uses life cycle concepts to forecast trends in the publication rates of journal articles by type of quantitative methodology. This study entails the collection of keywords for quantitative methodologies from over 8,000 journal articles. The results reveal life cycle phases and trends do exist and can be accurately identified.

*Session Chair:* Minoo Tehrani

*Presenter(s):* Marc Schniederjans (University of Nebraska-Lincoln)

*Author(s):* Ashlyn Schniederjans (Johns Hopkins University); Dara Schniederjans (University of Minnesota-Twin Cities); Marc Schniederjans (University of Nebraska-Lincoln)

See **CURRICULAR ISSUES**, page 39

## Winners Chosen for the 2006 Elwood S. Buffa Dissertation Award Competition

We are pleased to announce the winner and honorable mentions for the 2006 Elwood S. Buffa Dissertation Award Competition. The purpose of the award is to encourage and publicize outstanding dissertation research by selecting and recognizing the best dissertations written during 2005 in the decision sciences. Seventeen submissions were received and entered into a two-stage review process. Each dissertation was subject to an initial screening by two reviewers. This round resulted in the selection of eight dissertations for further reviews. In the second round, each of the remaining dissertations was reviewed by three reviewers, each of whom reviewed two dissertations and voted for the "best" one.

The winner will receive a \$1500 check and a plaque at the Decision Sciences Institute conference in San Antonio on November 21, 2006. The honorable mentions will each receive a plaque.

We wish to thank the many reviewers who assisted in this process and congratulate the winners. In addition, each of the authors that submitted a thesis should be proud because the reviewers were generally very complimentary of the research contained.

### Winner

**Michael Naor, George Mason University**

*The Relationship between Culture, Quality Management Practices, and Manufacturing Performance*

*Advisors:* Roger G. Schroeder and Kevin Linderman, University of Minnesota

### Honorable Mention

**Enno Siemsen, University of Illinois (thesis completed at University of North Carolina)**

*Essays on Knowledge Sharing*

*Advisor:* Aleda Roth, Clemson University

**Yiling Chen, Yahoo! Research**

Markets as an Informational Aggregation Mechanism for Decision Support

*Advisors:* Tracy Mullen and Chao-Hsien Chu, Pennsylvania State University

**Adrian Done, IESE Business School, University of Navarra**

*The Evolving Supply Chain: An Empirical Investigation of the Impact of Knowledge Dimensions in Manufacturing and Service Supply Chains*

*Advisor:* Chris Voss, London Business School & Mark Frohlich, Indiana University - Indianapolis

**Thanks and appreciation to the following individuals who assisted with reviewing:**

Elliot Bendoly, Emory University

Tom Choi, Arizona State University

Dante Di Gregorio, University of New Mexico

Stan Fawcett, Brigham Young University

Simme Douwe Flapper, University of Eindhoven

Mark Frohlich, Indiana University - Indianapolis

Joy Field, Boston College

Noah Gans, University of Pennsylvania

Soumen Ghosh, Georgia Institute of Technology

Jatinder Gupta, University of Alabama Huntsville

Robin Hanson, George Mason University

Richard Jensen, Notre Dame University

Julie Kendall, Rutgers University

Mikko Ketokivi, Helsinki University of Technology

Rob Klassen, University of Western Ontario

Xenophon Koufteros, Florida Atlantic University

Jae-Nam Lee, University of Korea  
Keong Leong, University of Nevada Las Vegas

Kevin Linderman, University of Minnesota

Manoj Malhotra, University of South Carolina

Avi Mandelbaum, Technion Israel Institute of Technology

Ann Maruchek, University of North Carolina

Patrick McMullen, Wake Forest University

Jack Meredith, Wake Forest University

Hokey Min, University of Louisville

Shailla M. Miranda, University of Oklahoma

Abraham Nahm, University of Wisconsin Eau Claire

Ken Petersen, Colorado State University

Eve Rosenzweig, Emory University

Funda Sahin, University of Tennessee

Said Salhi, University of Kent

Gary Scudder, Vanderbilt University

Martin Spann, University of Passau

Rachna Shah, University of Minnesota

Scott Shane, Case Western Reserve University

Roger Schmenner, Indiana University Indianapolis

Dwight Smith-Daniels, Arizona State University

Rui Sousa, Universidade Catolica Portuguesa

Gil Souza, U of Maryland

Greg Stock, Northern Illinois University

Patricia Swafford, University of Texas - Arlington

Shawnee Vickery, Michigan State University

Chris Voss, London Business School

Urban Wemmerlöv, University of Wisconsin

Yong-Pin Zhou, University of Washington

**Elwood S. Buffa Doctoral Dissertation Award Competition Coordinator:**

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



## 2006 Doctoral Student Consortium

### Creating successful career paths for students

Co-sponsored by McGraw Hill/Irwin, Baruch College (CUNY), Beta Gamma Sigma, and DSI

DSI's 24th annual Doctoral Student Consortium is an engaging, interactive professional experience designed to help participants successfully launch their academic 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 18, 2006, at the 2006 DSI Annual Meeting in San Antonio, Texas.

### Who Should Attend?

The Doctoral Consortium is offered to individuals who are well into their doctoral studies. 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.

### Why Should You Attend?

There are several important reasons why you should attend.

**1. Networking**—getting a job, finding collaborators, and gaining advantages in the career you are about to enter are all related to “who you know.” This is your chance to meet and get to know some of the leading researchers and educators in the field.

**2. Skill development**—excellent teaching and research require practical skills in addition to content knowledge. You will learn from veterans who will share their secrets to success.

**3. Furthering your research**—the research incubator will give you a chance to engage in a discussion of your research ideas with your peers and with outstanding researchers.

**4. Learn about DSI**—this is a chance to “test-drive” DSI, learn about its people, its processes (such as placement services), and its opportunities.

**5. Fun!**—come socialize with your current and future colleagues in a city that has retained its sense of history and tradition, while carefully blending in cosmopolitan progress.

### 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 discussions in the following sessions:

**Teaching Effectiveness.** Harvey Brightman will return to the Doctoral Consortium for another post-retirement workshop in 2006. His sessions are simply not to be missed – even experienced faculty members sit in on these dynamic and inspiring sessions.

**Research Strategy Workshop.** In this hands-on workshop, tenured faculty mentors help participants to develop a strategic research plan for moving from the dissertation to a research program that will put them on a strong trajectory for tenure. Working in

small breakout groups and with the advice and guidance of the faculty mentor, participants will identify their areas of expertise, target appropriate journals, find suitable co-authors, and plan a mix of publications.

**Meet the Editors and Academic Reviewing.** Editors from journals in the decision sciences and related fields will describe the missions of their publications and will discuss how to craft strong manuscript submissions, how to improve the chances of getting a journal article accepted, and how to respond to reviews. Participants will also learn about how to be a constructive reviewer of manuscripts.

**Job Search Seminar.** Should I target my job search on research-oriented 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 participants answer these questions through insights drawn from a panel of faculty experts.

### Join Us

The Doctoral Consortium does more than prepare individual students, it creates a community of colleagues you'll know throughout your career. Please plan to attend the Consortium and also encourage your student colleagues to participate in this important program. Although many participants will be entering the job market for 2006-2007, others will appreciate the opportunity to get a better understanding of an academic career and how to approach the job market the following 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 Robb

Dixon & Janelle Heineke, Doctoral Consortium Co-Coordinator, by July 30, 2006. 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.

Participants 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. They also 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**  
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## 2006 Track Chairs

### *Accounting: Theory, Applications, and Practice*

**Srini Ragothaman**, University of South Dakota

### *Business Value Generating Innovative Technologies and Methods*

**Nigel Melville**, University of Michigan

### *Case Studies*

**Chandra Shekar Challa**, Virginia State University

### *DSS/AI/Expert Systems*

**Peter Mykytyn**, Southern Illinois University

**John Windsor**, University of North Texas

### *E-commerce*

**Huseyin Cavusoglu**, University of Texas at Dallas

### *Finance/Financial Management*

**Paul Swanson**, University of Cincinnati  
**Manual J. Tarrazo**, University of San Francisco

### *Information Systems*

**Nathalie Mitev**, London School of Economics

**Lyneth Kvansy**, Pennsylvania State University

### *Innovative Education*

**Jo Ann Duffy**, Sam Houston State University

### *International Business*

**André M. Everett**, University of Otago, New Zealand

### *Invited DSI Fellows Papers*

**Jack C. Hayya**, Pennsylvania State University

### *Knowledge Management*

**James R. Courtney**, University of Central Florida

**Brian Lehane**, Coventry University, UK

### *Manufacturing Management and Practice*

**Binshan Lin**, Louisiana State University

### *Marketing: Theory Models and Applications*

**M. B. Myers**, University of Tennessee

### *MS/OR: Techniques Models and Applications*

**William E. Stein**, Texas A&M University

### *Organizational Behavior/ Organizational Theory*

**Thomas Callahan**, University of Michigan

### *Quality*

**Don G. Wardell**, University of Utah

### *Service Management*

**Steven Yourstone**, University of New Mexico

### *Statistics and Decision Analysis*

**Philip J. Mizzi**, Arizona State University

### *Strategy and Policy*

**Sid Das**, George Mason University

### *Supply Chain Management*

**E. Powell Robinson**, Texas A&M University

**Tim Butcher**, University of Hull, UK ■



## Doctoral Student Consortium

Saturday, Nov. 18, 7:30 AM - 8:00 AM

### DC-1 Continental Breakfast and Registration

Saturday, Nov. 18, 8:00 AM - 8:15 AM

### DC-2 Welcome

Participants will introduce themselves to their colleagues, sharing a brief description of their university affiliation, major, and research area or dissertation title.

*Facilitators:* J. Robb Dixon (Boston University); Janelle Heineke (Boston University)

Saturday, Nov. 18, 8:15 AM - 9:00 AM

### DC-3 Secrets to Success

*Description:* A panel of faculty at various stages in their careers share their secrets to success (and happiness).

*Presenters:*

Sanjay L Ahire (University of South Carolina)

Christopher W. Craighead (Auburn University)

Saturday, Nov. 18, 9:00 AM - 10:00 AM

### DC-4 Writing Publishable Articles and Navigating the Review Process

*Presenters:*

Vicki Smith-Daniels (Arizona State University)

Barbara B. Flynn (Indiana University)

J. Robb Dixon (Boston University)

Janelle Heineke (Boston University)

Saturday, Nov. 18, 10:00 AM - 10:15 AM

### DC-5 Networking Break

Saturday, Nov. 18, 10:15 AM - 10:25 AM

### DC-6 Strategic Research Planning Introduction

Saturday, Nov. 18, 10:25 AM - 11:45 AM

### DC-7 Strategic Research Planning - Breakout Sessions

*Description:* Working in small breakout groups, participants use problem-solving exercises and the help of a breakout session leader to learn

how to establish a strategic research plan for the short and long terms.

Saturday, Nov. 18, 11:45 AM - 12:30 PM

### DC-8 Strategic Research Planning - Report Out

Saturday, Nov. 18, 12:30 PM - 1:15 PM

### DC-9 Working Lunch

Brief presentations by DSI President Mark Davis, regional representatives, Alpha Iota Delta and Beta Gamma Sigma. (Combined with the New Faculty Development Program)

Saturday, Nov. 18, 1:15 PM - 1:45 PM

### DC-10 How to Interview for a Job

*Facilitators:*

Christopher W. Craighead (Auburn University)

Christine Kydd (University of Delaware)

Saturday, Nov. 18, 1:45 PM - 2:45 PM

### DC-11 Deans Panel

*Description:* This session will provide insights on the following topics for new faculty beginning their academic career:

- Expectations during the recruiting process
- Understanding differences in business schools/universities
- Getting off to a good start
- Teaching and research – first, third and tenure reviews
- Service to the organization and the discipline

*Presenters:*

Paul M. Bobrowski (Auburn University)

David Christy (California Polytechnic State University)

Krishna S. Dhir (Berry College)

Yar M. Ebadi (Kansas State University)

### CPE Credit Available at the 2006 Annual Meeting of the Decision Sciences Institute

Continuing Professional Education (CPE) credit will be available to all CPAs attending the 2006 Annual Meeting. CPE forms will be available at the conference registration desk in Boston. The forms will be similar to those used at AAA national and regional meetings.

Saturday, Nov. 18, 2:45 PM - 3:00 PM

### DC-12 Networking Break

Saturday, Nov. 18, 3:00 PM - 3:15 PM

### DC-13 An Overview of DSI Placement Services

*Presenter:* Arijit Sengupta (Wright State University)

Saturday, Nov. 18, 3:15 PM - 4:50 PM

### DC-14 Teaching: Best Practices from the Master

*Presenter:* Harvey J. Brightman (Georgia State University)

Saturday, Nov. 18, 4:50 PM - 5:00 PM

### DC-15 Closing Remarks

*Presenters:* J. Robb Dixon (Boston University); Janelle Heineke (Boston University)

### 2006 Instructional Innovation Award Competition Finalists

The Instructional Innovation Award Competition seeks to recognize outstanding contributions that advance instructional approaches within the decision sciences. The focus of this award is innovation in college- or university-level teaching. Three finalists have been chosen to make presentations will be held at the 2006 DSI Annual Meeting on Sunday 19, from 8:00- 10:00 a.m., in the Conference Room 10 Rivercenter.

#### *A Hands-On Approach to Learning Business Processes*

Victor J Massad (Shippensburg University), Joanne Tucker (Shippensburg University)

#### *Statistics Students Create Their Own Textbook Using Wiki Technology*

Sandra Strasser (Valparaiso University)

#### *Teaching with Technology: A Case Based Approach*

Grandon Gill (USF)

#### **Instructional Innovation Award**

**Competition Coordinator:** Nada R.

Sanders, Wright State University



## Miniconference on Successful Grantsmanship

Applying for and securing research grants is a valuable experience and even a necessary step when the members of DSI engage in research projects that can be significantly enhanced by external research funds. The “**Miniconference on Successful Grantsmanship**” is designed to provide the DSI members with an opportunity to develop interests and to sharpen their skills to write successful grant proposals.

The miniconference will be a one-day event to be held on Sunday, November 19, 2006. In the morning, *Common Session 1* will showcase the panelists representing major funding organizations including NSF (DRMS in SBE and IIS in CISE) and NIH as well as private

sectors. The panel session will be followed by a networking luncheon, where the attendees will join a pre-assigned small group.

In the afternoon, perspectives of successful grant writers will be presented in two *Breakout Sessions* of “success stories.” The breakout sessions will be contextualized (by discipline and type of funding organization) so that their relevance can be maximized for individual participants of the miniconference. The miniconference will end with *Common Session 2* in which experienced reviewers will describe what makes good proposals from the reviewer’s point of view.

While there is no registration fee for this miniconference other than the registration fee for the Annual Meeting, a separate registration is required to attend the miniconference. To register, simply send an e-mail to either of the coordinators with your contact information. ■

### Miniconference on Successful Grantsmanship Coordinators

Godwin Udo  
University of Texas at El Paso  
gudo@utep.edu

Q. B. Chung  
Villanova University  
q.chung@villanova.edu

Sunday, Nov. 19, 10:00 AM - 11:30 AM

### SG-1 Successful Proposals: The Funding Source Perspectives

This common session showcases the panelists representing major funding organizations.

*Facilitator:* Q B. Chung (Villanova University)

*Panelist:* Dan Gerendasy (National Institutes of Health (NIH))

*Panelist:* Robert E O'Connor (National Science Foundation (NSF))

*Panelist:* Basil J Whiting (Workforce, Community, and Economic Development)

*Panelist:* Maria Zemankova (National Science Foundation (NSF))

Sunday, Nov. 19, 1:00 PM - 2:30 PM

### SG-2 Grant Writer’s Success Stories I

In this breakout session, successful grant writers will share their experiences.

*Chair:* Godwin J Udo (University of Texas at El Paso)

*Presenters:*

Kristie Seawright (Brigham Young University)

L. Douglas Smith (University of Missouri-St. Louis)

Gregory Ulferts (University of Detroit Mercy)

Sunday, Nov. 19, 1:00 PM - 2:30 PM

### SG-3 Grant Writer’s Success Stories II

In this breakout session, successful grant writers will share their experiences.

*Chair:* Q B. Chung (Villanova University)

*Presenters:*

Virginia Eaton (University of Louisiana at Monroe)

Lutfus Sayeed (San Francisco State University)

Ramesh Sharda (Oklahoma State University)  
JP Shim (Mississippi State University)

Sunday, Nov. 19, 2:30 PM - 3:00 PM

### SG-4 Coffee Break

Sunday, Nov. 19, 3:00 PM - 4:30 PM

### SG-5 Good Proposals: According to the Reviewers

In this common session, experienced grant proposal reviewers will describe what good proposals are from the reviewer’s point of view.

*Facilitator:* Godwin J Udo (University of Texas at El Paso)

*Panelists:*

Virginia Eaton (University of Louisiana at Monroe)

Ramesh Sharda (Oklahoma State University)

JP Shim (Mississippi State University)

Elliot B Sloane (Villanova University)

### 2006 DSI Annual Meeting Social Event

Enjoy one of the Southwest’s most popular classic country western bands

Saturday, Nov. 18 & Monday, Nov. 20  
6:00 PM - 8:00 PM

Southern Bent, one of the Southwest’s most popular classic country western bands, will play on two evenings: Saturday (11/18) from 6:00 to 8:00 p.m. during the Welcome Reception and Monday (11/20) from 6:00 to 8:00 p.m. during the DSI President’s Reception in the Grand Ballroom at the Marriott Rivercenter. They will sing traditional country, southern rock, and a touch of Cajun music. We will have a dance floor in the front of the Ballroom. Please bring your dancing shoes and dance the evening away. If you would rather network with friends and colleagues, make new friends, and carry out intellectual conversations, we will have room for that, too.



## Best Case Studies Award Competition Presentation

Monday, Nov. 20, 10:00 AM - 11:30 AM

Session Chair: Bin Jiang

### Wilkins, A Zurn Company: Material Requirements Planning

The materials manager at the Wilkins plant was stunned that the auditors had insisted on a second annual physical inventory count. In addition, the general manager had repeatedly expressed his concern about the high inventory level. Changes were needed, and the materials manager wondered what alternatives he should consider. The objectives of the case are to provide a holistic view of manufacturing, planning and control systems and to introduce students to MRP.

Presenter(s): Carol Prahinski (University of Western Ontario)

Author(s): Carol Prahinski (University of Western Ontario), Eric O Olsen (Cal Poly)

### Should I Stay or Should I Go?

Since 2004, Shiraiishi Garments, a famous men clothes company in Japan, began to outsource its manufacturing businesses to China in order to improve its profit margins. Even though it did achieve some benefits of outsourcing, it also found that buying

low cost goods at the expense of Chinese workers' health, safety and welfare was morally bankrupt. This case focuses on social dimensions of sustainability in terms of labor conditions and ethical-social concerns.

Presenter(s): Patrick Murphy (DePaul University)

Author(s): Bin Jiang (DePaul University), Patrick Murphy (DePaul University)

### Barco Case—Manufacturing Strategy of Printed Circuit Assembly

Barco is a multinational in Image Processing Technology. 4 BU's have a PCA department, supplying final assembly of the BU. The management considers merging the PCA departments. The 4 BU's supply different markets, with different requirements. The case describes CSF's in these BU's. Final assembly is critical in accomplishing these market requirements. In some BU's, the PCA department is also very critical for competitiveness. Performance improvement resulting from merger of PCA's is discussed.

Presenter(s): Ann E. Vereecke (Ghent University)

Author(s): Filip Goeman (Vlerick Leuven Gent Management School), Ann E. Vereecke (Ghent University)

### ALPHA, from page 21

Honor society membership, like most worthwhile things in life, does not come easily. Therefore, when an invitation to membership arrives, it truly is a matter of honor, reflecting exceptional academic achievement and, perhaps, outstanding campus leadership and service. It is an honor typically bestowed upon students by faculty, and it provides lifetime distinction. The members of an honor society share similar interests; in the case of Alpha Iota Delta, the members share an interest in the decision sciences and information systems. Through the society and the parent DSI, members can maintain currency in their fields of interest. Alpha Iota Delta enables its members to connect

at the annual DSI meeting, and it provides lifelong recognition of a member's search for excellence.

If you are interested in creating a chapter of Alpha Iota Delta at your college or university, or if you are interested in membership in the national chapter, please contact Greg Ulferts (ulfertgw@udmercy.edu) or Steve Lunce (stephen.lunce@mwsu.edu). For more information about Alpha Iota Delta, please visit the Website.

[www.alphaiotadelta.com](http://www.alphaiotadelta.com)

### 2006 Annual Meeting Coordinators

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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.

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—participation is limited to the first 50 qualified applicants. Each participant will be expected to register for the Institute's 2006 Annual Meeting in San Antonio. No additional fees are charged for the consortium.

*Saturday, Nov. 18, 7:30 AM - 8:00 AM*

### **NF-1 Continental Breakfast (provided) Welcome and Introductions (Shared session with the Doctoral Student Consortium)**

Welcome and Introductions. We will spend a half hour learning a little about each other as well as about the day's activities ahead, while eating breakfast.

*Facilitators:*

James R Burns (Texas Tech University)  
Larry Meile (Boston College)

*Saturday, Nov. 18, 8:00 AM - 9:00 AM*

### **NF-2 Dr. Phil — I Have These Concerns and Nobody to Turn to...**

Consortium participants will break up into four groups, depending on the type of institution they teach at: Private-Teaching, Private-Research, Public-Teaching, Public-Research. Groups will generate a list of concerns among members and present these to Consortium participants for discussion.

*Facilitators:* Larry Meile (Boston College)

Jamison M Day (University of Houston)

Laura B Forker (University of Massachusetts Dartmouth)

*Saturday, Nov. 18, 9:00 AM - 10:00 AM*

### **NF-3 And Then the Four Sages Proclaimed...**

Four distinguished professors will address Consortium participants' concerns and offer strategies for developing a research agenda, publishing, cultivating teaching capabilities, and balancing school and professional service, depending on the type of institution one teaches at.

*Facilitators:*

James F Courtney (University of Central Florida)

Jamison M Day (University of Houston)

Joy Field (Boston College)

Purnendu Mandal (Lamar University)

Susan E. Pariseau (Merrimack College)

*Saturday, Nov. 18, 10:00 AM - 10:15 AM*

### **NF-4 Coffee Break**

*Saturday, Nov. 18, 10:15 AM - 11:00 AM*

### **NF-5 Understanding Diverse Tenure Concerns at Different Schools**

Tenure practices vary depending on whether one's faculty operates in a shared governance environment or not and whether one teaches at a business school that is AACSB accredited, in candidacy, or unaccredited. This panel will explain how tenure requirements vary in these distinct environments.

*Panelists:*

Hale Kaynak (The University of Texas - Pan American)

Christine Kydd (University of Delaware)

Susan E. Pariseau (Merrimack College)

Lawrence D. Fredendall (Clemson University)

*Saturday, Nov. 18, 11:00 AM - 11:45 AM*

### **NF-6 You Be the Jury—A Virtual Tenure Review**

Consortium participants will divide up into four groups and evaluate three fictitious promotion and tenure cases. Groups will report to all Consortium participants on their P&T criteria, evaluations, and final decisions. Session leaders will assess the same cases and report their P&T criteria, evaluations, and final decisions. Discussion will ensue.

*Panelists:*

Lawrence D. Fredendall (Clemson University)

Hale Kaynak (The University of Texas - Pan American)

Christine Kydd (University of Delaware)

Susan E. Pariseau (Merrimack College)

*Saturday, Nov. 18, 11:45 AM - 12:30 PM*

### **NF-7 Having a Career/Having a Life**

In this session we will talk about how to handle your career in addition to your spouse/partner, children and other things important in life besides the job. Strategies for fitting it all in will be suggested and discussed.

*Facilitators:*

Christine Kydd (University of Delaware)

Larry Meile (Boston College)

Christopher W. Craighead (Auburn University)

Jamison M Day (University of Houston)

*Saturday, Nov. 18, 12:30 PM - 1:15 PM*

### **NF-8 Working Lunch (provided) (Shared session with the Doctoral Student Consortium)**

We will begin with the lunch, and then move into insightful, brief, presentations that should interest all in attendance.

*KeyNote Speakers:*

M. Adam "Mo" Mahmood (University of Texas at El Paso)

Janelle Heineke (Boston University)

*Saturday, Nov. 18, 1:15 PM - 2:30 PM*

### **NF-9 Writing Publishable Articles: Editors Speak up**

Editors of the leading journals in the decision sciences will describe the scope of their journals, methodologies and/or topics favored, and provide tips on writing publishable articles.

*Facilitator:* James R Burns (Texas Tech University)

*Presenters:*

Jonathan D Linton (RPI)

Barbara B. Flynn (Indiana University)

Aleda Roth (Clemson University)

Salvatore March (Vanderbilt University)

Saturday, Nov. 18, 2:30 PM - 3:00 PM

**NF-10 What Are Your Concerns about Teaching?**

Open discussion.

Facilitators:

- Thomas Y Choi (Arizona State University)
- Larry Meile (Boston College)
- Brian Reithel (University of Mississippi)
- Laura B Forker (University of Massachusetts Dartmouth)

Saturday, Nov. 18, 3:00 PM - 3:15 PM

**NF-11 Coffee Break**

Saturday, Nov. 18, 3:15 PM - 4:00 PM

**NF-12 Building Your Portfolio: Maintaining Mobility**

It is unlikely that your first employer will be your last. Members of this panel have taught at a variety of universities as well as worked outside of academia. Their cumulative experience provides a wealth of knowledge regarding how to maintain employment

mobility through publishing, obtaining grants for research and/or teaching, and networking.

Facilitator: Linda G. Sprague (CEIBS)

Panelists:

- Aleda Roth (Clemson University)
- Kevin Dooley (Arizona State University)
- Minoo Tehrani (Roger Williams University)
- Paul Mangiameli (University of Rhode Island)

Saturday, Nov. 18, 4:00 PM - 5:00 PM

**NF-13 Conclusion and Wrap-up: Enjoy Your New Career!**

Description: We will enjoy an entertaining end to the day's activities by one of the most accomplished professors in the decision sciences.

KeyNote Speaker: Jim Wetherbe (Texas Tech University) ■

Direct all inquiries and applications to:

James R. Burns  
 Rawls College of Business Administration  
 Texas Tech University  
 Lubbock, TX 79409-2101  
 806-742-1547 | Fax: 806-742-1547  
 jimburns@ttu.edu

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## Application for New Faculty Development Consortium

November 18, 2006 • San Antonio, Texas

*Send in this form and a current copy of your vita to the Consortium Coordinator (see above)—Applications considered on a space-available basis after September 15, 2006.*

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? \_\_\_\_\_



# 2006 Professional and Faculty Development Program

Saturday, Nov. 18, 8:00 AM - 9:30 AM

## The Use of BI Integrated Planning in the SAP BW Data Warehouse Environment

Reviewing the functionality and business use of the new BI Integrated Planning available in the NetWeaver 2004S BW environment. This presentation will go through the process of the set up of BI integrated planning and the use and integration of this with BW functionality. I will be using a business case scenario to demonstrate this functionality. The business case scenario will look at Sales and Financial Planning and the integration between them.

Presenter: Peter Jones (SAP America)

Saturday, Nov. 18, 10:00 AM - 11:30 AM

## An Introduction to Radio Frequency Identification (RFID): Technology, Data, and Business Value

This session will (1) explore RFID technology (with hands-on demonstrations) including an in-depth look at its uses and limitations, (2) illustrate and analyze the data produced by RFID, and, (3) examine how the technology is used to create business value.

Presenter: Bill C Hardgrave (University of Arkansas)

Saturday, Nov. 18, 1:00 PM - 2:30 PM

## Building and Managing a Research Program

A strong research program in a focused stream of research is one approach to achieving success in academics. The presenters will share their trials and tribulations, lessons learned, tips and tricks, and best practices in crafting and building research.

Presenters:

Fred D Davis (University of Arkansas)

Viswanath Venkatesh (University of Arkansas)

Saturday, Nov. 18, 3:00 PM - 4:30 PM

## Program Assessment: Letting the Dog Wag the Tail

Program assessment may create a "tail that wags the dog" via measurements that are not congruent with learning goals. The authors share insights gained from goal-aligned evaluation of student work by various stakeholder groups. They describe a web application (STEPS) that enables a sustainable process providing meaningful assessment data.

Presenters:

Gail Corbitt (California State University, Chico)

Lorraine R. Gardiner (California State University, Chico)

Monday, Nov. 20, 8:00 AM - 9:30 AM

## What Makes for a Successful Submission to DSJ?

This workshop discusses how to prepare your DSJ submission to improve the chances of getting it accepted and how to respond to reviews. Topics include the review process, journal's editorial mission, managerial relevance, writing style, and targeted areas of opportunity

Presenters:

Jeanne Elliott (Arizona State University)

Vicki Smith-Daniels (Arizona State University)

Monday, Nov. 20, 10:00 AM - 11:30 AM

## Decision Sciences Journal: Is it an OM, IS, or Irrelevant Journal?

Increasingly functional journals are being recognized as the very best in academic research. Yet, business executives and functional managers continue to stress the importance of decision making at the interfaces of business functions. This session reviews the impact of DSJ on academic research over the past 36 years, and discusses targeted areas of research for the journal.

Presenter: Vicki Smith-Daniels (Arizona State University)

Author: Vicki Smith-Daniels (Arizona State University)

Monday, Nov. 20, 10:00 AM - 11:30 AM

## Integrated Global Planning Exercises

Integrated business planning software offers rich opportunities for virtual team activities. The authors built a planning environment in SAP-BPS based on a Harvard Business School case, supplemented with current data. They describe their experiences over two semesters as well as courseware they have made available through the SAP Educational Alliance.

Presenters:

Lorraine R. Gardiner (California State University, Chico)

George A. Hachey (Bentley College)

Bernhard Van Dijk (SAP Kennis-Centrum)

Monday, Nov. 20, 1:00 PM - 2:30 PM

## IBM Academic Initiative and Teradata University Network Opportunities

Cases, examples and exercises related to IBM's Academic Initiative and Teradata University Network. The cases, examples and exercises utilize large datasets and include the topics of creating data warehouse cubes, analysis and data mining as well as other academic possibilities related to IBM and Teradata.

Presenter: David E. Douglas (University of Arkansas)

Monday, Nov. 20, 3:00 PM - 4:30 PM

## Case-Based Instruction Using Large-Scale, Real Datasets

Description: Industry partners of the Enterprise Resource Planning/Enterprise Systems program at the Sam M. Walton College of Business (University of Arkansas) have donated multiple, large-scale datasets for instructional use. The authors describe cases and data warehouse infrastructure built using these datasets and their use in a variety of business courses.

Presenters:

Christine Davis (University of Arkansas)

Lorraine R. Gardiner (California State University, Chico)

James Mensching (California State University, Chico) ■

Professional and Faculty Development Program Coordinator: T. Paul Cronan, University of Arkansas

## 2006 DSI Annual Meeting Website Links

Online Conference Registration:  
<https://www.decisionsciences.org/annualmeeting/public/registernow.asp>

See preliminary schedule and more information & links on the annual meeting:

<http://www.dsi-2006.org/>

## 2006 Job Placement Service

A number of applicants and position listings have been posted for this year—these can be viewed without registering or logging in by simply selecting the “View Listings” link on the Placement Services Homepage. We anticipate many more listings will be added before this year’s Annual Meeting (November 18-21, 2006, in San Antonio). Instructions for using the online database are viewable through the Instructions link on the DSI Placement Services Homepage:

[www.decisionsciences.org/placement](http://www.decisionsciences.org/placement)

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

Employers who have listed positions with DSI Placement Services can reserve interview tables at a cost of \$200 for the entire conference. Reservations can be made prior to November 13th (reservations will be accepted after November 13th on a space-available ba-

sis) by sending an e-mail or fax to Ms. Sandra Storrod ([dsi@gsu.edu](mailto:dsi@gsu.edu) or fax: (404) 651-4008) with the following information: Name of university to appear on the table sign; purchase order number and billing address; or credit card information: card type, card number, expiration date, name of cardholder. Some tables will be available at the Placement Center free of charge on a first-come, first-served basis. Employers may also choose to meet candidates in the Placement Center and go elsewhere for interviews (e.g., a lobby or hotel room). It will also be possible for employers to leave messages at the Placement Center to inform candidates where to go for interviews.

### Applicants

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



### Employers

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

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

### DSI Placement Services Coordinator

Arijit Sengupta  
Wright State University  
Raj Soin College of Business  
Information Systems and Operations  
Management Department  
3640 Colonial Glenn Hwy/271 Rike Hall  
Dayton, OH 45435  
(937) 775-2115 / fax: (937) 775-3533  
[arijit.sengupta@wright.edu](mailto:arijit.sengupta@wright.edu)

### CURRICULAR ISSUES, from page 29

*Submission:* Management Major: A Survey of Essential Skills for Future Managers - This paper explores courses in the field of management that are offered in different universities. We selected ten universities, a cross-section of public, private, small, and large universities. The survey included fifteen different courses that were offered by the selected universities as part of their curriculum for an undergraduate degree in the field of management. The definition of each course was provided in the survey.

*Presenter(s):* Minoo Tehrani (Roger Williams University)

*Author(s):* Minoo Tehrani (Roger Williams University); Susan Bosco (Roger Williams University); Diane Harvey (Roger Williams University)

*Submission:* Assessment Implications at a Small Business Program

*Presenter(s):* Jeryl Nelson (Wayne State College)

*Author(s):* Jeryl Nelson (Wayne State College)

Assessment of outcomes in higher education continues to be an important area of study. This paper examines the use of two assessment instruments, national examinations and capstone projects. We describe how our institution developed our instruments, impacts on curriculum, and the future program. Student rubrics are included with the paper. ■

Curricular Issues Miniconference  
Coordinator: Hope M. Baker, Kennesaw State University, [hbaker@kennesaw.edu](mailto:hbaker@kennesaw.edu)



*The San Antonio Riverwalk is one of the most visited places in all of Texas and features hotels, restaurants, exciting theme parks and attractions, and great nightclubs, nightlife and entertainment. [photograph courtesy of SACVB/Al Rendon]*



# Technology in the Classroom Miniconference

Sunday, Nov. 19, 10:00 AM - 11:30 AM

## TC-2 Automated Evaluation Techniques

*Automated Homework and Exam Grading in the OM Course: Benefits to Faculty, Benefits to Students*

OM textbook authors Heizer and Render have spent 3 years developing a large data base of algorithmically-generated homework/exam problems that can be assigned for online work. The presenters will provide an online demonstration of creating an assignment, and then complete the assignment from the student's perspective. We will be able to follow the whole process from start to grade book.

Presenter(s): Jay Heizer (Texas Lutheran University), Barry Render (Rollins College), Kevin J. Watson (University of New Orleans)

Author(s): Jay Heizer (Texas Lutheran University), Barry Render (Rollins College), Kevin J. Watson (University of New Orleans)

*An Automated System for Grading Excel Projects*

This system consists of eight Excel projects and two tests as well as the software (written in Visual Basic for Applications within the confines of Excel) necessary to automatically grade the projects and post grades in a roster. When appropriate the grading process pauses to allow the instructor to visually grade formatting and printing (via Print Preview). Features have been included which make it essentially impossible for copied work to be submitted as the student's own.

Presenter(s): James K Fugate (Texas A&M University, Corpus Christi)

Author(s): James K Fugate (Texas A&M University, Corpus Christi)

Sunday, Nov. 19, 10:00 AM - 11:30 AM

## TC-1 Organizational Learning

Session Chair: Ceyhun O. Ozgur

*Managing Complex Development Projects: Implications for Organizational Learning*

This study focuses on the experiences of project team members in learning from complex NPD issues; the transfer of learning to subsequent projects; and the factors that hinder the transfer of learning. We advance suggestions for implementing a learning process to capitalize on a firm's experiences in dealing with complex NPD issues.

Sunday, Nov. 19, 1:00 PM - 2:30 PM

## TC-3 Using Multimedia

Session Chair: Randy V. Bradley

*Using Multimedia Case Studies to Improve Teaming and Dynamic Decision-Making Skills*  
Prior research suggests that the use of multimedia in education fosters deeper learning in students, when compared to traditional verbal- or text-only messages. We propose to discuss the use of multimedia case studies to improve students' teaming and dynamic decision-making skills, and provide practical advice to aid others who wish to replicate this approach.

Presenter(s): Randy V. Bradley (University of Tennessee)

Author(s): Randy V. Bradley (University of Tennessee), Victor Mbarika (Southern University and A&M College), Chetan Sankar (Auburn University)

Sunday, Nov. 19, 1:00 PM - 2:30 PM

## TC-4 Security

Session Chair: Melinda K. Cline (Texas Wesleyan University)

*Challenges Teaching Online Information Security Courses: An Analysis of Hands-On Lab Assignments*

Many universities are now offering information security courses and some are offering them in an online format. Online instruction typically assumes a student will do most of the assignments on a home or work computer. This paper discusses the unique challenges of offering online information security courses by analyzing the hands-on lab assignments in the book *Hands-On Information Security Lab Manual* (Whitman, et al., 2006). The paper concludes with suggested recommendations.

Presenter(s): Melinda K Cline (Texas Wesleyan University), Thomas J Bell (Texas Wesleyan University)

Author(s): Melinda K Cline (Texas Wesleyan University), Thomas J Bell (Texas Wesleyan University)

Sunday, Nov. 19, 3:00 PM - 4:30 PM

## TC-5 Using Simulation

*Statistical Textbook Creation Using Wiki Technology*

In an effort to clarify the content of my course, I substituted the traditional statistics textbook I had been using in class for my MBA students with a custom text that the students produced using wiki technology. Instead of assigning a statistics textbook, I required my students to write a textbook or notes on the topics covered in class. The wiki format encouraged collaboration in an uncontrolled and unstructured environment.

Presenter(s): Sandra Strasser (Valparaiso University)

Author(s): Sandra Strasser (Valparaiso University)

*High-Touch, Low-Tech, Distance Learning With Management Simulations*

This presentation provides guidelines and a template for successful distance-learning experiences with large-scale, team-based management simulations. The distance-learning instructional template includes low-tech, high-touch, feedback-laden design and delivery. Results from six distance-learning and seven traditional classroom-based executions of an executive education seminar demonstrate the performance and viability of the instructional template.

Presenter(s): Randall Chapman (Chapman and Associates)

Author(s): Randall Chapman (Chapman and Associates) ■

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

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

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

[http://www.decisionsciences.org/doc\\_tips.htm](http://www.decisionsciences.org/doc_tips.htm)



## 2006 Competitions

For a listing of past DSI award winners, see [www.decisionsciences.org/hallfame.htm](http://www.decisionsciences.org/hallfame.htm).

### Elwood S. Buffa Doctoral Dissertation Award Competition

The purpose of the Doctoral Dissertation Award Competition is to encourage and publicize outstanding dissertation research by selecting and recognizing the best dissertations written in the past year in the decision sciences. The Elwood S. Buffa Dissertation Award, accompanied by a \$1,500 prize, will be presented at the annual meeting. Applicants for this award should submit three (3) hardcopies of their dissertation in the required format directly to the Doctoral Dissertation Award Competition Coordinator by April 3, 2006. For more information concerning this competition, please contact the coordinator.

**Kenneth K. Boyer**, Michigan State University, [boyerk@bus.msu.edu](mailto:boyerk@bus.msu.edu)

### Instructional Innovation Award Competition

The Instructional Innovation Award Competition seeks to recognize outstanding contributions that advance

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

**Nada R. Sanders**, Wright State University, [nadia.sanders@wright.edu](mailto:nadia.sanders@wright.edu)

### Best Paper Awards Competition

Best Paper Awards, sponsored by ACK (Ft. Lauderdale) and DSI, will be presented at the 2006 Annual Meeting. Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, and Best Interdisciplinary Paper. At the discretion of the program chair and track chairs, outstanding scholarship may be recognized through

a distinguished paper award in a given track. Reviewers will be asked to nominate competitive paper submissions for these awards. Nominations will then be reviewed by a best paper review committee, which will make award recommendations.

### Best Case Studies Award Competition

The Case Studies Workshop serves an active role in the dissemination of new ideas with respect to case studies topics. The Best Case Studies Award will be presented in conjunction with the 32nd annual DSI Case Studies Workshop on "Case Techniques in the Decision Sciences." Cases may be methodological in nature (i.e., crafted to support the learning of a specific technical skill) or integrative (i.e., designed to foster the integration of scientific approaches and analyses with real-world decision making).

**Janelle Heineke**, Boston University, [jheineke@bu.edu](mailto:jheineke@bu.edu) ■

## 2006 Professional Activities

### Curricular Issues Miniconference

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

**Hope M. Baker**, Kennesaw State University, [hbaker@kennesaw.edu](mailto:hbaker@kennesaw.edu)

### Doctoral Student Consortium

The Doctoral Student Consortium provides a unique opportunity for doctoral students from across the nation and around the world to interact with one another and with distinguished scholars in a one-day program devoted to career development. Attendance at this consortium is by invitation based on application. All students who meet the criteria will be accepted.

**Janelle Heineke**, Boston University, [jheineke@bu.edu](mailto:jheineke@bu.edu)

**J. Robb Dixon**, Boston University, [jrdixon@bu.edu](mailto:jrdixon@bu.edu)

### New Faculty Development Consortium

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

**James R. Burns**, Texas Tech University, [jburns@ba.ttu.edu](mailto:jburns@ba.ttu.edu)

See **2006 ACTIVITIES**, page 47

### Case Studies Committee

**Chair:** Janelle Heineke, Boston University

**Chair-Designate:** Kathleen McKone-Sweet, Babson College

**Members:**

Chandra Shekar Challa, Virginia State University  
Karen L. Fowler, University of North Carolina  
Jeffrey S. Harper, Indiana State University  
Bin Jiang, DePaul University  
Robert Klassen, University of Western Ontario  
Larry Meile, Boston College  
Larry Menor, University of Western Ontario  
Madeleine E. Pullman, Portland State University  
Manus (Johnny) Rungtusanatham, University of Minnesota – Twin Cities  
John K. Visich, Bryant University  
Angela Wicks, Bryant College

### Development Committee for Excellence in the Decision Sciences

**Chair:** Gary L. Ragatz, Michigan State University

**Members:**

Thomas E. Callarman, China Europe International Business School and Arizona State University  
Barbara B. Flynn, Indiana University  
Xinping Fu, California State – Hayward; Wuhan University of Technology  
Mohan Gopalakrishnan, Arizona State University – West  
Gary Hackbarth, Iowa State University  
Janelle Heineke, Boston University  
F. Robert Jacobs, Indiana University – Bloomington  
Hale Kaynak, University of Texas – Pan Am  
Carol J. Latta, Decision Sciences Institute, Georgia State University  
Ceyhun Ozgur, Vilparaiso University  
Lloyd Rinehart, University of Tennessee – Knoxville  
Paul A. Rubin, Michigan State University  
Terrell G. Williams, Western Washington University

### Doctoral Student Affairs Committee

**Chair:** Christine T. Kydd, University of Delaware

**Members:**

Kenneth K. Boyer, Michigan State University  
J. Robb Dixon, Boston University  
Joseph T. Felan, University of Arkansas at Little Rock  
E. James Flynn, Indiana University  
Janelle Heineke, Boston University  
Xenophon Koufteros, Florida Atlantic University  
E. Powell Robinson, Texas A&M University  
Funda Sahin, University of Tennessee – Knoxville  
Rohit Verma, University of Utah

### Executive Committee

**Chair:** Mark M. Davis, Bentley College

**Members:**

Thomas E. Callarman, China Europe International Business School and Arizona State University  
Krishna S. Dhir, Berry College  
Janelle Heineke, Boston University  
Kenneth E. Kendall, Rutgers University  
Carol J. Latta, Decision Sciences Institute, Georgia State University

### Fellows Committee

**Chair:** James R. Evans, University of Cincinnati

**Members:**

Benito E. Flores, Texas A&M University  
Barbara B. Flynn, Indiana University  
Kenneth E. Kendall, Rutgers University  
Carol J. Latta, Decision Sciences Institute, Georgia State University  
Marion G. Sobol, Southern Methodist University  
Linda G. Sprague, CEIBS

### Information Technology Committee

**Chair:** Subhashish (Sub) Samaddar, Georgia State University

**Members:**

Chandra Shekar Challa, Virginia State University  
F. Robert Jacobs, Indiana University-Bloomington  
Hal Jacobs, Decision Sciences Institute, Georgia State University  
Carol J. Latta, Decision Sciences Institute, Georgia State University  
Rhonda Lummus, Iowa State University  
Larry Meile, Boston College  
Arijit Sengupta, Wright State University  
Kenneth Sousa, Bryant University  
Sandra Storrod, Decision Sciences Institute, Georgia State University  
Doug White, Roger Williams University

### Innovative Education Committee

**Chair:** Nada R. Sanders, Wright State University

**Chair-Designate:** Peter M. Arnold, Boston University

**Members:**

Hope M. Baker, Kennesaw State University  
Karen A. Brown, University of Washington, Bothell  
Lori Cook, DePaul University  
Jo Ann M. Duffy, Sam Houston State University  
Janet L. Hartley, Bowling Green State University  
Nancy Lea Hyer, Vanderbilt University  
Ronald Klimberg, Saint Joseph's University  
David M. Levine, Baruch College – CUNY  
S. Thomas Foster, Jr., Brigham Young University  
Natalie Simpson, University of Buffalo – SUNY  
Gregory W. Ulferts, The University of Detroit Mercy

### Investment Advisory Committee

**Chair:** Cliff T. Ragsdale, Virginia Polytechnic Institute and State University

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Janelle Heineke, Boston University  
Peter T. Ittig, University of Massachusetts – Boston  
Carol J. Latta, Decision Sciences Institute, Georgia State University  
Alain Ruttiens, CBC Banque

### Member Services Committee

**Chair:** Gary Hackbarth, Iowa State University

**Members:**

Ajay Aggarwal, Millsaps College  
E. James Flynn, Indiana University  
Norma J. Harrison, Macquarie University  
Nafisseh Heiat, Montana State University – Billings  
Charles Johnston, Midwestern State University  
Kellie Keeling, Virginia Tech  
Kee Young Kim, Yonsei University  
Christine T. Kydd, University of Delaware  
Susan Pariseau, Merrimack College  
Madeleine E. Pullman, Portland State University  
Brian Reithel, University of Mississippi  
Arijit Sengupta, Wright State University  
Kristina Setzekorn, University of Evansville  
Linda G. Sprague, CEIBS  
Minoo Tehrani, Roger Williams University  
Terrell G. Williams, Western Washington University

### Nominating Committee

**Chair:** Thomas E. Callarman, China Europe International Business School and Arizona State University

**Members:**

Hope M. Baker, Kennesaw State University  
Cristina Escobar-Iturbe, University Autonoma Metropolitana  
Laura B. Forker, University of Massachusetts – Dartmouth  
Wesley M. Jones, The Citadel  
Christine T. Kydd, University of Delaware  
Carol J. Latta, Decision Sciences Institute, Georgia State University  
Steve Lunce, Midwestern State University  
Arturo Macias-Fernandez, Universidad de las Americas, Puebla  
Kathleen McFadden, Northern Illinois University  
Gary L. Ragatz, Michigan State University  
Manus (Johnny) Rungtusanatham, University of Minnesota  
Peter Steane, Macquarie University  
Xiande Zhao, Chinese University of Hong Kong

## Programs and Meetings Committee

**Chair: Madeleine E. Pullman, Portland State University**

### Members:

William Carper, University of West Florida  
Janelle Heineke, Boston University  
Vijay R. Kannan, Utah State University  
Julie Kendall, Rutgers University  
Xenophon Koufteros, Florida Atlantic University  
Binshan Lin, Louisiana State University – Shreveport  
Rhonda Lummus, Iowa State University  
M. Adam Mahmood, University of Texas at El Paso  
Manoj K. Malhotra, University of South Carolina  
Marc J. Schniederjans, University of Nebraska – Lincoln  
Kaushik Sengupta, Hofstra University  
John Seydel, Arkansas State University  
Effie Stavroulaki, Bentley College

## Publications Committee

**Chair: Linda G. Sprague, China Europe International Business School**

**Chair-Designate: Barbara A. Price, Georgia Southern University**

### Members:

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Samir Barman, University of Oklahoma  
Frank DeCaro, Palm Beach Atlantic University  
Barbara B. Flynn, Indiana University  
S. Thomas Foster, Jr., Brigham Young University  
John Fowler, Arizona State University  
Christine T. Kydd, University of Delaware  
G. Keong Leong, University of Nevada, Las Vegas  
Ling Li, Old Dominion University  
Robert E. Markland, University of South Carolina  
Miles G. Nicholls, RMIT University  
Vicki Smith-Daniels, Arizona State University  
Charles A. Watts, John Carroll University

## Regional Activities Committee

**Chair: Kenneth E. Kendall, Rutgers University**

### Members:

Robert T. Barrett, Francis Marion University  
William B. Carper, University of West Florida  
Shaw Chen, University of Rhode Island  
David Chou, Eastern Michigan University  
Krishna S. Dhir, Berry College  
Chang-Tseh Hsieh, University of Southern Mississippi  
Vijay R. Kannan, Utah State University  
Tae-Hyun Kim, Yonsei University  
Eldon Li, National Chengchi University  
Fariborz Partovi, Drexel University  
Robert J. Pavur, University of North Texas  
Richard Penlesky, Carroll College  
Charles Petersen, Northern Illinois University

Bruce Raymond, Montana State University – Bozeman

Antonio Rios-Ramirez, Instituto Tecnológico de Monterrey

Stephanie S. Robbins, University of North Carolina at Charlotte

Manus (Johnny) Rungtusanatham, University of Minnesota – Twin Cities

Jennifer A. Swanson, Stonehill College

William J. Tallon, Western Kentucky University

## Strategic Planning Committee

**Chair: Mark M. Davis, Bentley College**

### Members:

Thomas E. Callarman, China Europe International Business School and Arizona State University  
Krishna S. Dhir, Berry College  
Janelle Heineke, Boston University  
Kenneth E. Kendall, Rutgers University  
Carol J. Latta, Decision Sciences Institute, Georgia State University  
Terrell G. Williams, Western Washington University

## Strategic Planning for International Affairs Committee

**Chair: Norma J. Harrison, Macquarie University**

### Members:

Thomas E. Callarman, China Europe International Business School and Arizona State University  
Krishna S. Dhir, Berry College  
Geraldo Ferrer, Naval Postgraduate School  
Benito E. Flores, Texas A&M University  
Donald Kerr, Griffith University  
Laoucine Kerbach, Groupe HEC  
Nicolas Kfuri, UPAEP  
Ely Paiva, UNISINOS  
Jaume Ribera, University of Navarra  
Manus (Johnny) Rungtusanatham, University of Minnesota – Twin Cities  
Kwei Tang, Purdue University  
Christopher A. Voss, London Business School  
David Wang, Hsuan Chuang University  
Zhaohui Wu, Oregon State University  
Li Xi, Old Dominion University

## Ad Hoc Committee to Enhance the Reputation of the Decision Sciences Journal

**Chair: Vicki Smith-Daniels, Arizona State University**

### Members:

Barbara B. Flynn, Indiana University  
Norma J. Harrison, Macquarie University  
Janelle Heineke, Boston University  
Lee J. Krajewski, University of Notre Dame  
Ram Narasimhan, Michigan State University  
Arun Rai, Georgia State University

## The “Paperboy Problem” of the Annual Meeting Luncheon

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

## Ad Hoc Committee to Evaluate the Current Organizational Structure of the Institute

**Chair: Vicki Smith-Daniels, Arizona State University**

### Members:

Karen A. Brown, University of Washington, Bothell  
Krishna S. Dhir, Berry College  
Maling Ebrahimpour, Roger Williams University  
Janelle Heineke, Boston University  
F. Robert Jacobs, Indiana University – Bloomington  
Thomas W. Jones, University of Arkansas – Fayetteville  
Carol J. Latta, Decision Sciences Institute, Georgia State University

## 38th Annual Meeting of the Decision Sciences Institute

*Decision making that enables organizations to serve customers efficiently and effectively*

To be successful, every organization—large or small, public or private, for-profit or not-for-profit—needs to serve its customers. Traditionally, we have thought about managing goods-producing organizations differently than service-producing organizations, but it is becoming increasingly clear that, in the end, it's all about service. As the world becomes smaller and customers' expectations continue to rise, making decisions that will enable us to serve customers efficiently and effectively becomes increasingly important.

We need to discover how organizations can use what they know about their customers, operations, and workforce to make decisions that will enable them to serve their customers

better and gain strategic advantage in the marketplace.

The 2007 DSI Annual Meeting invites basic, applied, and case study research in the field of decision sciences, as well as proposals for panel discussion, symposia, workshops, and tutorials dealing with research or pedagogical issues. The conference will include invited sessions featuring highly respected researchers, educators, and practitioners to share their knowledge and experience on decision-making practices. These will be organized in 22 tracks including a separate track for DSI Fellows. The conference will also feature the curricular issues miniconference, technology in the classroom miniconference, doctoral student

consortium, and faculty development programs.

We invite you to join us for the 2007 DSI Annual Meeting in Phoenix, Arizona, to present your most recent research and teaching innovations and attend a number of miniconferences and consortia. Our meeting site in Phoenix provides all of us an opportunity to enjoy the company of our friends and colleagues in a scenic desert environment. ■

*Program Chair*  
Janelle Heineke  
Boston University  
School of Management  
dsi2007@bu.edu

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## 2007 DSI Annual Meeting Programs

### Curricular Issues Miniconference

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

Ina Markham, James Madison University,  
markhais@jmu.edu

### Technology in the Classroom Miniconference

The Technology in the Classroom Miniconference provides a forum for participants to share novel or innova-

tive applications of technology in the classroom that enhance the student's learning experience. Submissions should be limited to creative approaches and best practices for using course support software, multimedia, spreadsheet software, simulation software, online tutorials, or other applications of technology, and be capable of being demonstrated and discussed within a 20-30 minute timeframe. Submissions will be competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy, and should not be duplications of material found in existing textbooks. Please send submission (following the "Instruction for Electronic Submissions") directly to the miniconference coordinators by May 1, 2007.

Keong Leong, University of Nevada, Las Vegas, keong.leong@unlv.edu

### Professional and Faculty Development Program

The Professional and Faculty Development Program is for Institute members in all stages of their careers, with the goal of keeping them current in their fields. The content of the sessions is designed to provide insight into the challenges and opportunities in today's rapidly changing environment. Topics include, but are not constrained to, the following: new instructional and research methodologies; professional service and counseling; balancing the needs of different stakeholders (students, corporations, alumni, etc.) in the educational process; globalization of business education; role of grading and assessment; obtaining research funding; career path strategies; meeting increasing demands in teaching, service, and research; and challenge and oppor-

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See **2007 PROGRAMS**, page 47

## Instructions/Checklist for Contributors

The Decision Sciences Institute (DSI) invites contributions to the 2007 Annual Meeting in the following categories: Refereed Research Paper, Non-Refereed Research Abstract, and proposals for a Workshop, Tutorial, Panel, Symposium, or Colloquium. Authors can choose between submitting a refereed research paper that will receive reviews from at least two referees or of submitting a non-refereed research abstract of 50 words or less (500 characters maximum). If accepted, refereed research papers will be published in the Proceedings (available in CD-ROM format only), as well as scheduled for presentation during the annual meeting.

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

Authors are required to submit all contributions online using the instructions provided in the following section and updated on the DSI Web site. 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, 2007**. The submission

deadline for non-refereed research abstracts and proposals for workshops, tutorials, panels, symposia, and colloquia is **May 1, 2007**. (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 2007 DSI Annual Meeting will use the existing conference information system (CIS) owned by the Institute. The authors must do all submissions electronically only using this system, which will be available after February 1, 2007, on the DSI Web site. All of the following information must be provided for the submission to be accepted.

- a. Title of submission (title changes will not be allowed at a later date)
- b. Type of submission (must select one of the following):
  - Refereed Research Paper - treat as an abstract for presentation if the paper is not accepted for publication in the Proceedings
  - Refereed Research Paper - withdraw if rejected
  - Non-Refereed Research Abstract
  - Workshop Proposal
  - Tutorial Proposal
  - Panel Discussion Proposal
  - Symposium Proposal
  - Colloquium Proposal
  - Award Competition Entry
- c. 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)
- d. Abstract of 50 words or less, which must accompany all types of submissions
- e. Stage of your research as of today and by the time of the conference
- f. Invitation information ■

### 2007 Annual Meeting Coordinators

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## 2007 Competitions

For a listing of past DSI award winners, see [www.decisionsciences.org.hallfame.htm](http://www.decisionsciences.org.hallfame.htm).

### Elwood S. Buffa Doctoral Dissertation Award Competition

The purpose of the Doctoral Dissertation Award Competition is to encourage and publicize outstanding dissertation research by selecting and recognizing the best dissertations written in the past year in the decision sciences. The Elwood S. Buffa Dissertation Award, accompanied by a \$1,500 prize, will be presented at the annual meeting. Applicants for this award should submit three (3) hardcopies of their dissertation in the required format directly to the Doctoral Dissertation Award Competition Coordinator by April 1, 2007. For more information concerning this competition, please contact the coordinator.

Rohit Verma, Cornell University, School of Hospitality Administration, [rv54@cornell.edu](mailto:rv54@cornell.edu)

### Instructional Innovation Award Competition

The Instructional Innovation Award Competition seeks to recognize out-

standing contributions that advance instructional approaches within the decision sciences. The focus of this award is on innovation in college- or university-level teaching. Three finalists will be chosen to make presentations at the conference competition. The winning entry receives an award of \$1,500, and \$750 will be divided among each of the other finalists. Applicants are required to submit all contributions electronically using instructions on the conference Web site. The due date for submissions is April 3, 2007. For information concerning this competition, please contact the coordinator.

Peter M. Arnold, Boston University, [parnold@bu.edu](mailto:parnold@bu.edu)

### Best Paper Awards Competition

Best Paper Awards will be presented at the 2007 Annual Meeting. Categories include Best Theoretical/Empirical Research Paper, Best Application Paper, and Best Interdisciplinary Paper. At the discretion of the program chair and track chairs, outstanding scholarship may be recognized through a distinguished paper award in a given track.

Reviewers will be asked to nominate competitive paper submissions for these awards. Nominations will then be reviewed by a best paper review committee that 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 33rd 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).

Kathleen McKone-Sweet, Babson College, [kmckonesweet@babson.edu](mailto:kmckonesweet@babson.edu) ■

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## 2007 Track Chairs

### *Accounting: Theory Applications and Practice*

Ashley Burrows, University of Wisconsin - Lacrosse

Nihel Chabrak, Institut National des Telecommunications

### *Case Studies*

Larry Meile, Boston College

### *DSS/AI/Expert Systems*

Binshan Lin, Louisiana State University - Shreveport

### *E-Commerce*

Tim Laseter, University of Virginia

Elliot Rabinovich, Arizona State University

### *Ethics and Sustainability*

Shirley Hopkins, California State University, Chico

### *Finance/Financial Management*

Barbara Poole, Roger Williams University

### *Information Security*

Chao-Hsien Chu, Pennsylvania State University

Robert Deng, Singapore Management University, Singapore

### *Information Systems*

J.P. Shim, Mississippi State University

### *Innovative Education*

Jo Ann Duffy, Sam Houston State University

Kellie Keeling, Virginia Polytechnic Institute and State University

### *International Business*

André M. Everett, University of Otago, New Zealand

### *Knowledge Management*

Dianne Hall, Auburn University

### *Manufacturing Management and Practice*

Nada Sanders, Wright State University

Greg Graman, Michigan Technological University

### *Marketing/OM/IS Interface*

Michael Pangburn, University of Oregon

Effie Stavoulaki, Bentley College

### *Marketing: Theory Applications and Practice*

Bruce Weinberg, Bentley College

### *MS/OR: Techniques, Models and Applications*

Jennifer V. Blackhurst, Iowa State University

### *MS/OR: Techniques, Models and Applications*

Scott Webster, Syracuse University

### *New Product Development and Project Management*

William H. A. Johnson, Bentley College

Rupak Rauniar, Jackson State University

### *Organizational Behavior/Organizational Theory*

Thomas Callahan, University of Michigan - Dearborn

### *Quality*

Stephan Vachon, HEC - Montreal

### *Service Management*

Steven Yourstone, University of New Mexico

### *Statistics and Decision Analysis*

Philip Mizzi, Arizona State University

### *Strategy and Policy*

Scott Latham, Bentley College

### *Supply Chain Management*

Anthony Ross, Michigan State University

Dan Conway, Indiana University

tunities 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, 2007.

Joy Field, Boston College Carroll School of Management, fieldjo@bc.edu

### New Faculty Development Consortium

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

are in the first two years of their teaching career.

Maling Ebrahimpour, Roger Williams University, Gabelli School, bizdean@rwu.edu

### Doctoral Student Consortium

The Doctoral Student Consortium provides a unique opportunity for doctoral students from across the nation and around the world to interact with one another and with distinguished scholars in a one-day program devoted to career development. Attendance at this consortium is by invitation based on application. All students who meet the criteria will be accepted.

Powell Robinson, Texas A&M University, e-robinson@tamu.edu

Funda Sahin, University of Tennessee, fsahin@utk.edu ■

The 2005-06 Nominating Committee, chaired by Gary L. Ragatz (Michigan State University) has completed the slate of nominees for the 2007 election of officers. The Nominating Committees for the regional subdivisions also have compiled the names of nominees who are running this year for the office of vice presidents elected by the regional subdivisions.

Ballots will be mailed in December 2006. Additional nominations may be made by November 30, 2006. Each additional nomination must be made by petition signed by at least five percent of the members and submitted to the Institute's Secretary, c/o the Institute's Home Office, 35 Broad Street, Atlanta, GA 30303.

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

### Professional and Faculty Development Program

The Professional and Faculty Development Program is for Institute members in all stages of their careers, with the goal of keeping them current in their fields. Topics include, but are not constrained to, the following: new instructional and research methodologies; professional service and counseling; balancing the needs of different stakeholders (students, corporations, alumni, etc.) in the educational process; globalization of business education; role of grading and assessment; obtaining research funding; career path strategies; meeting increasing demands in teaching, service, and research; and challenge and opportunities of new technologies. Submission deadline was May 1, 2006, for proposals for workshops, tutorials, and other special sessions.

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

### Successful Grantsmanship Miniconference

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

Godwin Udo, The University of Texas at El Paso, gudo@utep.edu

Q B. Chung, Villanova University, q.chung@villanova.edu

### Technology in the Classroom Miniconference

The Technology in the Classroom Miniconference provides a forum for participants to share novel or innovative applications of technology in the classroom that enhance the student's learning experience. Submissions should be limited to creative approaches and best practices for using course support software, multimedia, spreadsheet software, simulation software, online tutorials, or other applications of technology, and be capable of being demonstrated and discussed within a 20-30 minute timeframe. Submissions will be competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy, and should not be duplications of material found in existing textbooks. Submission deadline was May 1, 2006.

Laura L. Hall, University of Texas at El Paso, lhall@utep.edu

Ceyhun Ozgur, Valparaiso University, Ceyhun.Ozgur@valpo.edu ■

from the trees, and we usually don't get our first real snowfall until December (light flurries don't count). Consequently, I always find November to be bleak with cold, damp weather and barren scenery. So I am very excited about going to San Antonio for this year's DSI annual meeting. The average high temperature in San Antonio in November is 71°F (versus 52°F for Boston), providing just the right climate for enjoying walks along the Riverwalk.

There is an old Chinese proverb, "May you live in interesting times," and for those of us who teach in business schools we could never imagine such interesting times as we now have. (In fact I am sure there are occasions when we wish they weren't so interesting!) We have witnessed changes both in what we teach and how we teach. In terms of content, we now offer courses in e-business, business processes, and Internet marketing, to name a few, none of which existed a decade ago. In terms of course delivery, we now offer online courses and distance learning courses in addition to the traditional teaching in brick and mortar classrooms. And while we have seen significant changes in the last several years, we are just scratching the surface; we are seeing only the tip of the iceberg.

The underlying cause for all of these changes is, of course, technology, specifically information technology. But before we get too far ahead of ourselves, we need to take a quick look back to see where we've been, and where we are today so we can better understand where we are going, or better yet, should be going. Because, as someone once said (I don't know who), "If we don't know where we are, a map won't help." At the same time, to quote another unknown source, "If we don't know where we are going, any road will do."

From the beginning of recorded history, there have always been business issues that needed to be addressed. For example, the Egyptians used Project Management to build the pyramids; Columbus, when he discovered America, was seeking an alternative supply chain to reduce the costs and order delivery time for spices from the Far East.

One of the major challenges we, as academics, face is what a close colleague of mine refers to as being limited by "ancient thinking." How many times have you heard colleagues argue that they cannot reduce the amount of classes for a course because there is the "minimum core knowledge" that must be covered? However, to quote Peter Drucker: "In the society of organizations, it is safe to assume that anyone with any knowledge will have to acquire new knowledge every four or five years or become obsolete." Given that we have a zero sum game in academia, in terms of the total number of courses required for a degree and the fact that new knowledge about every subject is constantly being introduced, then we either have to drop some of what is considered to be core content, not introduce any new, more relevant material, or arrive at some combination of the two. Hopefully, there will be some synergy here where we can present in a more contemporary context some of the core principles that continue to be relevant in every discipline.

In the field of Operations Management, for example, these core principles include the facts that (a) quality will always be important, (b) there will always be tradeoffs (albeit on superior tradeoff curves that are created by technology), and (c) everything we do, regardless of the area in which we work, involves a process. In fact, to quote W. Edwards Deming, "If you can't describe what you are doing as a process, then you don't know what you are doing."

So where does that bring us today in teaching operations management? Business processes have replaced processes; offshoring has replaced outsourcing; services have replaced manufacturing; six sigma has replaced variance reduction; lean manufacturing/services has replaced process improvement. (I am sure similar "updating" has occurred in every business discipline.)

What's important here is that we recognize that many of the underlying concepts still hold true; only new words/terms are being applied to them. This is what I call the "sizzle," which is usually promoted by consultants as the next hot management tool. Never-

theless, while the concepts remain basically the same, we, as teachers, must adopt the new terminology in the classroom to show relevance to students. Without this relevance, students, especially business school students, have no motivation to learn. Their primary purpose for attending college is to learn tools with which to obtain better jobs after they graduate.

In addition, from a broader academic perspective, teams have replaced the individual; transdisciplinary has replaced disciplinary; global has replaced national.

What are the implications for those of us who teach in business schools? First, we need to take a much broader look in every direction in terms of what we teach and how we teach. We need to do a better job of understanding how each of our own disciplines interacts with the other disciplines. We need to understand cultures in other parts of the world, that difference is good; it is not a matter of right or wrong, but different. As I tell my students when we take them on a study tour to Europe, one of the main goals of the trip is to get them "to know that they don't know," because most of us don't know that we don't know and that is how we get into trouble. We need to place more emphasis on the teaching of services. With few exceptions, the vast majority of our students will be working in a service environment. The odds are that even those working in a manufacturing environment will be working in services in one form or another. We need to continue developing transdisciplinary courses or cluster courses that clearly show the critical linkages between the various disciplines. We need to conduct research that is transdisciplinary, cross-cultural, and, at the same time, both relevant and rigorous. If we do a good job here, the research will make us better teachers in the classroom.

It's hard to teach an old dog new tricks, but this old dog is willing to try to learn them. I don't see any real alternative. The times, especially in business schools, are indeed changing. Like it or not, welcome to the 21<sup>st</sup> century! ■

Nominations are being solicited for the editorship of *Decision Line* for a three-year term of service to officially begin on January 1, 2008. A description of the position and the responsibilities of the editor are presented below.

*Decision Line*, published five times per year, is the official news publication of the Decision Sciences Institute. It provides a channel through which members are informed of the activities of the Institute; it is a method of notification of administrative and organizational actions; and it provides an opportunity to call for papers for various meetings. It provides articles in areas of general interest to the members, including promoting innovation in teaching, research and scholarship, professional development, globalization, and interdisciplinary activities. It also includes annual meeting notes and details, briefs on placement activities, and recognizes achievement of individual members.

The objectives of *Decision Line* are to: (1) serve as a means of communication among the members of the latest developments in the Institute; (2) serve as a formal notice of the Institute's activities; (3) provide a forum for opinions, discussions, and philosophical statements regarding goals; (4) be a means of keeping abreast of the latest developments within the discipline; (5) be a research clearinghouse to encourage participation among members of unpublished research; (6) and cover news of a personal nature regarding the members, i.e., promotions, retirements, etc.

The editor of *Decision Line* serves at the pleasure of the Board of Directors of the Institute for a three-year term and may be renominated and reappointed by the Board of Directors for a second three-year term. The editor is responsible for the editorial content of *Decision Line*, subject to monitoring by the Publications Committee of the Institute.

At present, in addition to informational news items, announcements, advertisements, and the regional news columns, *Decision Line* has a number of regular feature columns, including

"President's Letter," "From the Editor," "International Issues," "Research Issues," "Ecommerce," "Alpha Iota Delta," "Production/Operations Management," "Information Technology," "In the Classroom," "Membership Roundtable," "Names in the News," "The Deans' Perspective," "Doctoral Student Issues," and "From the Bookshelf." The intent/objective of these columns is to provide a mechanism for exchanging information within the different functional areas of the decision sciences and to foster more interdisciplinary communication. These feature columns (and their editors) may be continued, discontinued, or replaced at the discretion of the new editor.

A reminder notice is mailed to all feature editors and annual meeting coordinators by the publications coordinator. The notice informs them of the deadline for the upcoming issue and provides information for guest writers. All new items are submitted to the publications coordinator, who is responsible for proofing and assembling the articles into their final camera-ready form.

Most of the editor's duties center on handling article submissions from members, recruiting (and keeping) feature editors, writing the regular "From the Editor" feature article, and being available (by phone and e-mail) to the publications coordinator during the final proofing/assembling stages.

All placement and book advertisements are handled by the home office and the executive director. However, each year the editor may be responsible for formulating and submitting a recommendation for advertising rates to the Board of Directors of the Institute.

The Institute provides no supplemental funding to the editor of *Decision Line*. However, expenses are minimal and consist primarily of some postage, copying, and telephone expenses, which would probably be no more than \$200 annually.

**Send nominations by no later than November 1, 2006**, to Linda Sprague, CEIBS, Shanghai, China, lgsprague@ceibs.edu. ■

### **Future DSI Annual, International, & Regional Annual Meetings**

#### **NATIONAL ANNUAL MEETINGS**

**November 18-21, 2006**

The San Antonio Marriott  
Rivercenter/Riverwalk Hotels  
San Antonio, Texas

**November 17-20, 2007**

The Marriott Desert Ridge  
Resort & Spa  
Phoenix, Arizona

**November 22-25, 2008**

Baltimore Marriott Waterfront  
Hotel and Courtyard by Marriott  
Baltimore, Maryland

**November 21-24, 2009**

Hyatt Regency New Orleans  
at the Superdome  
New Orleans, Louisiana

**November 20-23, 2010**

San Diego Marriott Hotel and Marina  
San Diego, California

**November 19-22, 2011**

Boston Marriott Copley Place Hotel  
Boston, Massachusetts

#### **REGIONAL ANNUAL MEETINGS**

##### **Asia-Pacific**

*July 11-15, 2007*  
Bangkok, Thailand

##### **Mexico**

tba

##### **Midwest**

*April 12-14, 2007*  
Hilton Garden Inn  
Chicago, Illinois

##### **Northeast**

*March 28-30, 2007*  
Renaissance Harbor Place Hotel  
Baltimore, Maryland

##### **Southeast**

*February 21-23, 2007*  
Marriott Savannah Riverfront Hotel,  
Savannah, GA

##### **Southwest**

*March 13-17, 2007*  
San Diego, California

##### **Western**

*April 3-7, 2007*  
Inverness Hotel and Conference  
Centre  
Denver, Colorado ■

Barb Flynn's second term as editor of *Decision Sciences Journal of Innovative Education* ends December 2007. Pursuant to Institute procedures, the Publications Committee is seeking qualified candidates for this position. The Editor serves **four** years and may be reappointed to a second **two**-year term. Anyone interested in the Editorship may contact Linda Sprague, Chair of the Publications Committee. Written inquiries and nominations should be addressed to Linda Sprague, Chair, DSI Publications Committee, at the address below.

The basic responsibility of the *Decision Sciences Journal of Innovative Education* Editor is to produce, through Blackwell Publishing, two quality issues of the Journal in January and July of each year. The two issues must appear on schedule. As the number of manuscripts grows, there is the possibility that the number of issues may increase to three or four per year during the term of the next Editor.

The exact manner in which the Editor's office operates will obviously vary according to the Editor; however, the major tasks required in the position can be summarized as follows:

1. Maintain a file for each new submission. Acknowledge the paper's receipt and delete the author's name from the title page of the paper. Classify the paper according to its functional areas and methodology.

2. Peruse each manuscript to determine whether it is appropriate for the Journal and, if it appears to be so, select two appropriate reviewers, match reviewer interests to manuscript classification. This requires the establishment and maintenance of an Editorial Review Board and the occasional use of *ad hoc* reviewers.

3. Request initial reviews. We ask referees to respond in four weeks.

4. Monitor the articles that are being reviewed by the referees.

5. Flag overdue reviews and decide when and how to nudge the tardy referees. This might entail e-mail inquiries, telephone calls, and/or letters.

6. Evaluate reviews. Currently each review is evaluated as to its content, quality, and in terms of meeting the review

deadline. The Editor may make the decision to reject at this point. A letter is prepared and the letter and reviews are sent to the author. Each reviewer is sent a thank you letter, a copy of the editor's letter to the authors, and copy of the other reviewer's comments.

7. Invite revision of manuscripts that are promising, providing the authors with copies of the reviewers' comments and an overview of an appropriate revision strategy.

8. Make a publication decision on the paper and inform the author(s) of the Editor's decision.

9. Process all decisions according to standard practice. A completed copyright form and an electronic copy of the paper are requested from the corresponding author for each accepted manuscript.

10. Assign accepted papers to particular issues and to a particular place within each issue.

11. Coordinate journal production with Blackwell Publishing.

12. Meet publication deadlines. Each issue should be assembled with enough time allotted to meet the publication schedule, as coordinated with Blackwell Publishing. Publication of special issues must be worked into the two-issue schedule.

13. Maintain good relations with the public in general and the membership in particular, pacify offended authors and obtain quality submissions. This requires the Editor to "show the flag" at every opportunity and to be available upon demand. Typically this will entail two to three speaking engagements each year at various professional meetings and doctoral consortia.

14. Publish a "Special Issue" on an occasional basis. This will typically be done in response to a special interest of the membership. Publication of a "Special Issue" requires publishing a Call for Papers, selecting a Special Issue Editor, and determining a select group of reviewers.

15. Maintain a good working relationship with the Institute's Publications Committee. This requires meeting with the Publications Committee on a regular basis, writing an annual report about the journal and responding to their requests and suggestions.

16. Maintain a good working relationship with the Institute's Board of Directors. This entails reporting to the Board of Directors on a regular basis, establishing a

yearly budget, and responding to their suggestions and requests. The Editor often will be called upon to make presentations or to discuss important journal-related issues at meetings of the Board.

With respect to intellectual interests, the *Decision Sciences Journal of Innovative Education* Editor should have familiarity with virtually all functional and methodological areas related to innovative education in the decision sciences. Equally important, the Editor must be willing to bend personal preferences in favor of the eclectic interests represented by the membership of the Institute.

The Editor must also be able to work under constant time pressures resulting from publication deadlines, anxious authors, and a steady flow of manuscripts (approximately 150 new manuscripts annually). Acceptance of the Editor's position should be accompanied by a willingness to devote a considerable amount of personal time to its duties over a three to six-year period. It is customary for the Editor's institution to sponsor a "Meet the Editor" reception held during the Institute's Annual Meeting.

The manuscript review process is currently being transitioned to the ScholarOne web-based manuscript review system, which is owned by the Institute. The ScholarOne system will be set up by the current Editor and passed to the new Editor. This system is designed to support a totally web-based operation, including receipt and storage of manuscripts, selection of reviewers, recording of reviewer comments and evaluation of reviews, maintenance of Editorial Review Board records and generation of all correspondence with authors and reviewers. This will lessen the need for administrative support by the Editor's university.

Each candidate for the Editorship position will also be asked to provide the following information:

1. Current curriculum vita that includes information about education, academic and administrative positions, publications, honors and awards, professional affiliations and activities, and other relevant items.

2. Description of editorial experience with scholarly journals or other publications.

3. Statement of interest and availability to serve as Editor, including a description of anticipated academic and professional responsibilities for the next three years.

4. Statement of editorial philosophy, including views on editorial policy, directions the publication should take, and composition of and approach to working with Associate Editors (potentially) and the Editorial Review Board.

5. Brief description of administrative, organizational and managerial experience.

6. Description of institutional commitment for the support of the editorial office for the next four years.

The commitment of support should include release time for the Editor, adequate local secretarial support, sufficient funding for supplies, postage, fax and telephone charges, and computing and other related expenses.

The policy of the Institute regarding the timing of the appointment of an Editor is as follows. The appointment of the new Editor by the Board of Directors shall be finalized at least three months before the new term of editorship is to begin, so as to allow the newly appointed Editor to work with the outgoing Editor for familiarization with the editorial procedures and process and for the replacement of Editorial Review Board members and possible Associate Editors.

To meet this objective, the due date for nomination/ application for the position will be November 1, 2006. The new Editor would assume this position effective January 2008. The new editor and his/her staff will have to begin the transition process at least three months prior to assuming editorial responsibilities.

Direct all inquiries and proposals to:  
**Linda Sprague, Chair,**  
**DSI Publications Committee, CEIBS,**  
**Shanghai, China,**  
**lgsprague@ceibs.edu ■**

*DSI members who have changed their e-mail address in the last year should notify the Home Office (dsi@gsu.edu) before December 1st with current contact information. In January, the Home Office will e-mail the 2007 Officer Election Ballots to all DSI members.*



## Take a closer look at Governors State University

Governors State University (GSU) is a fully accredited upper division institution offering 47 undergraduate and graduate degree programs. Located approximately 30 miles south of Chicago's Loop on a beautiful 750 acre campus, GSU is the cultural center of Chicago's Southland. This culturally diverse institution invites applications and nominations for these positions...

### Marketing Faculty

The College of Business and Public Administration at Governors State University (GSU) announces a tenure-track faculty position for an Assistant Professor of Marketing. The successful candidate will be qualified to teach undergraduate and graduate courses in two or more of the following: Marketing, Marketing Strategies, Entrepreneurship, Marketing Research, Promotional Strategies, Marketing Channels and Logistics, International Marketing and related areas. We seek an individual who is committed to effective teaching, research and professional service. Minimum Qualifications: Ph.D. or DBA in Marketing or Management/Business Administration with a specialization in Marketing; teaching experience at the undergraduate and/or graduate levels, and willingness to develop and teach on-line (Web-based) courses. ABD's will be considered. Desirable: Background in technology (information systems, computer applications and/or E-Commerce); and interest/experience in teaching entrepreneurship. The review of applications will begin immediately and continue until the position is filled. To apply, interested candidates should send a letter of interest addressing qualifications; a current curriculum vitae and the names, addresses and appropriate contact information for three professional references to: **Marketing Search Committee, c/o William C. Wilkinson, Ph.D., Chair, College of Business and Public Administration, Governors State University, University Park, IL 60466.**

### Finance Faculty Position

The College of Business and Public Administration at Governors State University (GSU) announces a tenure-track faculty position for an Assistant Professor of Finance. The successful candidate will be qualified to teach undergraduate and graduate courses in financial management as well as specialization courses. Ability to teach in multiple areas of finance; ability to develop and teach courses online; ability to integrate technology into course design; ability to make intellectual contribution through publication/presentation; and ability to contribute to the University's commitment to enhancing student awareness and appreciation of diverse ethnic and cultural heritages are also important. Minimum Qualifications: Ph.D. or DBA with a specialization in Finance; ABD's will be considered. Review of applications will begin immediately and continue until the position is filled. Interested candidates should send a letter of application addressing qualifications, a current vita, example of research, student evaluations, and the names, addresses and appropriate contact information of three references to: **Ms. Olivia Cooper, Secretary, Finance Faculty Search Committee; College of Business and Public Administration; Governors State University; University Park, IL 60466.**

### MIS Faculty

Governors State University (GSU) invites applications and nominations for a tenure-track Assistant Professor in Management Information Systems (MIS). The successful candidate will teach undergraduate and graduate courses in MIS. Qualification: Ph.D. or DBA in MIS. Candidates who submit credentials demonstrating they are academically qualified under AACSB guidelines will be considered. Security and networking, including internetworking, will be the primary areas of teaching responsibility. Ability to teach in at least one other area of MIS; ability to develop and teach courses online; ability to make intellectual contribution through publication/presentation; and ability to contribute to the University's commitment to enhancing student awareness and appreciation of diverse ethnic and cultural heritages are also important. The position is available immediately. Review of applications will begin immediately and continue until the position is filled. Interested candidates should send a letter of application addressing qualifications, a current vita, example of research, student evaluations, and the names, address, and appropriate contact information of three references to: **Ms. Olivia Cooper, Secretary, MIS Faculty Search Committee; College of Business and Public Administration; Governors State University; University Park, IL 60466.**

AA/EOE

# MARKETPLACE

## **EMORY UNIVERSITY** **Goizueta Business School**

Assistant or Associate Professor (untentured) in Decision and Information Analysis Area, Goizueta Business School, Emory University. Candidates sought with PhD degree in Statistics or field related to Decision Sciences; significant scholarship; successful teaching record in MBA, Executive MBA and Ph.D. programs. Send CV, teaching activities and research statements to DIA Search Committee, Goizueta Business School, 1300 Clifton Road, Atlanta, GA 30322-2710.

<http://sharepoint.bus.emory.edu/dept/DIA/>

## **UNIVERSITY OF HOUSTON-CLEAR LAKE** **Assistant Professor of Decision Sciences**

**Position and Qualifications.** The School of Business at the University of Houston-Clear Lake (see <http://www.uhcl.edu>) is accepting applications for a tenure track position in the faculty area of Decision Sciences at the Assistant Professor level. Candidates must possess an earned doctorate in management science, business statistics, operations management, or a closely related field. ABDs with a high probability of finishing by August 2007 will be considered. Candidates should have an interest in teaching both graduate and undergraduate introductory courses in management science, business statistics, and operations management. Other qualifications include excellent teaching skills, high-level oral and written communication skills, and evidence of a commitment to scholarly research. Applications accepted only online at <https://jobs.uhcl.edu>. To apply, please complete the online faculty application and attach a letter of interest, vita and the names and contact information for three professional references. Review of applicants will begin at the end of November 2006 and will continue until the position is filled. The School of Business has approximately 2,000 students, with about 40% at the graduate level and 60% at the undergraduate level. The school is accredited by AACSB at both

the graduate and undergraduate levels. The University of Houston-Clear Lake is an affirmative action/equal opportunity employer.

## **THE UNIVERSITY OF NORTH CAROLINA-CHARLOTTE** **The Belk College of Business**

The Department of Business Information Systems and Operations Management at UNCCCharlotte invites applications for one assistant/associate professor position in Management Information Systems beginning August 2007. The department offers undergraduate degrees in MIS and Operations Management, concentrations in Information Technology Management and Supply Chain Management in the MBA program, and participates in the interdisciplinary MS(IT) and Ph.D.(IT) programs. All Belk College programs are accredited by AACSB International.

These positions require a completed Ph.D. or D.B.A., evidence of current research productivity and potential for publishing in leading academic journals. All applicants must submit a letter of application and vita to: [mjkhouja@email.uncc.edu](mailto:mjkhouja@email.uncc.edu) or by mail to Dr. Moutaz Khouja, Chair, Department of Business Information Systems and Operations Management, The Belk College of Business, UNC-Charlotte, 9201 University City Boulevard, Charlotte, NC 28223-0001. The University of North Carolina-Charlotte is an Affirmative Action/Equal Opportunity Employer. Women, minorities and individuals with a disability are encouraged to apply. Applications deadline: January 15, 2007, or until the position is filled.

## **UNIVERSITY OF NORTH CAROLINA WILMINGTON** **Cameron School of Business** **Endowed Chair in Management Information Systems**

The Cameron School of Business invites applications for the Progress Energy/Gordon Hubert Distinguished Professorship in Management Information Sys-

tems expected to start in August 2007. Candidates should hold a PhD. In Information Systems or a closely related area. The Chair holder will be expected to help educate the next generation of leaders in Management Information Systems. Qualifications include: a distinguished record of teaching at the graduate and undergraduate levels; an active and nationally recognized research record; a record of leadership in collaborative research and grants; a distinguished record of service, collegiality, interaction with the business community and engagement in educational outreach.

To apply, please access UNCW's online application at <http://consensus.uncw.edu>. A letter of application addressed to Dr. Tom Janicki, Chair of the Search Committee, a complete resume, and contact information (including e-mail addresses) for four current professional references must be attached to the online application in either WORD or Adobe Acrobat formats. For questions regarding the online application process, contact Karen Powell at (910) 962-3678. Under North Carolina law, applications and related materials are confidential personnel documents and not subject to public release. Application review will begin July 1, 2006 and continue until the position is filled.

Rank: Professor with tenure.

Term of chair: Five-year term renewable up to two times

Salary Stipend: Salary and research stipend will be generated from the endowment funds.

Teaching Responsibility: Teaching two courses per semester.

UNCW is an equal opportunity, affirmative action employer.

Minorities and women are encouraged to apply.

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## OFFICERS' NOMINATIONS

The Institute's 2006-07 Nominating Committee invites your suggestions for nominees to be considered for the offices of President-Elect, Treasurer, and Vice Presidents elected at-large to serve on the Institute's Board of Directors, beginning in 2008.

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

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

The Nominating Committee is most appreciative of your assistance.

Office \_\_\_\_\_

Nominee's Name & Affiliation \_\_\_\_\_

Statement of Qualifications \_\_\_\_\_

Nominator's Name & Affiliation \_\_\_\_\_

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## FELLOWS' NOMINATIONS

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

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

This information should be sent by no later than October 1st to the Chair of the Fellows Committee, Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303.

### Decision Sciences Institute Fellows

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

# San Antonio Marriott Rivercenter & Riverwalk Hotels

For reservations at the conference hotel of the Decision Sciences Institute's 2006 Annual Meeting, please complete the form below and mail it directly to the San Antonio Marriott Rivercenter Hotel. You may also make your reservations online.

The San Antonio Marriott Rivercenter & Riverwalk require a credit card to guarantee reservations or a check for one night's deposit. We accept the following major credit cards: Visa, Master Card, American Express, Discover, Diners Club, with expiration date, and must be received by October 26, 2006. (Reservations after this date—or after the room block is full—are subject to availability.) Failure to submit a deposit can result in cancellation of your reservation by the hotel.

If for some reason your plans change, you must cancel your reservations with the hotel 48 hours prior to arrival or you will

be billed for the first night's room charge plus tax. Also, should you be making your reservations without this form, it is necessary that you mention the Decision Sciences Institute in order to secure the special room rates and a room being held within our room block.

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

## San Antonio Marriott Rivercenter & Riverwalk Hotels

*Three ways to make reservations:*

**Fax Reservation Form to: (210) 554-6248**

**Reservations Line: (800) 648-4462**

**Reservations Online (see group codes below):**

**<http://www.stayatmarriott.com/DSI2006/>**

### MAIL THIS FORM TO:

San Antonio Marriott Rivercenter &  
Riverwalk Hotels  
Attention: Group Housing Department  
101 Bowie Street  
San Antonio, TX 78205

## Hotel Reservation Form

Decision Sciences Institute

2006 Annual Meeting

November 18-21, 2006

*(Group rate available from November 16-25, 2006)*

### Room type requested:

- Nonsmoking  
 One king-sized  
 Double/Double

Special needs \_\_\_\_\_

### Room requested:

- \$149 (single)  
 \$169 (double)  
 \$189 (triple)  
 \$209 (quad)

### For registering online:

Group Code	Guests	Rate
DSIDSIA	1 person	\$149
DSIDSIA	2 people	\$169
DSIDSIB	3 people	\$189
DSIDSID	4 people	\$209

*A check, money order, or major credit card information must be submitted for guaranteed reservations.*

Credit Card Name \_\_\_\_\_

Number \_\_\_\_\_

Expiration Date \_\_\_\_\_

Card Holder's Name \_\_\_\_\_

Signature \_\_\_\_\_

*(please print)*

Arrival date: \_\_\_\_\_ Departure date: \_\_\_\_\_

Time: \_\_\_\_\_

Last Name \_\_\_\_\_

First Name \_\_\_\_\_ M.I. \_\_\_\_\_

Sharing with \_\_\_\_\_

Organization \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_

State/Province/Country \_\_\_\_\_ Zip \_\_\_\_\_

Phone (work) \_\_\_\_\_ Fax \_\_\_\_\_

Email \_\_\_\_\_

# DECISION SCIENCES INSTITUTE

## 2006 Annual Meeting Registration Form ▪ San Antonio, Texas ▪ November 18-21, 2006

All attendees must register for the meeting. Conference registrations must be postmarked by October 23, 2006, to avoid a late fee of \$50. After October 23, requests for cancellation refunds will not be accepted. **Mail form and payment for the registration fee to:** Decision Sciences Institute, J. Mack Robinson College of Business, University Plaza, Georgia State University, Atlanta, GA 30303, fax 404-651-4008.

Last Name
First Name & Middle Initial
First Name for Badge
Organization/Affiliation
Mailing Address ( <input type="checkbox"/> New <input type="checkbox"/> Home <input type="checkbox"/> Business):
City, State, Zip and Country
Telephone ( <input type="checkbox"/> Home <input type="checkbox"/> Business) Fax
E-mail

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

**1.** Where are you staying in San Antonio?

- a. Conference hotel
- b. Other (please specify)

**2.** Type of accommodation:

- a. Single  b. Double

**3.** Date of arrival:

- a. Fri. (11/17)
- b. Sat. (11/18)
- c. Sun. (11/19)
- d. Mon. (11/20)
- e. Tues. (11/21)

**4.** Do you plan to attend:

- a. Sunday's lunch?
- b. Monday's reception?
- c. Tuesday's luncheon?
- d. All?
- e. None?

**5.** Interest Area (**check one**):

- a. Academic Administration
- b. Accounting
- c. Economics
- d. Finance
- e. Health Care Systems
- f. Innovative Education
- g. International Business
- h. Marketing
- i. Microcomputer Systems & Apps.
- j. IS/DSS
- k. Managerial Problem-Solving
- l. Organizational Behavior
- m. Organizational Theory
- n. Manufacturing/Service Management
- o. Public/Nonprofit Management
- p. Quantitative Techniques & Meth.
- q. Stats, Decisions & Fore.
- r. Strategic Management & Policy
- s. Technology and Innovation
- t. E-commerce
- u. Other
- z. None

**6.** What is your primary regional affiliation:

- a. Asia-Pacific Region
- b. Mexico Region
- c. Midwest Region
- d. Northeast Region
- e. Southeast Region
- f. Southwest Region
- g. Western Region
- h. At-Large
- i. None

**7.** What is your interest in Placement?

- a. As employer and employee
- b. Employee only
- c. Employer only
- d. None

**8.** What was the primary reason you decided to attend the annual meeting?

- a. Annual Meeting in general
- b. MBA Sessions
- c. Doctoral Student Consortium
- d. New Faculty Development Consortium
- e. Saturday's Program Miniconferences
- f. Business Ph.D. Program
- g. Professional Devel. Program

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

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

**Member and non-member fee** includes Sunday's Fellows' luncheon, Monday's reception, Tuesday's awards luncheon, and the CD-ROM Proceedings (see information about the DSI Proceedings below).

**Student fee** covers Sunday's luncheon, Monday's reception, and CD-ROM Proceedings. **Emeritus fee** covers Monday's reception and the CD-ROM Proceedings.

The Annual Meeting Proceedings will be produced in CD-ROM format only. No hard copies will be available. The CD-ROM Proceedings is included in the conference registration fee for all registered attendees; however, if you **do not** wish to receive the Proceedings, please indicate below. Additional CD-ROM Proceedings can be purchased at a cost of \$25.00 each, but must be ordered by **October 1, 2006** (see form below).

I do not wish to receive the Annual Meeting Proceedings.

<b>Member registration</b>	\$250.00	
<b>2006-07 Member dues renewal</b> (For the exact amount owed, please refer to the 2006-07 dues renewal notice previously mailed to you.)	125.00	
(Outside U.S. & Canada add \$5)	5.00	
<b>Non-Member registration</b> ( <input type="checkbox"/> Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	375.00	
(Outside U.S. & Canada add \$5)	5.00	
<b>Student member registration</b>	60.00	
<b>2006-07 Student dues renewal</b> (For the exact amount owed, please refer to the dues renewal notice previously mailed to you.)	25.00	
(Outside U.S. & Canada add \$5)	5.00	
<b>Student Non-Member registration</b> ( <input type="checkbox"/> Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	85.00	
(Outside U.S. & Canada add \$5)	5.00	
<b>Emeritus Member registration</b>	25.00	
(Outside U.S. & Canada add \$5)	5.00	
<b>Emeritus Non-Member registration</b>	60.00	
(Outside U.S. & Canada add \$5)	5.00	
Extra Sunday's Fellows' luncheon(s) @ \$33 each		
Extra Tuesday's awards luncheon(s) @ \$33 each		
Extra CD-ROM Proceedings @ \$25.00 each		
<b>After October 23, 2006 (LATE FEE)</b>	50.00	
<b>TOTAL</b>		

**CREDIT CARD INFORMATION:**  Visa  MC  American Express

Discovery

Total Amount \$ \_\_\_\_\_

Card No. \_\_\_\_\_ Expires: \_\_\_\_ / \_\_\_\_  
(Please Print)

Card Holder's Name \_\_\_\_\_

Signature \_\_\_\_\_

Billing Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

## CALENDAR

### NOVEMBER

#### November 18-21

**2006 (37th) DSI Annual Meeting** will be held in San Antonio, Texas. See page 27.

### DECEMBER

#### December 1

Submission deadline for papers to *Decision Sciences Journal's Special Topic Forum* on *New Perspectives on Sourcing Decisions: Theory, Practice, and Future Research*. See page 23.

### JANUARY 2007

#### January 20

Submission deadline for papers to *Decision Sciences Journal's Special Topic Forum* on *Behavioral Issues in Information Systems-Enabled Operational Decision Making*. See page 22.

### FEBRUARY 2007

#### February 1

Submission deadline for papers to *Decision Sciences Journal's Special Topic Forum* on *Decision Making in the Health-Sector Supply Chain*. See page 24.

#### February 16

Submission deadline for the **Midwest Region's 2007 Annual Meeting** on April 12-14, 2007, at the Hilton Garden Inn in Chicago, Illinois. See page 26.

#### February 16

The Midwest Region will hold its 2007 Annual Meeting on April 12-14, 2007, at the Hilton Garden Inn ([www.hiltongardenchicago.com](http://www.hiltongardenchicago.com)) in Chicago, Illinois. Deadline for submissions is February 16, 2007. See page 26.

#### February 21

The Southeast Region will hold its 2007 (37th) Annual Meeting on February 21-23, 2007, at the Marriott Savannah Riverfront Hotel in Savannah, Georgia. See page 26.

### MARCH 2007

#### March 13

The Southwest Region will hold its 2007 (28th) Annual Meeting on March 13-17, 2007, in San Diego, California. See page 26.

#### March 28

The Northeast Region will hold its 2007 Annual Meeting on March 28-30, 2007, at the Renaissance Harbor Place Hotel in Baltimore, Maryland. See page 26.

## Decision Sciences Institute Application for Membership



Name, Institution or Firm \_\_\_\_\_

Address  Home  Business \_\_\_\_\_

Phone Number \_\_\_\_\_

**Dues Schedule:** \_\_\_ Renewal \_\_\_ First Time \_\_\_ Lapsed

(circle one) U.S./Can. International

**Regular Membership** ..... \$125 ..... \$125

**Student Membership** ..... \$25 ..... \$25

(Student membership requires signature of sponsoring member.)

**Emeritus Membership** ..... \$35 ..... \$35

(Emeritus membership requires signature of member as a declaration of emeritus status.)

**Institutional Membership** ..... \$125 ..... \$125

(You have been designated to receive all publications and special announcements of the Institute.)

**Please send your payment (in U.S. dollars) and application to:**

Decision Sciences Institute, Georgia State University, J. Mack Robinson College of Business, University Plaza, Atlanta, GA 30303. For more information, call 404-651-4073 or email [dsi@gsu.edu](mailto:dsi@gsu.edu).

**CREDIT CARD INFORMATION:**  Visa  MC  AmEx  Disc.

Total amount \$ \_\_\_\_\_

Card No. \_\_\_\_\_ Expires: \_\_\_\_ / \_\_\_\_

Card Holder's Name \_\_\_\_\_

Signature \_\_\_\_\_

(Please Print)

Nonprofit Organization  
U.S. POSTAGE PAID  
Atlanta, GA  
Permit #1296

DECISION SCIENCES INSTITUTE  
J. Mack Robinson College of Business  
University Plaza  
Georgia State University  
Atlanta, GA 30303