

DECISION LINE

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PRESIDENT'S LETTER

Beginning a New Era

**Kenneth E. Kendall, Rutgers University
President, Decision Sciences Institute**

A recent cartoon in *The New Yorker* shows a junior executive discussing his job with his boss. The caption states, "I'll be happy to give you innovative thinking. What are the guidelines?" As humor, it also appeals to academics because readers can picture themselves either as the dean who demands innovative thinking from junior faculty or as a junior faculty member who doesn't want to necessarily take the risks associated with originality.

Our DSI family is similar in many ways. We'll need both guidelines and innovation to survive and prosper now and in the future. In my past role as program chair for the 2004 Annual Meeting in Boston, I shared new guidelines and values with my track chairs. I encouraged them, however, to form sessions in the way they thought best. The credit for this successful meeting belongs to my track chairs: they filled the meeting hotel with sessions that were innovative, original, and even inspired. They increased the meeting's attendance by 22 percent and made the program a memorable one.

Adopting Core Values for Developing New Programs

In my new role as president, I'm asking each board member and committee chair to help with our renewal by adopting additional core values (borrowed from agile modeling, one of my current research areas) as they develop new initiatives and programs for DSI. These core values are: courage, communication, simplicity, and feedback.

Courage. We all recognize that it takes courage to suggest imaginative changes for a 37-year-old organization. In the next few years we will face competition from other professional associations, uncertain economic conditions, and a membership that may not grow unless we introduce novel and original services for our members. We'll need to take bold steps to assure that the conference information system is both stable and flawless.

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DECISION LINE

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

Congratulations to Kenneth E. Kendall, Rutgers University, as he assumes the presidency of the Institute. In his opening letter, he asks each board member and committee chair to assist in the renewal of the Institute by adopting the four core values of courage, communication, simplicity, and feedback, which he borrowed from his research in agile modeling.

Our first article, "Statistics Students Create Their Own Textbook Using Wiki Technology," by Professor Sandra Strasser, Valparaiso University, is the winning entry in the 2006 Instructional Innovation Award Competition. Her innovative MBA statistics course enables students to write their own textbook using class notes, supplemental handouts, and external research. She feels the reluctance of many professors to give up control and structure of the classroom may be the biggest challenge to implementing this approach.

Professor Andrew Manikas, Georgia Institute of Technology, discusses a real touchy topic for faculty members: cheating by students in the classroom. Instead of dealing with the problem after the student is caught cheating, he suggests taking a more proactive approach. He presents several approaches that faculty members at his institution have adopted to discourage students from trying to cheat in the classroom.

Professor Allen Schmidt, Madison Area Technical College, and Professor Kenneth E. Kendall, Rutgers University, expand on their "mashups" article in the last *Ecommerce* column (March 2007). In this article, they present several examples to show how easy it is to create mashups using a few lines of code.

In The Deans' Perspective column, Dean David G. Martin, College of Business, Bloomsburg University of Pennsylvania, examines how business education has evolved over the last decade and discusses the challenges that business schools are facing today. The changes in AACSB accreditation standards have necessitated changes in the

way business schools are managed. For example, AACSB is leading the assessment movement in an effort to improve educational quality. Another challenge is the expected shortage of doctorally qualified faculty as many schools have reduced the size of their doctoral programs.

Professors Jatinder N. D. Gupta and Cynthia P. Ruppel, University of Alabama in Huntsville, review five textbooks on ERP systems that are different in scope, approaches, and content: *Why ERP? A Primer on SAP Implementation*, by F. Robert Jacobs and D. Clay Whybark (Irwin McGraw Hill); *Enterprise Resource Planning*, by Mary Sumner (Pearson Prentice Hall); *Concepts in Enterprise Resource Planning* (2nd ed.), by Ellen Monk and Bret Wagner (Thomson Course Technology); *Implementation Strategies for SAP R/3 in a Multinational Organization Lessons from a Real-World Case Study*, by Chetan S. Sankar & Karl-Heinz Rau (Cybertech Publishing); and *SAP R/3 Enterprise Software: An Introduction*, by Roger Hayden (McGraw-Hill Irwin). Professors Gupta and Ruppel conclude that each book requires either lab work or supplementary material to be sufficient for a three-credit-hour course.

Have a safe, enjoyable, and productive upcoming break! ■



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

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Erratum

In the Production/Operations Management column (January 2007 *Decision Line*, vol.38n1), the order of authorship was inadvertently reversed. Robert Sroufe (who is now the Murrin Chair of Global Competitiveness at the John F. Donahue Graduate School of Business at Duquesne University) was the lead author and Frank Montabon (Iowa State University) was the second author.

In an effort to clarify the content of my course, I substituted the statistics textbook I had been using with a custom text the students produced using wiki technology. My students wrote their own textbook using class notes, supplemental handouts, and their own research. The wiki format encouraged collaboration in an uncontrolled and unstructured environment and forced students to teach themselves to use a new and powerful technology. Students took more responsibility for their learning and learned by “teaching” others. For most of the students, the experience was enjoyable and helped to improve their understanding of statistics. For me, the experience was a surprisingly rewarding challenge.

Statistics Students Create Their Own Textbook Using Wiki Technology

by Sandra Strasser, Valparaiso University

This innovation is in response to several problems I was having with an MBA statistics course. The textbook I selected (Aczel and Sounderpandian), while excellent for a full semester course, was too complex for a two-credit, seven-week course. I wanted an applications course that was predominantly computer driven with very few formulas or theory. My goal was for students to be able to run simple regressions or control charts after having taken the course and I was missing the mark with my current textbook. The students became confused with too much theory in the text and concentrated on the formulas as opposed to understanding the tools. I tried to eliminate the sections that were not critical but found they were too deeply imbedded within other parts of the text that I thought were necessary and I wanted to retain. I could not easily separate the “vital few” from the “trivial many.”

After much soul searching, I decided to teach without a text. I would supplement discussions with annotated examples and encourage my students to use their statistics books from other classes or from the library as reference. I would make full use of Excel and Minitab by teaching the course in the computer lab. A few days before the class was to begin I read an article in *BizEd* (Philip Evans, January/February

2006) called “The Wiki Factor.” The author mentions Richard Watson of the University of Georgia, who teaches XML by having his students write their own text using a wiki. Watson states that, “By creating their own textbook, my students produced something they could feel proud of and leave behind as a resource for the next group of students.”

The idea of students writing their own text suddenly became the solution to fill the textbook void in my class. As I thought about the concept, I realized that this innovation could solve several other problems that I was having in my classes. For example, I often have difficulty encouraging ownership of the learning process and making students responsible for their own learning. By giving them the role of “authority” they ultimately have the responsibility for learning and teaching the material.

As I read more about wikis I realized that this technology really is the next step in the knowledge frontier. Wikis draw on open sourcing (Linux), noncompetitive collaboration, and voluntary self-organizing communities: all relatively new ideas that have produced phenomenal results (Evans and Wolf, 2005). If we can offer students the opportunity to use tomorrow’s tools today, we are really giving them an advantage. And finally, I thought this might be fun for them (. . . and me).



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is professor of information and decision sciences at Valparaiso University, where she has received several teaching awards. Her research interests are in supply chain management and

creative teaching. She has numerous publications in academic and professional journals.

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Objectives

Of course my primary educational objectives are for the students to understand and be able to use statistics, even minimally, and to improve their skills in quantitative analysis. I would like them to feel comfortable with numbers, but in only a seven week semester, I at least want to minimize their anxiety. Secondly, my objectives include improving their ability to collaborate in an unstructured and uncontrolled environment. I would like them to feel more comfortable with not only the new wiki technology, but with the lack of rules that come with it. Finally, I would hope that creativity comes into play. These students must learn and understand the material well enough to be able to write and/or edit a chapter that will be read by at least everyone in the class and potentially anyone who logs onto the site. The creativity they use in learning and writing the material will be important.

The Wiki Technology

A Wiki (meaning quick) is a Website that allows anyone to add or delete content. As no authorization or credentials are required for participation, the source of the information is not monitored for accuracy. However, wikis are public documents that are dynamic in that changes are made constantly. It is hoped that if erroneous information is posted, it will quickly be corrected. The tradeoff is between the validity of the information and the speed and flexibility of information updates. Wikipedia is an excellent example. Anyone can access the site and add or make changes to this popular Internet dictionary. Some suggest that the site is error prone due to a lack of qualified supervision while others counter that the extreme timeliness of the information and collaborative nature is worth the price of questionable validity. An interesting comparison of Wikipedia and the Encyclopedia Britannica actually showed very little difference in accuracy (Giles 2005).

Whichever side of the debate you choose, wikis are here to stay and stu-

dents will have to learn how to use and, most importantly, evaluate Internet information. This textbook writing experience helped address the need to question accuracy, regardless of the source, and to work within a new knowledge framework.

I selected Wikispaces as the site that was the most user-friendly and, most importantly, free. Data entry did not require a special language, although Greek letters and equations were difficult to work with.

Organization

The class met seven times during the semester. The 30 students divided themselves among the class sessions and were responsible for writing the material for their class. The first draft from each group was due the week after it was covered in class. This allowed ample time for the rest of the students to make changes in form or content to the drafts. Everyone in the class was ultimately responsible for the finished product. I graded the final version and gave the same grade to everyone.

Whenever a student made a contribution to the wiki, their name and date was recorded. I had access to that record and could monitor participation; however, I could not monitor the quality or quantity of the contribution. This potential problem actually forced me to treat this more as voluntary participation which is more in line with open source thinking. Whenever I have a grade versus learning tradeoff, I always come down on the side of learning. Grades are artificial and learning is real. By not being able to track contributions, learning may have improved but ease in grading did not.

Presentation

My strategy was to require students to work in a foreign medium with little guidance. They would then be forced to rely on each other, building on trust, cooperation, etc. I also wanted this to be their textbook based on their creativity and not mine. Therefore, I presented only minimal structure and details.

When asked a specific question, I usually turned it back on them. This was their textbook and it was up to them to learn how to use the technology, design the book, and create the final product. While several students were initially frustrated by the lack of direction, it didn't take long for them to seize the opportunity. In retrospect, this was probably one of the best ways that I could have approached this assignment. On the negative side, I wished that I had built in a discussion of each chapter as it became available. This would have given them confidence in the accuracy of their work and a wonderful way to summarize and review the main points of the previous class session. Next semester I will definitely add this to my class discussions.

Effectiveness

I surveyed the students at the end of the semester and from their open-ended responses I discovered many benefits from the students' perspective. Students learned from having to put concepts into their own words and explanations. They said they learned from their classmates and appreciated the extra examples that their classmates provided. One student wrote that reading the wiki was much better than something "written by a professor." They also learned from collaborating (arguing?) with others in the class and building on others' material. Everyone was able to add something to the text and felt ownership of the finished product. The wiki text was more relevant to the class than a textbook might have been. Students liked having the textbook for a quick reference and also as a backup for a missed class. The wiki text was helpful during the final exam (open book and take home format). Many students said that the experience of working with a wiki was exciting and fun. This also provided them with an opportunity to work as a team without the hassle of finding a common meeting time. Working students always have difficulty scheduling team meetings. And, of course, the more practical students preferred the no-cost wiki over the textbook.

I also asked students on a five-point scale the following questions:

I would have preferred having an assigned textbook in this class.

The students were neutral on this question. The class was split.

I enjoyed using Wikispaces.

The majority of students agreed with this statement.

I thought using Wikispaces was stressful.

The majority of students did not think the experience was stressful.

Wikispaces will provide a good textbook substitute for the final.

The majority of students agreed with this statement and several mentioned it to me in class.

I cannot imagine ever using Wikispaces or a similar concept in my future.

I was pleased that a majority of students disagreed with this statement.

From my perspective, the benefits to students included learning to collaborate in an uncontrolled and unstructured environment, using and teaching yourself to use a new technology, and learning by explaining concepts to others—basically, teaching. I strongly believe that the best way to learn is to teach. Unfortunately, I cannot say whether increased knowledge of the subject matter was a benefit of this innovation. The class demographics were very different from previous classes and comparisons cannot be made. However, in theory, they should have learned the material at least as well as they would have using an assigned textbook. Anecdotally, many students evaluated the development of the wiki textbook as a positive learning experience.

As with all innovations I have tried, there are several problems that should be addressed. How should accuracy be controlled; by me or by the students? When I discover errors in the wiki should I: a) fix them, b) mention it to the students or c) wait to see if the students catch them on their own? Students were

frustrated by their lack of trust in the accuracy of their work and I don't yet know how to deal with that. Certainly that lack of trust is prudent when using any Internet source and that may well be what is learned. In comparing the wiki developed text and open source software a big difference occurs. In open sourcing, editorial changes are not anonymous and trust comes from reputation (similar to the underlying theory of EBay). In this classroom wiki, changes are anonymous and no one knows who said what. Trust cannot be built on reputation and lack of trust becomes an issue. I think the solution is more input from me to ensure that the students trust what is written, at least in the final version.

My plan is to use this class wiki textbook with my class next semester. Their responsibility will be to improve upon it by editing errors and adding clarification and examples. To view the entire wiki, the Internet version is available on the Internet at <http://mba640.wikispaces.com/>. As any textbook author knows, errors are hard to eliminate and multiple edits are required. Next semester we will produce Edition Two.

Transferability

I believe that wikis could be used in almost any class, though perhaps not in lieu of a textbook or to the extent that I have used it in my MBA class. Any self-motivating group working on a project could use a wiki.

I also believe that the only downside to transferability lies in the mind of the professor. Almost by definition, professors have the power and control in the classroom - the knowledge base from which everything flows. We operate in a planned command and control structure which would not allow for a volunteer, unstructured wiki. It is very difficult for me to hear students arguing over the interpretation of a statistical tool and not want to immediately jump into the discussion with a "conversation-ending" explanation. It is often the discussion that is the learning tool—not the professor's explanation. I

think that it is through the wiki collaboration that students really learn the material, not through reading a text and listening to lectures. However, I do know that many professors have a difficult time letting go of the control and structure of the classroom and I think this is the most critical barrier to implementation of wikis.

Online Resources

Class wiki textbook: <http://mba640.wikispaces.com/>

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■ RICK HESSE, Feature Editor, Pepperdine University

Dissuading Student Cheating

by Andrew Manikas, College of Management,
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Undergraduate students feel pressure to achieve high grades so they can obtain a high-paying job upon graduation. Campus recruiters may specify minimum GPAs for students to qualify for interviews regarding openings, reinforcing this necessity for high grades. Further compounding the ethics message are high-profile business scandals, such as Enron, WorldCom, and Adelphia. This article gives proactive advice on how to dissuade students from attempting to cheat in the classroom. The cheating problem seems more pronounced with undergraduate students, but certainly students at all levels of study may try to gain unfair advantage of lax test controls.

First, teachers need to design courses and conduct classes with cheater prevention in mind. Handing off proctor duties to a graduate student or administrative staff is an invitation for students to cheat. It is important to realize that there are always students who intend to cheat. There are also students who are opportunistic cheaters—meaning that if nobody is proctoring the test, they might decide at that moment to talk with their neighboring students. This second group is larger and more easily dissuaded using the techniques outlined below. There will be students from the first group who feel they have to cheat, so the methods discussed here will make it more difficult for them to cheat effectively.

Methods

The author has used the methods listed below with great success. These methods have been adopted by other instructors at Georgia Tech with positive results as well. Table 1 shows the main

techniques to discourage the most common types of cheating:

Technique #1 has the most bang for the buck. The first six techniques will prevent most cheating. However, do not ever think that you can stop all cheating.

1. Have a randomized seating chart that you only show on the day of the exam (#1). I have a macro in Excel that shuffles the names. I display the seating chart on the overhead five minutes before the test start time. Good students that study hard will often tell on students they see cheating, which you can then identify from your seating chart. Good students do not want slackers getting good grades while they worked hard. The better students reward you on the teacher evaluations for running a strict, but fair course. Anecdotal evidence would suggest that the students too lazy to study or come to class are too lazy to fill out the evaluations. I honestly believe that by catering to the honest students, your teacher evaluation ratings go up. If the number of students compared to the number of seats is high, then students have to sit close to each other. Randomized seating and multiple test variants are necessary with close quarters.

2. Students will write on anything and everything to use as an unauthorized crib sheet (#2). Something as innocuous as a Starbucks™ coffee container can have formulas written on it. Do you know for sure that the iPod™ plugged into their ears is playing music or is recorded formulas and facts? Clothes can be written on—I have found several baseball caps with writing inside them or on the visor.

3. Proctor the test yourself (#3). This means you are there and alert the whole



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#	Technique	Cheats
1	Use a randomized seating chart on test day. When I do this, I keep the front row on one side of the classroom empty for latercomers.	Student reads off their neighbor's test. This will prevent collaboration since two people who planned to share will not sit next to one another. Any latecomers sit in front right next to me.
2	Allow nothing on the desks except the test and a pencil	Student types formulas into their cell phone, write on wrappers, eyeglass cases, etc.
3	Proctor your own exam. Make eye contact during the exam. Know the student names	Student talks, looks at neighbor's, has a pinch-hitter take test for him/her.
4	Use multiple variants of the test. I use three versions of every test and they are distributed randomly (this is easier done by making the tests look the same but altering numbers or the order of the answers in the multiple choice questions).	Student reads off neighbor's test. By copying off a different variant, right answers are wrong answers and the student will fail himself by cheating.
5	Photocopy all tests before handing them back. This way you have the original to compare if a student resubmits a test for regrading.	Student alters answers after you hand back the test to resubmit for a grade update.
6	Each class must have new questions to avoid giving an advantage to students who have old exams.	Student will talk with former students or students in other sections. Furthermore, some fraternities and other groups keep test banks of old tests.
7	Avoid open note, open book tests	A student allowed a formula sheet will use multiple sheets or their neighbor's sheet. Books will have extra notes written in them.
8	Make all test math such that the numbers are appropriate for hand calculation. E.g. I had a calculation with a square root of a fraction. I made the fraction reduce to 400/4 or 100, so the square root was just 10.	Student will type formulas into their calculators. Calculators now are not just four function, they are alphanumeric mini-computers.
9	Makeups must be a new version of the test. Allow makeups only with a valid written excuse.	Student either wants more time to study, or to learn from a friend who sat for the test, or even stole a copy of the test for them.

Table 1: Dissuasion techniques.

time. Do not drop the tests off and leave, or sit glued to your laptop working on something else. I walk around the room and make eye contact. Often cheaters feel guilty—instead of looking at their

papers will look at you to see what you are doing. Many times, I have overheard students tell their friends that they could not cheat because the professor was “looking at them.”

4. Have multiple test variants (#4). I tell students there are multiple versions so their answers A, B, C may be D, D, and B on their neighbor’s paper, and that the order is randomly created by a

computer program so do not look for patterns. Teachers often tend to avoid the same letter twice in a row or try to bury correct answers in the middle. Students can figure this pattern out, so you must truly randomize.

5. Copy all tests (#5). Students want the tests back, but the temptation to alter a wrong answer into a correct one is significant. On ScanTron tests, I tell them that whatever is marked is what is graded. I will not look at their test booklets, or shuffle answers if they missed one. In addition, I write the time the student handed the test in on their test coversheet. When they come to complain about not having time to double-check their answers, I show them that they had x minutes left and this usually silences their protests.

6. Make new questions for each class (#6). Students keep test banks of old exams. Even if this is the first time you are teaching a course, students from other sections may share knowledge about questions. Textbook question pools and borrowed questions from other instructors may aid diligent cheaters.

7. Try to make your tests closed notes/closed book (#7). Related to #2, a single sheet of paper "cheat sheet" can turn into multiple sheets by swapping from a stash on the floor or given to neighboring students. If I need the students to look up values for a normal distribution, for example, I supply that table with the test. Do not let them bring in tables or scratch paper!

8. The test should not require calculator, textbook, or crib sheet (#8). I use a mix of concept and formulas/problems based on the homework. I expect the students to know how to solve some basic formulas. Simple math still allows me to test the student knowledge in my area because I am not testing math per se.

9. Require valid excuses for missing a test; otherwise it is a zero (#9). I make a new makeup version of the test with many different questions under the assumption that the person will have talked with someone who sat for the original test.

I believe that prevention of cheating during and after the test can be par-

tially accomplished by using techniques #4 and #5. By using multiple versions of the tests, a cheater copying off a neighbor will get a very bad score since they have completely different correct answers. They end up with a low score and have no challenge. Copying the exams before giving them back is highly recommended. Students commonly try to alter grades, which can lead to a "he-said, she-said" situation. If you have a before and after copy of the test, the student will drop that challenge immediately.

Summary

You need to learn the names of the students so you know that it is them showing up on the exam day and not a pinch hitter. I have students use name tents and call on them by name to help me memorize their names. This allows me to enforce the seating chart listed as technique #1.

With the above techniques, I feel that many, but certainly not all, of the ways students may cheat are eliminated. I walk around the room as they take the test and generally look vigilant as a key disruptor. These techniques become more important as class size grows. It is easier to keep track of 15 students versus 100 students. Classes of greater than 100 students may require you to have your TA act as another set of eyes. For a large class, not only do I have the seating chart, but also on my copy of the seating chart, I have put a sequen-

tial number next to each student name. I number each test booklet and have them sitting at each assigned seat prior to test commencement. If a test number is missing or a student swaps with a neighbor I will know about it. With judicious application of these techniques, you just may dissuade student cheating. ■

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Marina

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

Mashups provide a way of creating a new application by combining two other applications from the Web. They can therefore be called a Web application hybrid. Last month's article served as an introduction to mashups. This month, we'll explain how you can create your own mashups with a minimal amount of code. [Kenneth E. Kendall]

Mashups: Making Web Application Hybrids from Existing Information on the Web

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



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Mashups are created by taking two of more application programming interfaces (or APIs) and combining them to make one Web site that has an entirely new purpose. Some companies like PayPal will charge a vendor a monthly fee to use their API; other organizations consider their APIs to be open source so that you may freely use their API to create something new. In fact, legal issues are still being debated (Gerber, 2006). We thought you might like to see how a mashup can easily be created with only a few lines of code. Make sure you can use the information and then proceed to write your own mashups.

Google Maps (2007) is a great place to start. A handy reference book on creating new applications with Google Maps was written by Gibson and Earle (2006). A more general tutorial can be found at IBM (2206).

Creating Mashups

Mashups may be created in a number of different ways, depending on the provider of the Web service. The developer usually has some options, but since the Web page using the mashup is sending a message to the mashup provider, the format of the message and the sequence of the activities are determined by the provider.

Mashups may be as simple as providing a Google search of your Web site. The code for a Google search mashup would include a Web form to control the search. There are several hidden fields used by Google. The form illustrated below uses a table to control the layout. An image is obtained from the Google site. The action attribute of the form tells the form to use www.google.com/search.

```
<form method=get action="http://www.google.com/search">
<input type=hidden name=ie value=UTF-8>
<input type=hidden name=oe value=UTF-8>
<table border="1" cellpadding="4" cellspacing="0" bordercolor="#000066">
<tr>
<td align="center">
<a href="http://www.google.com/">
</a><br>
<font size="-1" face="Verdana, Arial, Helvetica, sans-serif">
```

Search this site using Google

<p>

```
<input type="text" name="q"
size="31" maxlength="255"
value="">
```



```
<input type="hidden" name="domains"
value="JavaScript Pages">
```



```
<input type="radio"
name="sitesearch" value="http://
yourWebSiteAddressHere" checked>
```

 This Site

```
<input type="radio"
name="sitesearch" value="">
```

Entire Web

</p>


```
<input type="submit"
name="btnG" value="Google
Search">
```

 </td></tr>

</table>

</form>

Another simple mashup is including directions on a Web page. This example also uses Google by sending the location to Google Maps. The code is illustrated below. The line

```
http://maps.google.com/
maps?f=q&hl=en&q=3550+
Anderson+St,+Madison,+WI+53704
```

sends the desired address to Google Maps, which opens the map in a new Window. Since a Web address cannot contain any spaces, the plus sign is used as a substitute.

```
<a href="http://
maps.google.com/
maps?f=q&hl=en&q=3550+
Anderson+St,+Madison,+WI+53704"
target="popup"
onclick="new_window()">
```

```
</a></p>
```

```
<p><font color="#000099" size="1" face="Verdana, Arial, Helvetica, sans-serif">Map and Driving Directions</font>
```

The first two examples use Google's Web services, and are fairly easy to code. A last example of a more

formal mashup uses Google Maps to put points on the map. The code is fairly lengthy, and rather than include it, mention will be made of some of the key points. The code shows the DSI annual meeting in Phoenix, Arizona as well as the Sky Harbor International Airport using Google maps and is illustrated in Figure 1.

Using Google Maps to Create Mashups

The first step in using Google Maps is to register with Google and obtain a key for the map. The key is unique to a particular Web domain and cannot be used on any other domain.

The next step is to create a map object in the body of the Web page with the desired height and width. This is followed by adding some standard controls to the map, such as a zoom and pan control and a view to control whether a map, satellite or both should display. This is rather easy and the developer has some control over which controls to use. The following code adds these controls using JavaScript:

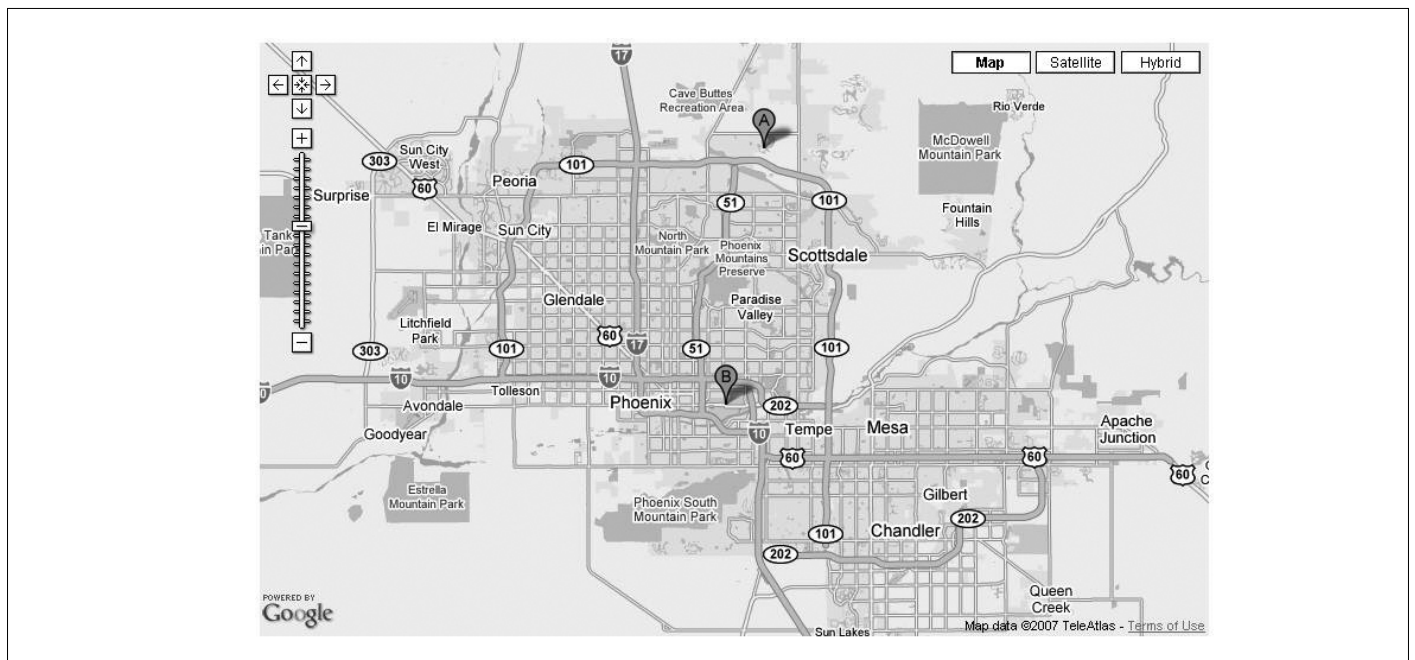


Figure 1: This map shows the site of the 38th DSI Annual Meeting as well as the location of the airport. (Source: Google Maps)

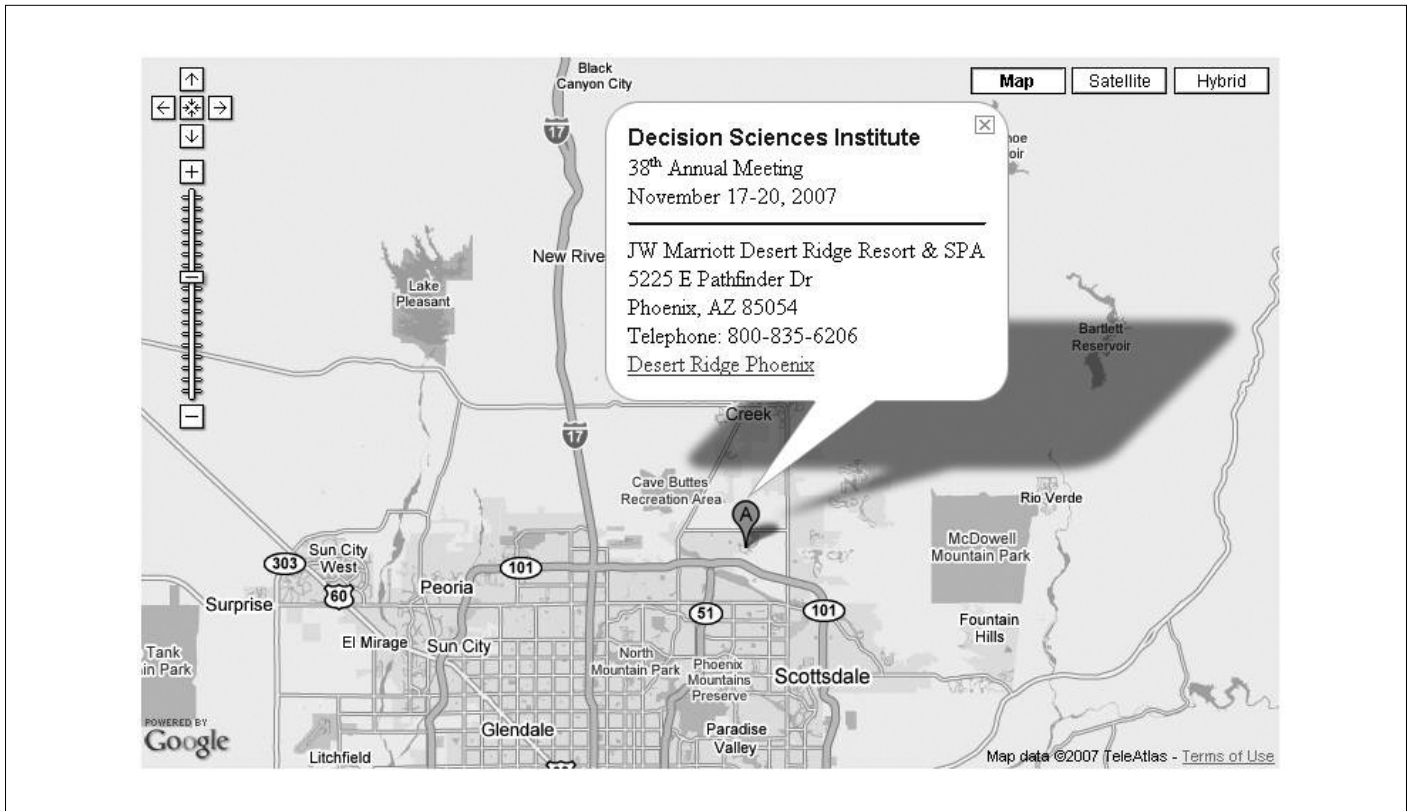


Figure 2: Typically a balloon can show details about a point on a map. (Source: Google Maps)

```
map.addControl(new
GLargeMapControl()); //add a
large control for pan/zoom

map.addControl(new
GMapTypeControl()); //add a
control for map or satellite
```

The next step is to center the map, in this case over New Jersey, and select the default zoom level. Zoom values range from 0 (showing the whole earth) to 17 which is very detailed. In this example the zoom is set to 10, which shows the Phoenix city:

```
map.setCenter(new GLatLng(33.5, -
112), 10);
```

The next steps are to set the map pushpin icon image, shadow, size and so on. This is done by using Google methods, such as:

```
baseIcon.iconSize = new GSize(20,
34);
```

and

```
baseIcon.shadow = "http://
www.google.com/mapfiles/
shadow50.png";
```

The final steps include defining the markers that appear on the map. This is a bit complicated and consists of specifying the latitude and longitude of each marker, as well as the text that should display (in HTML format) when the marker is clicked. Since the latitude and longitude is not often known, Google provides a geocoder function. The street, city, and state are sent to the geocoder, which returns the latitude and longitude, if known. This process is repeated for each point. One disadvantage of using the geocoder function is that it will not work for addresses that it cannot resolve. The developer may have to provide an alternative way to look up latitude and longitude and write code for these exceptions.

Once the map displays, each marker may be clicked to provide information about the location. A balloon appears that can contain any information that the developer wishes to include. The name, address, telephone number and a link to a related Web site

are usually included, illustrated in Figure 2. Since the information shown in the balloon is coded using HTML, it may also include a photo or a video clip.

Google Maps allows a sidebar containing information in text format. Clicking one of the sidebar links causes the map to scroll to the selected point and display the balloon with marker information.

Mashups and Ajax

One of the problems that occurs when working with a mashup such as Google Maps is that there may be too many markers on the map or that the markers may be spread over a large geographical area. The solution is to store the marker information in an XML document, or in a database with server side programming to create an XML document. The XML document should contain the marker information, such as the information needed for the geocoder function to work, or the latitude and

```

<?xml version="1.0" ?>
- <mapObjects>
- <mapObject>
  <name>JW Marriott Desert Ridge Resort & SPA</name>
  <street>5225 E Pathfinder Dr</street>
  <city>Phoenix</city>
  <state>AZ</state>
  <zip>85054</zip>
  <url>http://jwdesertridgeresort.com///</url>
  <linkName>Desert Ridge Phoenix</linkName>
</mapObject>
- <mapObject>
  <name>Sky Harbor International Airport</name>
  <street>3400 E Sky Harbor Blvd</street>
  <city>Phoenix</city>
  <state>AZ</state>
  <zip>85034</zip>
  <url>http://www.skyharborairport.com</url>
  <linkName>Sky Harbor International Airport</linkName>
</mapObject>
</mapObjects>

```

Figure 3: This XML document shows information needed for the geocoder function to work.

longitude, as well as the information that should display in the marker balloon. An example is shown in Figure 3. The XML tag names are not fixed, and may be created or changed by the developer. For example, the telephone number or an image file name may be included as well.

Since the Web page must use a later browser and have JavaScript enabled to use Google Maps, it will also have Ajax capabilities. Ajax uses JavaScript code to obtain the XML document, which is stored as an array of elements for each marker (called mapObject in Figure 3). The JavaScript code loops through each mapObject creating the marker point and the corresponding balloon information, as well as any sidebar information.

The advantage of using an XML document is that it may be used to select the locations that match some query, such as a country, state, province, or city location. This may be done on the server, which would create the XML document, or it may be done in the browser using JavaScript code. The user

interface may have an entry text box, a drop-down list, or radio buttons to enter the conditions used to select the desired map markers. An example of this is the Bikram Yoga Finder at <http://www.bikramfinder.com/>. Enter a ZIP code or select a city to display a map for that particular location. Notice the use of a convenient sidebar to quickly locate markers. The Google Map scrolls to the sidebar location. Another advantage of using XML is that it is easy to update the XML document and the next time the map is used, it will contain the additional or removed points, as well as any change in the balloon text.

A final advantage overcomes the limitation that each domain may have only one Google Map. Clicking a radio button could use Ajax to load an entirely different XML document, including the point used to center the map and the zoom level. The developer could use radio buttons if there were a few different maps to display, or a drop-down list. For example, when teaching a history course, different points could display for different time periods.

There are many Web resources for using Google maps and other mashups. Many of them provide examples and detailed explanations of the code. One of the best sites is <http://www.programmableweb.com/>, which has a comprehensive list of mashups along with links and details for each mashup and a dashboard showing some statistics about the growth of mashups.

The use of mashups will only increase over time, making it easier to create Web sites that have increased functionality and do many things that would be time consuming, expensive, or in the case of mapping, almost impossible for the developer to accomplish.

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In this article, Dean David Martin reviews the factors shaping business education today. Some of these issues promise to take collegiate schools of business into uncertain territories that have not been previously charted, and are not well understood by many. Schools are being asked to demonstrate that their students are learning what was promised to them. Schools find that they need to improve enrollment in programs in face of decreasing faculty supply. It remains unclear how the shortage of qualified faculty will ever be addressed. The business school of the future will, by necessity, operate in a way that will be different from what we are familiar with today. [Krishna Dhir, Feature Editor]

The Future of U.S. Business Education: Some Not-So Random Thoughts

by David G. Martin, Dean, College of Business,
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This essay is my attempt to process how the world of business education has changed during the last decade or so, and to understand what forces are going to make it change in the future. The 600-pound gorilla (and I mean no offense to gorillas or other business school accreditors) in our room has been AACSB International, which has been aggressive in accrediting more institutions and which has been the primary driver in creating many changes in business colleges worldwide.

If we look back to 1990, the landscape of business education in the United States was much different than it is today. We had significantly fewer AACSB-accredited institutions and we could separate schools into teaching schools where many of the faculty didn't have terminal degrees in business and the schools weren't accredited, schools that hired terminally qualified faculty yet expected relatively little in terms of intellectual activity, and research institutions whose primary mission was producing original academic research. Then about 1991, AACSB revised its standards to create a mission-based approach to evaluating candidate

institutions. This allowed the teaching-centered institutions to begin to think seriously about being accredited, which meant that they had to increase their percentage of terminally qualified faculty. Many institutions responded to the "new" standards and this led to an explosion in the number of accredited schools—today there are approximately 450 U.S. accredited schools and well over 500 worldwide.

In 2003, AACSB changed its standards to, in part, make its accreditation more attractive to non-U.S. institutions. These new standards charged institutions to insure compliance with three major standard groups in the deliverance of business education: strategic management, quality of participants in the educational process, and assurance of learning. These three standards compel accredited institutions to focus their activities, at least in part, on continuous systematic improvement. In particular, according to AACSB International the standards require (see Eligibility Procedures and Accreditation Standards for Business Accreditation at <http://www.aacsb.edu/accreditation/business/STANDARDS.pdf>):

A well regulated strategic management process dependent on:

1. Well-articulated mission
2. Effective use of resources to achieve the mission
3. Management focused on continuous quality improvement
4. Advancement of knowledge in the management education.

Accredited institutions now must nominate peer and aspirant institutions to insure that programs are appropriately resourced vis-à-vis those that have similar missions. For example, The Anderson School of Management at UCLA will certainly have a different mission than the College of Business at Bloomsburg University (scale, focus on graduate programs, research agendas). Therefore, the set of resources to manage the various programs at these two distinct institutions must be different and the peer and aspirant groups will also differ. This set of standards requires a strategic outward looking paradigm for business schools which is different than previous expectations for most accredited schools.

The Participant standards require:

1. That institutions have appropriate actions and interactions among faculty, students, administrators, and staff
2. That schools insure use of sufficient, qualified, and engaged faculty resources.

A major thrust of the Participant standards is the maintenance of faculty qualifications over time, which is a departure from past practice for most schools (especially those not research intensive). This means that faculty members have to demonstrate currency in their disciplines, which is demonstrated primarily by peer-reviewed publications and by "practice" activities that support classroom activities. The standards also allow for professionals (those with master's degrees) to be found to be qualified if they have had significant activities in a business profession prior to entering the academy.

Assurance of Learning standards require:

1. Delivery of effectively managed curricula consistent with the stated mission
2. Program intentions defined by learning goals
3. Learning achievement as demonstrated by direct assessment of learning.

The thrust of these standards is effective assessment of student learning. According to Polomba and Banta (1999):

Assessment is the *systematic* collection, review, and *use* of information about educational programs undertaken for the purpose of *improving student learning* and development.

Its objectives are:

What should students know or be able to do?

How well are they learning it?

How do we know?

The systematic requirement means that faculty come together to improve curriculum and course offerings. One interesting aspect to assessment is that it now requires the establishment of programmatic learning goals that are both knowledge and skill based. For example, the Bauer College of Business at the University of Houston has a learning goal that doctoral students will be proficient in conducting scholarly research in their discipline. The measurable outcome, or demonstration, of the skill is a published article which also demonstrates student mastery of knowledge judged in a peer-reviewed process. For undergraduates, Bauer evaluates writing skills by testing rising juniors who must demonstrate a minimum proficiency to be accepted into the College.

AACSB is in the forefront of the assessment movement. However, U.S. Department of Education Secretary Margaret Spellings is pushing hard for more visible and tangible results from assessment activities. According to an article in the *Chronicle of Higher Education* (Bollag, 2006), the National Advisory Committee on Institutional Quality and Integrity (part of the Education Department) "has barred the American Academy for Liberal Education from accrediting new institutions or pro-

grams for at least half a year." Why? In part because the Committee believed that the Academy "had been lax in not setting minimum standards for what students must learn at the colleges it accredits." It is clear that the need to do effective assessment is being pushed upon Colleges.

The Spellings' Commission on the Future of Higher Education Report was also forceful in pushing for transparency and public accountability as to a College's ability to produce student outcomes. In particular, the concept of value-added education was prominent in the Commission's report spurred on by public institutions that need to demonstrate to state legislative bodies that they are indeed producing worthwhile results. Value-added approaches are fraught with dangers; they tend not to be discipline specific and therefore issues of accountability are muddled, there is an issue of the quality of the raw material (students), and, most importantly, adding value may not be appropriate—rather the goal must be that graduates of programs actually are capable of doing what the faculty believes they should be able to accomplish in terms of knowledge and skills.

Many colleges are just starting assessment practices based on measuring student learning. It will take a few years for these assessment activities to truly become part of those colleges' culture where assessment brings curricular and programmatic changes. Besides assessment, other changes will occur over time. I will now explore these by program level.

Baccalaureate Programs

A year or so ago, I visited a dynamic family-owned business in Rochester, NY, that produces labels for water bottles and similar products. This is a small margin competitive business which must be very flexible in meeting its customers' demands on short notice. The owner of the business was adamant about two principles; first, all employees had to be willing to be trained to do new tasks as the company

needed it, and, second, all employees needed to work collaboratively. It would not do for any employee to be one thing such as a printer, janitor, paper stacker, whatever. Flexibility was the key. I see the biggest challenge for business schools in the baccalaureate programs will be to create fully integrated programs based on this concept of flexibility. Our colleges tend to be segmented by discipline so that undergraduate degrees tend to be focused on major programs. So, undergraduate students tend to be focused on their major subject and are not focused on an integrated business.

Further, the student today seems to learn differently than we did. I suspect that more collaborative pedagogies must be employed to have students learn what they need to learn, keeping in mind the push for assessment of student learning. An example will illustrate. Students taking the ETS Major Field Test in Business answer, on average, a little more than a third of the questions correctly in finance, and finance results are the lowest of all. Finance professors (including myself) have been baffled by this and have tried different approaches to improve student performance. I will offer this hypothesis as to why the numbers are low: students see no need to know the principles of finance because they believe their discipline won't need it. Now, this is wrong, but students don't see it that way and are little motivated to succeed. However, persistent poor assessment results will eventually change the teaching tactics we employ so that we can improve student performance. One change might be to integrate finance concepts throughout the curriculum, and I believe that as assessment continues to reinforce student underperformance changes will be made. Integration will demonstrate that majors are not critical; knowledge and skills are.

Therefore, I predict that, over time, we will move away from undergraduate majors as being the driving force for student recruitment and education and we will move to a more organic approach that will seek to maximize an

integrated business awareness with an emphasis on gaining student flexibility through collaboration.

Masters Level Graduate Programs

Data from AACSB International and GMAC shows that enrollments in most graduate business programs have been on the decline, although recent years show a slight increase in applications (especially in full-time applications). While the very best programs are still relatively steady in enrollment, some have had to lower their entrance standards to maintain enrollment. This decline has created negative pressure on business school's revenues. On top of that revenue crunch, business school deans have had to cope with higher new-hire faculty salaries caused by increased demand for terminally qualified faculty and a shortage of new doctorally qualified faculty. John Fernandes, president and CEO of AACSB International, recently wrote in a recent edition of eNewswire:

Threats associated with the global shortage of academically qualified faculty continue to besiege management education. (Fernandes, eNewswire)

Even schools that have part-time non-traditional programs have been under pressure as enrollments have been soft and capacity is great, which is lowering relative pricing levels and threatening revenues. The Philadelphia, PA, area schools, for example, are finding that employers are aggressively seeking discounts for providing students. So a double threat: fewer students and declining prices. As we learned in Economics 101 this is not good. However, GMAC reports that 2005 was a better year for enrollment for part-time programs and there does seem to be anecdotal evidence that some improvement is coming. However, business schools revenues are still at risk until enrollments stabilize.

Another issue challenging MBA programs is funding. Many state universities are finding that state support is diminishing quickly. A popular joke

for many public school deans is that once they were state supported. Over time they became state related. Now, support is so low they are state located.

It is clear to me, though an argument can be made on the other side, that many of the more prestigious state supported institutions will aggressively "privatize" their MBA programs because faculty costs, especially in accounting and finance, are rising significantly. In 2005, according to AACSB International, new doctorate salaries in accounting/taxation increased by 8.5 percent over 2004 (mean salary = \$114,800) and finance increased 3.9 percent (mean salary = \$113,000), and other costs are skyrocketing as well. To illustrate that business schools are moving toward privatization I note that the University of Washington's School of Business charges about twice what the UW's College of Education charges for tuition in master's level programs. In addition, UCLA's Anderson School of Business charges its out-of-state MBA students 85 percent of the tuition at the private Harvard Business School. As a matter of perspective, a full-time MBA student is charged less than 30 percent at Bloomsburg University than what the Anderson School charges. This trend of "privatization" at the top schools will continue, in my opinion. The only question I have is when will the second-tier schools begin to copy their more prestigious peers?

Doctoral Programs

Doctoral programs are not producing enough Ph.D's in business. According to "Sustaining Scholarship in Business Schools," published by AACSB International in 2003, we can expect annual shortages of doctorally qualified faculty of up to 2,400 faculty. While the major institutions deal with faculty salary increases caused by these shortages through privatization, it will be the mid-range and lower-tiered schools that will have the most difficulty meeting their

See **DEAN'S ISSUES**, page 20

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Need a Textbook to Teach ERP?

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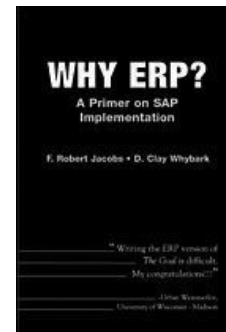
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<http://www.huizenga.nova.edu/faculty/?id=2930>

Enterprise Resource Planning (ERP) systems have been used in practice since the late 1990s. However, due to the cost of these systems, academia has not typically had the financial resources to introduce this topic in their courses on anything except a superficial level. Thus, academia has been slow to respond to this trend with textbooks suited to teaching the subject matter of ERP in the classroom.

Now ERP software companies have responded. For example, SAP of America, who has the largest market share of all ERP software vendors, has an academic alliance which schools can apply to join for approximately \$8,000 a year. Microsoft offers "Great Plains" as part of their MSDNA program; however, they do not provide the instructional or technical support that SAP does with its *Innovation Watch* website designed to share teaching resources, workshops, and conferences that are mostly included in the SAP fee structure, as well as off-site hosting and technical support via an Application Service Provider (ASP) model. Often the schools don't have the funds to obtain the software that contains the support materials or they don't have the time and resources to develop teaching materials for the software that has no or low fees and limited technical support or teaching materials. Therefore, there is still a wide variation in whether schools have software as part of their ERP instruction. In this review, we look at several of the textbooks that are currently available that have been designed particularly for the academic market. We will consider books that support a non-software-oriented teaching approach, books which are designed to be used

for teaching ERP in conjunction with a specific ERP software, and books which can be used in either case.



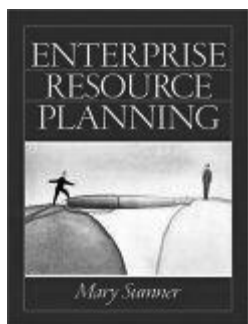
Why ERP? A Primer on SAP Implementation
by F. Robert Jacobs and D. Clay Whybark
McGraw-Hill/Irwin
144 pages, 2000
Paperback \$21.88

Why ERP? A Primer on SAP Implementation, by F. Robert Jacobs and D. Clay Whybark (Irwin McGraw Hill ISBN 072400897), is written as a novel to illustrate the intricacies in the implementation of an ERP system. It is specifically geared to the implementation of SAP in a manufacturing firm with multiple locations and identifies the critical issues involved in making an ERP system successful.

The book also provides a guided tour of a training session to illustrate how the various modules of the SAP system work. The screen shots used from the SAP systems and the story telling style of the presentation makes this book really useful for the students, faculty members, and practitioners. This book does for ERP what the book *The Goal* did for the Theory of Constraints. Basically, it takes the mystery out of the ERP systems and enables the reader to

develop a basic understanding of the system, its application in industry, and the critical success factors for SAP's effective implementation.

While the authors use SAP R/3 system to illustrate their concepts, the basic concepts covered in the book equally apply to other ERP software systems as well. In fact, the authors state that the issues in implementing an ERP system, be it BAAN, Choice Point, or Oracle are the same as those identified in this book. They chose the SAP R/3 release because it produced the most readable figures for the examples being discussed.



Enterprise Resource Planning
by Mary Sumner
Prentice Hall
208 pages, 2004
Paperback \$62.67

Enterprise Resource Planning, by Mary Sumner (Pearson Prentice Hall ISBN 0131403435), is designed to be an overview of ERP systems without paying deference to any particular ERP product. It surveys existing ERP research to put together general information about what ERP software is and when you need it, what its major processes are, and how to implement ERP software. There are also chapters on e-business and supply chain in relation to ERP software.

The text also contains several feature articles/cases for companies such as Dow, Foxmeyer Drug Co, Staples, RFC, and others that represent case study articles of varying size and detail which can be discussed in class. At the end of the text is a comprehensive case study, Brandon Group Inc., which can be used at the conclusion of the text to

bring the concept of an integrated system into focus. During the discussion of the type of typical modules in an ERP system (Sales and Marketing, Accounting and Finance, Production and Materials Management, and Human Resources), there is a small running case, Atlantic Manufacturing, which is used to illustrate the integration of the most commonly used modules. This book was specifically designed to be software independent.

The author states that the text can be used in conjunction with other texts if the main focus of the course is not an ERP course. In fact, in an ERP course, the text is probably not sufficient as the only instructional material, depending on the level of the students and the length of the course. Popular literature, of course, provides many interesting current articles which can supplement the text.



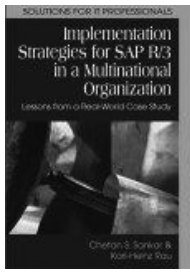
Concepts in Enterprise Resource Planning, Second Edition
by Ellen Monk, Bret Wagner
Course Technology
248 pages, 2005
Paperback \$46.95

Concepts in Enterprise Resource Planning (2nd edition), by Ellen Monk and Bret Wagner (Thomson Course Technology ISBN 0619216638), begins with basic business processes, then moves towards integrating them and putting these integrated processes into a software product such as an ERP. This text uses SAP screen shots to illustrate an ERP product, making it less software neutral than the Sumner text, although it can be used without any software component. This text contains a very strong emphasis on common business processes.

The use of SAP examples has made this text popular among schools with an SAP alliance because the company used as a running case in the text, Fitter Snacker, is available as an SAP client through the SAP Academic Alliance program together with a set of exercises on Innovation Watch or from Bret Wagner. However, a hands-on approach with SAP, or another brand of software, is not required to use this text since it contains screen shots to illustrate the results of the processes.

Rather than approaching ERP software in general, this text takes the approach of using a specific company, Fitter Snacker, and walking the student through all the business processes for that company and how they can be integrated. This text is particularly good for students who may not have much business experience and need to understand more about business processes before moving forward. For those students who are already familiar with business processes, it makes clear the advantages of integrating these processes. The topics of the chapters in this text are very similar to the topics of the chapters in the Sumner text.

The exercises at the end of the chapter do not require the use of any ERP software. There are also mini-cases within the chapters such as ones for Major League Baseball, Boeing, the U.S. Postal Service, and Kellogg as well as concepts such as CRM, SCM, and ASPs which contain discussion questions. This text can be used in conjunction with another text in a course such as Accounting Information Systems, similar to the Sumner text, by possibly eliminating some of the cases and exercises and focusing on the process content.



Implementation Strategies for Sap R/3 in a Multinational Organization: Lessons from a Real-world Case Study
by Chetan S. Sankar, Karl-heinz Rau
Cybertech Publishing
345 pages, 2006
Paperback \$64.95
<http://www.igi-pub.com/>

Implementation Strategies for SAP R/3 in a Multinational Organization Lessons from a Real-World Case Study, by Chetan S. Sankar & Karl-Heinz Rau (Cybertech Publishing, ISBN 159140777X), contains a longitudinal case study of an ERP implementation at Robert Bosch that spans 10 years. This gives students, particularly those without a significant amount of work experience, an opportunity to appreciate the complexity of an ERP implementation in an actual business setting. The three case studies represent an implementation of SAP; however, the early chapters of the text deal with ERP systems in general, how students should use and complete case studies, and an introduction to multinational companies and particularly the company used in the case studies. It should be noted that the three case studies were in different areas of this large multinational organization and represent, in many ways, three different case studies under one umbrella, which makes them particularly interesting.

While this text deals with an SAP implementation case, it is also software independent. It spends more time on issues such as change management and organizational impacts than the other texts do, probably because it is the result of a longitudinal study. It also deals with more of the decision making involved in all aspects of choosing and implementing an ERP. For those who prefer a strong case-based approach

this text contains the most complex case studies. It is well suited for an upper level undergraduate or a graduate class due to its strong management perspective.



SAP R/3 Enterprise Software: An Introduction
by Roger Hayden
McGraw-Hill/Irwin
192 pages, 2006
Paperback \$66.56

SAP R/3 Enterprise Software: An Introduction, by Roger Hayden (McGraw-Hill Irwin ISBN 0072990678), is very specific to SAP R/3 and requires that the software be available. While the text does explain concepts, it is also a step-by-step lab manual. This makes it a targeted candidate for an introductory textbook for students using SAP R/3 in those schools that are part of the SAP University Academic Alliance or otherwise have access to SAP R/3. It provides a coherent set of exercises in many areas of R/3 to give students an overview of the capabilities of an ERP system. There are three sections/parts of chapters and exercises so the instructor is free to use one or all three—although the individual parts should be used consecutively.

Therefore, this text can be used across multiple courses using SAP. For example, Part Three, *Processing SAP R/3 Transactions*, contains Chapter 12 which is “Customer Order to Cash Cycle Processes.” This would work as a part of several courses such as an Accounting Information Systems course which may follow an introductory Information Systems course which is introduced in Part One, *Understand Enterprise Software* and Part Two, *Displaying SAP R/3 Information*. Therefore, this text, as several of

the others, will serve as a supplemental text in a course or several consecutive courses. It uses a different SAP client, the IDES client, than the Monk & Wagner text above which uses the Fitter Snacker Client. Both clients are available to SAP Academic Alliance Members for use in classes.

Supplemental Materials

Jacobs and Whybark book, being a novel, does not accompany any instructor’s resources. It is self-containing and can be discussed in class or assigned as a quick reading at home. However, the first author, F. Robert Jacobs maintains a Website (<http://jacobs.indiana.edu/erp/>) that contains instructor’s resources.

Sumner Text: The publisher’s instructor Website contains an instructor’s manual, PowerPoint slides, and an image library that is password protected. The publisher also maintains a Website that contains the PowerPoint slides which are available to both student and instructors at <http://www.prenhall.com/sumner>.

Monk and Wagner Text: This text is accompanied by many instructor resources, also available at <http://www.course.com/>. These include an instructor’s manual in multiple formats, a sample syllabus, PowerPoint Presentations, solutions to end of the chapter exercises, a test bank, and text engine for both Blackboard and WebCT.

The *Sankar & Rau Textbook* does not contain, as the authors state, the traditional instructor material for a textbook since it is heavily case based. They suggest that the “answers” to the case are presented in subsequent chapters as the story progresses since it is a longitudinal case.

The *Hayen Textbook* contains an instructor CD that is available upon adoption of the text and contains the usual instructor’s resources like the chapter outlines, PowerPoint slides, answers to the questions, and suggested ways to teach the material. The instructor’s resources are also available at <http://catalogs.mhhe.com/>.

Conclusions

The five books reviewed here cover Enterprise Resource Systems but are quite different in their scope, approaches, and contents. None of them is sufficient for a full-semester-length course providing three credit hours without supplementing with either lab work or additional material. Further, the selection of a particular book will depend on the emphasis given to various aspects of ERP in the course. Nevertheless, it appears that the Jacobs and Whybark book is useful in any course aimed at an understanding of the ERP systems and some critical success factors in their implementation. Therefore, we would recommend its use in conjunction with one (or more) of the other books.

If the course includes hands-on experience in the use of SAP in a course where students do not yet understand basic business processes, then the Monk & Wagner book probably is quite well

suited for adoption. If, on the other hand, ERP topics are covered in an Information Systems course, Sumner's book may well be the appropriate one to use. For an introductory information systems or an accounting information systems course at the sophomore or junior level, Hayden's book may be quite useful. On the other hand, if the course emphasis is to provide an understanding of the implementation difficulties and ways to resolve them, particularly from a management perspective, then Sankar and Rau's book would be more appropriate.

While all five books provide material for the teaching of the basic concepts of ERP systems including their implementation, none of them is comprehensive in their coverage. For example, except for a brief glimpse by Jacobs & Whybark, no book discusses the topic of system configuration, which is one of the major requirements

in their implementation and use from an IT perspective. While these five books can be used to teach ERP in varying contexts, there is still a need for some comprehensive and easily readable textbooks on ERP systems, particularly for full semester length courses. ■

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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DEAN'S ISSUES, from page 16

demand for faculty. One dean colleague of mine told me recently that he was pursuing an accounting faculty member and offered him \$185,000 and lost the candidate to another school for \$200,000. Oddly enough, these escalating salaries may cause the de-emphasizing of majors in undergraduate programs to accelerate as schools may hire fewer terminally qualified faculty driving curricular changes. On the upside, there is a glimmer of hope as AACSB International now allows the hiring of professionally qualified faculty who are not terminally degreed. However, my impression is that for schools in rural areas, finding professionally qualified faculty in great numbers will be problematic.

The number of doctoral programs is also diminishing. My own Ph.D. alma mater, Saint Louis University, used to offer Ph.Ds in accounting, marketing, management (two tracks), finance, economics, and international business. Today, it offers only one program in in-

ternational marketing. Doctoral programs are expensive compared to full-time MBA programs and do not tend to generate revenues comparable to MBA programs. There is no doubt that 10 years from now, this will be the major issue facing business educators at all levels. For me, it will not be a problem as I will be retired.

The challenges, then, facing business schools are the following:

1. Impact of assessment on undergraduate curriculum over time.
2. Impact of low enrollment (demand) for MBA programs and the availability of faculty.
3. Shortage of terminally degreed faculty and how that will affect programs in the future.

Deans of business schools will be challenged over the next decade, yet it is an exciting time for all of us. I look forward to it.

Website Resources

AACSB International's Eligibility Procedures and Accreditation Standards for Business Accreditation: <http://www.aacsb.edu/accreditation/business/STANDARDS.pdf>

References

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- Fernandes, John. eNewsline, 5(12), <http://www.aacsb.edu/publications/ewnewsline/>.
- Palomba, Catherine, A., & Banta, Trudy W. (1999). *Assessment essentials*. Jossey-Bass Publishers, 4. ■

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 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 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.

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; and supply chain design for managing disruption risks.

Manuscript preparation and submission instructions can be found on the 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>

Advancing Decision Making in Service Innovation

Associate Editor Team

Tor W. Andreassen, Norwegian School of Management; James C. Spohrer, IBM Almaden Research Center Rohit Verma, Cornell University

While academic scholars have made great strides in the past decade to discover, evaluate, and model decisions in the services economy, there is still much work to be done in rigorously developing the "science" of services. Over the past decade, *Decision Sciences* has taken a leading role in publishing interdisciplinary services research and will continue to do so in the near future. Most recently, *Decision Sci-*

ences (Smith-Daniels, 2007) published the special topic forum "The Next Frontier in Services Research" to stimulate forward-thinking research related to designing and managing services in today's rapidly changing environment. To continue the advancement of the services research agenda, *Decision Sciences* announces the special topic forum, "Advancing Decision Making in Service Innovation." Following the spirit of IBM and other corporate initiatives (e.g., Spohrer et al, 2007; Jana, 2007), *Decision Sciences* seeks papers that promote a transdisciplinary discourse by bringing together academics from information technology, operations management, marketing, human resource management, business strategy, management sciences, and social and cognitive sciences.

Service innovation promotes the design of new services and enhancements in service delivery systems. This special topic forum explores service innovation decision making ranging from strategic to operational decision problems involving inter-organizational, group-based, and technology-enabled aspects. Papers published in this special topic forum should address a specific decision problem, provide clear managerial insights that improve decision making, and/or contribute to an emerging theory of service innovation.

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.

Topics of interest include, but are not limited to:

See **DSJ TOPIC FORUM**, 43

CAROL LATTA, Executive Director, Decision Sciences Institute



Jatinder (Jeet) N. D. Gupta, Eminent Scholar in Management and Professor of Management Information Systems, Industrial and Systems Engineering, and Engineering Management at the University of Alabama in Huntsville, is the recipient of the 2006-2007 *Outstanding Graduate Teaching Award* from the College of Administrative Science. This is the second time in five years that he has received this award (faculty members are eligible to receive this award only once in three years). In the past, he was the recipient of the *Dean's Teaching Award*, *Outstanding Research Award* as well as the *Outstanding Faculty Award* from Ball State University, where he served as professor of management for 17 years. Currently, he is serving as the founding president of the Indian Subcontinent DSI Region and the founding regional vice president to the DSI Board. He is also president of POMS for the 2007-2008 year.

guptaj@uah.edu



Stephen Lunce, professor and department chair of Management Information Systems at Midwestern State University, died May 4, 2007, of complications from an April 8 traffic accident. Steve was a graduate of Texas Military Institute in San Antonio, attended Texas A&M University, and received his B.A. and M.B.A. from the University of Dallas and a Ph.D. from the University of Texas at Arlington. He is survived by Barbara, his wife of 37 years, and son, Stephen of Arlington. The family requests memorial gifts to the Midwestern State University Dillard College of Business Administration scholarship fund in lieu of flowers. Steve was a strong lifetime supporter and a driving force of SWDSI, as well as an active participant in Alpha Iota Delta, the Institute's student honorary association.



Steve Lunce (right) at a 2005 Alpha Iota Delta presentation in San Francisco.



David Robb has accepted a position as associate professor of operations and supply chain management at Tsinghua University's School of Economics and Management in Beijing. Previously he visited Tsinghua twice, on sabbatical leave from The University of Auckland Business School. David, who has recently co-edited a special issue of *International Journal of Production Economics on Operations Management in China*, will continue both modelling and empirical streams of research focusing on new opportunities afforded in China.
david@sem.tsinghua.edu.cn



Suresh P. Sethi, Ashbel Smith Professor of Operations Management at the University of Texas - Dallas and director of UTD's Center for Intelligent Supply Networks, was honored by over 150 attendees from around the world who gathered for the three-day International Conference on Management Sciences (May 20-22, 2006). Friends, colleagues, classmates, students, and postdoctoral fellows of Sethi organized the conference to recognize his profound influence on the fields of operations management, operations research, marketing, finance, and optimal control.

Qing Zhang of University of Georgia presented a book, *Stochastic Processes, Optimization, and Control Theory*, edited in Sethi's honor.

<http://som.utdallas.edu/sethi/>



J. P. Shim (Mississippi State University) is currently directing a Global Leadership Program at MSU. As a part of MSU's International Initiatives, he was recently appointed as the ambassador to the Far East. He has directed a Korea Study Tour multidisciplinary program in which 35 selected MSU students (30 American undergraduates from all disciplines of Engineering, Business, Education, Architecture, Arts & Sciences, Life Science, Construction; three MIS doctoral and master students; and two MBA students) experience aspects of Korea for 10 days. The students have been scheduled to visit Samsung Electronics, TU Media (the first satellite cellular TV company), U.S. Embassy in Korea, other historical/cultural sites, and five Korean universities to broaden their global perspectives. All costs and expenses for each student associated with the trip are covered by South Korean universities and companies. Dr. Shim recently organized and will deliver a forum on "Corporate Culture and Management Style: Nissan and Toyota", given Toyota's decision to move to Mississippi. He is also serving as program chair for the 2007 Wireless Telecommunications Symposium in southern California. ■

**Bangkok, Thailand / July 11-15, 2007 (in conjunction with 12th Asia-Pacific DSI Conference)
"Effective Decision Making Through Knowledge Management"**

The recent explosion of information and the global market expansion provide the central theme for this year's conference, "Effective Decision Making Through Knowledge Management." Current areas of particular interest to the coming decades include the effective leveraging of organizational knowledge through tacit knowledge capturing, integration of cross organizational information, as well as a host of other rapidly changing business models.

In general, the main objective and focus of the 9th International DSI Conference, jointly held with the 12th APDSI Conference in 2007, is to provide a venue for discussions, observations, and conclusions regarding collaborative exchanges with respect to knowledge management. Decision Sciences should lead the way in breaking down the functional barriers in academia through our outreaching activities.

Paper reviewers, panel discussants and session chairs are needed for a successful program. Please contact conference academic affairs coordinator at the provided contact address to indicate your interest in participating. All proposals for themes of panel discussions and submissions will be refereed by independent reviewers.

The conference invites researchers and practitioners to submit papers and proposals for themes of panel discussions under the following topics:

- Accounting
- Actuarial Science/Insurance
- Business Administration
- Computer Science/IT
- Decision Support Systems
- e-Business/e-Learning
- Economics
- Finance
- Human Resource Management
- International Business
- Management Information System

- Management of NPO/NGO
- Management of Service Industry
- Manufacturing Practices & Technology
- Marketing Communications
- Operations Management/Operations Research
- Organizational Behavior
- Public Sector Applications
- Quantitative Methods & Statistics
- Regional Development & Demography
- Risk Management
- Strategic Management/Leadership

Instructions for Submission

1. Authors must submit full papers in English for reviewing. To facilitate our blind review process, the submitted paper must not include the author(s)'s name. Instead a separate title page should be included for every submission indicating clearly: 1) author(s), 2) affiliation(s), 3) complete address, telephone/fax number and e-mail address of one author to whom correspondence should be addressed, 4) title of paper, and 5) selected topic area. Full papers are limited to 20 pages (8,000 words), including tables and figures, and to be submitted as an MS Word document. In case of proposals for panel discussions, the submission must include a short summary of the panel, list of the panelists and resumes of all the panelists.

2. All submissions will be blind refereed by independent reviewers on a rolling basis. All submissions are to be sent via e-mail to submission@as.nida.ac.th. All submissions must be received on or before March 30, 2007. Notification of acceptance will be sent by April 30, 2007.

3. Abstracts are limited to 1 page (400 words), Times New Roman 11 pt. font and single-spaced, for publication in the conference proceedings. Abstracts should include: 1) an executive sum-

mary and 2) references. Detailed paper format for camera-ready full-papers can be downloaded from

<http://www.interdsi2007.org>
- or -
<http://interDSI2007.nida.ac.th>

Abstracts and camera-ready full papers must be received by May 30, 2007.

4. Speaker's online registration and conference payment in full (including authors, panel discussants and session chairs) must be received on or before May 30, 2007, to validate one's attendance as a speaker at the conference. Speakers who do not remit payment and online registration before May 30, 2007, will not be eligible to present papers and/or speak at the conference. Authors are required to personally attend the conference to present their papers.

5. Each accepted paper must be accompanied by full paid registration which covers a maximum of two accepted papers of the speaker.

6. Accepted papers will be published in the conference proceedings on CD-ROM with an ISBN number.

Conference Chair

Anumongkol Sirivedhin
National Institute of Development
Administration and Dhurakij Pundit
University, Thailand

Program Co-Chairs

Lersan Bosuwan
National Institute of Development
Administration, Thailand

Somboonwan Satyarakwit
Dhurakij Pundit University, Thailand

9th INTERNATIONAL DSI CONFERENCE

**Bangkok, Thailand / July 11-15, 2007 (in conjunction with 12th Asia-Pacific DSI Conference)
"Effective Decision Making Through Knowledge Management"**

Important Dates

Full Papers/Panel Proposal Submissions Deadline March 30, 2007
Notification of Paper Acceptance April 30, 2007
Receipt of Camera-Ready Full Papers and Registration of Speakers..... May 30, 2007
Participants' Registration Deadline June 15, 2007

Registration Fees

Regular Rate: 310 USD (DSI Member); 350 USD (First-time Member)
Student Rate: 120 USD (DSI Member); 135 USD (First-time Member)
Late Registration (after June 15, 2007): Additional 50 USD (Regular Rate); 30 USD (Student Rate)

Preliminary Conference Program

Registration July 11, 2007, 15:00-18:00
Registration July 12, 2007, 08:00-09:00
Opening Ceremony/Keynote Speech July 12, 2007, 09:00-10:30
Concurrent Program Panels July 12, 2007, 10:30-17:30
Welcome Reception July 12, 2007, 18:30-20:30
Concurrent Program Panels July 13, 2007, 09:00-17:00
Study Visit on The Philosophy of Sufficiency Economy July 13, 2007, 08:00-18:00
Tour of Traditional Thai Businesses July 13, 2007, 08:00-12:00

Destination Thailand

Thailand is the perfect destination to mix business with pleasure. Come enjoy an unforgettable experience and discover the many enjoyable and exciting things awaiting you—a rich traditional heritage and unique culture, exquisite cuisine, idyllic beaches and pristine mountains, an array of shopping options and dazzling nightlife.

Venue/Accommodations

The Shangri-la Hotel is the venue and the official hotel for the conference. It offers excellent rates for InterDSI/APDSI participants. Room availability is guaranteed for reservations made before June 15, 2007. Please contact the hotel directly at www.shangri-la.com.

Please submit all correspondence regarding papers and other academic affairs to:

Siwiga Dusadenoad
School of Applied Statistics, National Institute of Development Administration
118 Seri Thai Road, Bangkok, Bangkok 10240, Thailand
Fax: (+66) 2374-9000
E-mail: submission@as.nida.ac.th (Papers & panel submissions only)

Any inquiries other than paper submissions and academic affairs should be directed to:

interDSI2007@as.nida.ac.th or APDSI2007@as.nida.ac.th

9th INTERNATIONAL DSI CONFERENCE

Bangkok, Thailand / July 11-15, 2007 (in conjunction with 12th Asia-Pacific DSI Conference) CONFERENCE REGISTRATION FORM

All attendees must register for the meeting. Conference registration and payment must be completed by fax or online by May 30, 2007 (for speakers) and June 15, 2007 (for participants). See contact information below.

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 (District), State
Country
Postal Code or Zip Code
Telephone (<input type="checkbox"/> Home <input type="checkbox"/> Business <input type="checkbox"/> Mobile)
Fax
E-mail

Register by fax

To: Conference Secretariat or Siwiga Dusadenoad
Fax: (+66) 2374-9000

Register online

www.interdsi2007.org

DSI Member registration	\$310.00	
First-time member registration	350.00	
<i>(Includes one year membership in DSI)</i>		
Additional options and activities for spouses and family members can be purchased on July 11, 2007 during registration.		
Student member registration*	120.00	
Student first-time member registration*	135.00	
<i>(Includes one year membership in DSI)</i>		
After July 15, 2007 (LATE FEES)		
Regular rate	50.00	
Student rate	30.00	
TOTAL		
* does not include meals and trips		

Yellow polo short-sleeve shirt in celebration of His Majesty the King's 80 Birthday Anniversary will be distributed at the conference. Please select your shirt size (check only one):

- S (chest 34 inches)
- M (chest 36 inches)
- L (chest 40 inches)
- XL (chest 46 inches)

Paper Presenter(s)/Author(s)/Speaker(s)

Please provide paper title(s)/panel that you have submitted/will submit

Paper / Panel 1 _____

Paper / Panel 2 _____

CREDIT CARD INFORMATION: (Please Print)

This note serves as an irrevocable instruction to the National Institute of Development Administration (NIDA) that I agree to use the following credit card to pay the registration fees of the International DSI Conference in conjunction with the APDSI Conference.

- Visa MC American Express

Total Amount US\$ _____

Card No. _____ Expires: ___/___

Card Holder's Name _____

Signature _____

Receipts will be provided at registration July 11-12, 2007.

ANNOUNCEMENTS *(see more info & updates at <http://www.decisionsciences.org/announce.htm>)*

Institute Meetings

The 38th Annual Meeting of the Institute will be held November 17-20, 2007, in Phoenix, Arizona. The submission deadlines are: Refereed papers, April 1, 2007; abstracts and proposals, May 1, 2007. Contact Program Chair Janelle Heineke, Boston University, School of Management, 595 Commonwealth Avenue, Boston, MA 02215, USA, 617-353-2919, fax: 617-353-4098, dsi2007@bu.edu.

<http://www.decisionsciences.org/annualmeeting/>

The 9th Decision Sciences Institute International Meeting will be held on July 11-15, 2007, in Bangkok, Thailand (in conjunction with The Asia Pacific Region 2007 Annual Meeting). Submission deadline is March 30, 2007.

<http://www.interdsi2007.org/>

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.

<http://www.apdsi.org>
(Please note new domain name)

<http://www.interdsi2007.org/>

The Indian Subcontinent Decision Sciences Institute Region will hold its inaugural 2008 Annual Meeting on January 2-4, 2008, in Bangalore, India. Deadline for paper submissions (competitive or student) is August 15, 2007. Contact Jatinder N. D. (Jeet) Gupta, The University of Alabama in Huntsville, 301 Sparkman Drive, Huntsville, AL 35899, 256-824-6593, fax 256-824-6328, guptaj@uah.edu.

The Mexico Region is planning its upcoming annual meeting. Check back for details.

The Midwest Region held its 2007 Annual Meeting on April 12-14, 2007, at the Hilton Garden Inn (www.hiltongardenchicago.com) in Chicago, Illinois. Contact Program Chair Charles Petersen, Operations

Management and Information Systems Department, College of Business, Northern Illinois University, Dekalb, IL 60115, cpetersen@niu.edu.

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

The Northeast Region held its 2007 Annual Meeting on March 28-30, 2007, at the Renaissance Harbor Place Hotel in Baltimore, Maryland. Contact Program Chair Rhonda Aull-Hyde, University of Delaware, rhyde@udel.edu.

<http://www.nedsj.org>

The Southeast Region will hold its 2008 Annual Meeting on February 20-22, 2008, at the Grosvenor Resort in the Walt Disney World Resort in Orlando, Florida. Submission deadline is September 24, 2007. Contact Program Chair Barry A. Wray, UNC Wilmington, wrayb@uncw.edu.

<http://www.sedsj.org>

The Southwest Region will hold its 2008 (29th) Annual Meeting on March 4-8, 2008, in Houston, Texas, USA. Submission deadline is September 17, 2007. Contact Program Chair Kai S.

Koong, University of Texas-Pan American, koongk@utpa.edu.

<http://www.swdsi.org>

The Western Region will hold its 2008 (37th) Annual Meeting on March 18-22, 2008, in San Diego, California, USA. Submission deadline is October 1, 2007. Contact Program Chair Mahyar Amouzegar, California State University, Long Beach, 562-985-8032, mahyar@jamds.org.

<http://www.wdsinet.org>

Call for Papers

Conferences

Seventh International Conference on Electronic Business (ICEB Taipei 2007) will be held December 2-6, 2007, at The Grand Hotel, Taipei, Taiwan. Submission deadline: July 1, 2007. Conference Chair is Eldon Y. Li, National Chengchi University, Taiwan.

<http://iceb.nccu.edu.tw/iceb2007/>

See **ANNOUNCEMENTS**, page 29

paid advertisement

CISTM 07

Conference on Information Science, Technology & Management

CALL FOR PARTICIPATION

July 16-18, 2007 • Hyderabad • India
www.cistm.org



2007 Program Chair's Message

Janelle Heineke, BostonUniversity



The Decision Sciences Institute's 2007 Annual Meeting theme focuses on the importance of service. Whether an organization's main product is a good or a service, serving the customer is the goal!

The 2007 DSI Annual Meeting will offer a number of innovative programs, sessions, and activities. The meeting is organized into 23 tracks. Three tracks are new this year: Ethics and Sustainability, a very important topic in today's business environment; Information Security, another topic of concern to virtually all organizations; and the Marketing/OM/IS Interface, a new cross-disciplinary track that will highlight research that spans the traditional boundaries. We're also reintroducing the New Product Development and Project Management track. Again this year we'll have a special Fellows track, which will highlight the work of our most senior colleagues in DSI. In all of the tracks, chairs are working hard to create invited sessions, panels, and tutorials that will include academic scholars and industry leaders. We also have a special track that will highlight the Best Paper award winners from the DSI regions.

Last year the new Miniconference on Successful Grantsmanship was very successful and we are planning to again offer that one-day event on Sunday. In the course of the day you will learn how to focus your proposals and sharpen your grant-writing skills. We'll continue to offer our Curricular Issues Miniconference as a forum for discussing curricular challenges and opportunities as well as for exchanging innovative ideas. The Technology in the Classroom Miniconference can help you enhance your students' learning experience by using state-of-the-art technology such as course support software, multimedia, spreadsheet software, simulation software, online tutorials and more.

The Professional and Faculty Development Program will help you keep current with updates on new instructional and research methodologies, professional service and counseling, and meeting increasing demands in teaching, service, and research. If you are a newly minted faculty, the New Faculty Development Program can help you learn how to conduct research, how to be effective in a classroom, and how to deal with publishing and other professional development issues—and how to juggle them all! As importantly, it will provide a forum for you to meet other new faculty and broaden your network of colleagues.

The Doctoral Student Consortium offers a terrific opportunity for you to interact with other doctoral students and well-known scholars from across the nation and around the world. Attendance at this consortium is by application, so apply early to reserve your slot. We are also offering, for the first time, an award for the best student paper presented at the meeting.

As of May 7, we have received nearly 900 submissions. In addition to proposals for tutorials, symposiums, workshops and special sessions, we have received 479 research papers and 337 research abstracts. Additional abstracts and proposals are coming in at a steady pace. For the latest information, see the conference website:

<http://www.decisionsciences.org/annualmeeting/>

Let's not forget the social side of the meeting! This year, the Program Committee and Board of Directors have decided to hold a Family Barbeque on Sunday evening on the hotel grounds. Members will be able to network in a non-hurried social setting, the Institute will honor past and newly-inducted Fellows, and equally important, members can spend time with the ones closest to them: their families—all to the music of a Mariachi band!

I hope you agree that the 38th Annual Meeting of the Decision Sciences Institute is going to be an exciting event. Please plan ahead, register early for the conference, and make your hotel reservation as soon as possible at the beautiful Marriott Desert Ridge Resort & Spa. ■



J.W. Marriott Desert Ridge resort's Revive Spa features elegantly appointed treatment rooms and a diverse menu of therapies (photo courtesy of Greater Phoenix CVB).



2007 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.

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

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

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; the role of grading and assessment; obtaining research funding; career path strategies; meeting increasing demands in teaching, service, and research; and the challenges and opportunities of new technologies. In addition, the program will include a series of sessions related to research, teaching, publishing, and other professional development issues for faculty who are beginning their academic careers. Please submit proposals for workshops, tutorials, and other special sessions directly to the professional development program coordinator by May 1, 2007.

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

See **ACTIVITIES**, next page

2007 Annual Meeting Coordinators

Program Chair

Janelle Heineke
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Associate Program Chair & Website Coordinator

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kevin.dooley@asu.edu



2007 Competitions

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

Elwood S. Buffa Doctoral Dissertation Award Competition

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

Rohit Verma, Cornell University, School of Hospitality Administration,

rv54@cornell.edu

Instructional Innovation Award Competition

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

Peter M. Arnold, Boston University,
parnold@bu.edu

Best Case Studies Award Competition

The Case Studies Workshop serves an active role in the dissemination of new ideas with respect to case studies topics. The Best Case Studies Award will be presented in conjunction with the 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 ■

ACTIVITIES, from previous page

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

2007 DSI Annual Meeting Website

www.decisionsciences.org/annualmeeting/

ANNOUNCEMENTS, from page 26

International Conference on Industrial Engineering and Engineering Management (IEEM) will be held December 2-5, 2007, in Singapore. Submission deadline: August 16, 2007.

www.IEEM2007.ORG

3rd Indian International Conference on Artificial Intelligence (IICAI-07) will be held December 17-19 2007, in Pune, India.

<http://www.iiconference.org>

2008 Cross-Organizational and Cross-Border IS/IT Collaboration Mini-track will be held January 7-10, 2008. Mini-Track Chairs are Nicholas C. Romano, Jr. (nicholas.romano@okstate.edu), Oklahoma State University ; James B. Pick (james_pick@redlands.edu), - University of Redlands ; and Narcyz Roztocki (oztockn@newpaltz.edu), - State University of New York at New Paltz. This minitrack is part of the Collaboration Systems and Technology track. Abstracts optional before June 15, 2007. Submission deadline for full papers: June 15, 2007.

<http://www.hicss.hawaii.edu/>

Publications

International Journal of Internet Marketing and Advertisement seeks papers for a special issue on "A Consumer Stance at Search Engine Marketing." Guest Editors are Claire Gauzente (claire.gauzente@univ-angers.fr), University of Angers ; France Christine Gonzalez (christine.gonzalez@univ-nantes.fr), University of Nantes, France. Submission deadline is **July 15, 2007**.

<http://www.icebnet.org/ijima/>

Management Science Journal seeks papers for a special issue on "Interfaces of Operations and Finance." Guest editors are John Birge, University of Chicago, jbirge@chicagogsb.edu; Panos Kouvelis, Washington University in St. Louis, kouvelis@wustl.edu; and Duane Seppi, Carnegie Mellon University, ds64@andrew.cmu.edu. Submission deadline is **July 31, 2007**.

http://bctim.wustl.edu/topics/topics.cfm?Categories_ID=1 ■



2007 Doctoral Student Consortium

Creating successful career paths for students

DSI's 25th 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 17, 2007, at the 2007 DSI Annual Meeting in Phoenix, Arizona.

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 2007. 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 Reviewers. 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 2007- 2008, 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-Coordinators, by July 30, 2007. 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-Coordinators

Powell Robinson
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Funda Sahin
Department of Marketing and Logistics
310 Stokely Management Center
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(865) 974-8809

2007 Track Chairs

Accounting: Theory Applications and Practice

Ashley Burrowes, 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

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 ■



New Faculty Development Consortium

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

The consortium will last a full day on Saturday, November 17, 2007. It will include interactive and panel sessions with faculty at varying stages of their careers. The consortium will also provide many opportunities for interaction and networking with peers and more experienced colleagues. The content of the sessions offered is designed to provide insight into the challenges and opportunities in today's rapidly changing environment. Topics include, but are not limited to, the following:

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

Faculty in all business disciplines who have finished their doctorate and are in the first three years of their post-doctoral teaching career are encouraged to participate. Please submit proposals for workshops, tutorials, and other special sessions directly to the NFDC coordinator by May 1, 2007.

Applications, using the form below together with a recent vita, should be submitted by September 15, 2007. Participation is limited to the first 50 qualified applicants. Each participant will be expected to register for the Institute's 2007 Annual Meeting in Phoenix, Arizona. No additional fees are charged for the consortium. ■

Direct all inquiries and applications to:

Maling Ebrahimpour
Roger Williams University
Gabelli School of Business
Email: bizdean@rwu.edu

Application for New Faculty Development Consortium

November 17, 2007 • Phoenix, Arizona

Send in this form and a current copy of your vita to either one of the consortium coordinators (see above) by September 15, 2007.

Name: _____

Research interests: _____

Current institution and year of appointment: _____

Teaching interests: _____

Mailing address: _____

Major concerns as a new faculty member:

Year doctorate earned: _____

Phone: _____

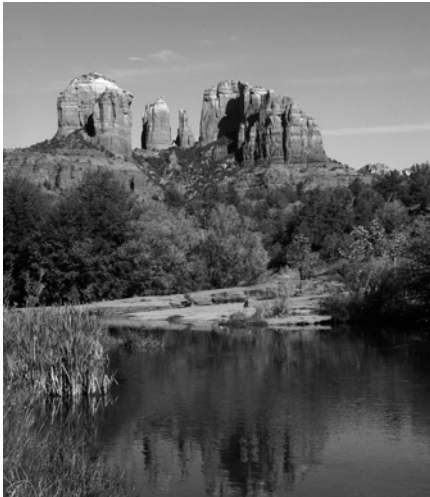
Fax: _____

Have you attended a previous DSI Doctoral Student Consortium?

E-mail: _____

_____ yes _____ no

If so, when? _____



Visitors who explore the 286-acre Red Rock State Park (left), located five miles south of Sedona, are treated to breathtaking views of the buttes and spires that give the park its name. The TPC of Scottsdale, home of the PGA Tour's FBR Open, is set in the Sonoran Desert and is surrounded by the majestic McDowell Mountains. (Photos courtesy of Greater Phoenix Convention & Visitors Bureau.)

LOOKING AHEAD TO THE 2008 ANNUAL MEETING

■ MARC J. SCHNIEDERJANS, 2008 DSI Program Chair, University of Nebraska-Lincoln



THE DECISION SCIENCES ARE operationalized by the act of decision making, and decision making is not limited to a particular type of institution, industry, functional area, or discipline. The Decision Sciences Institute encourages the advancement of decision-making research in many ways, including the sponsoring of its Annual Meeting where scholars and practitioners from all over the world are invited to share the latest decision-making developments.

The Decision Sciences Institute's 2008 Annual Meeting theme is "Improving Competitiveness Through Information and Decision Sciences." The DSI 2008 Annual Meeting invites basic, applied, theory, and case study research in the field of decision-making, as well as proposals for panel discussion, symposia, workshops, and tutorials dealing with research or pedagogical issues.

This meeting will include invited sessions featuring highly respected researchers, educators, and practitioners who will share their knowledge and experience on decision-making practices. The sessions will be organized into various tracks and mini-conferences. The meeting will also feature curricular issues, technology in the classroom, doctoral student consortium, grantsmanship, and faculty development programs for both new and senior faculty.

The DSI 2008 Annual Meeting offers much more than just a paper presentation conference! The Annual Meeting offers faculty opportunities to renew teaching/technology skills, learn how to use current methodologies to enhance future research efforts, find employment, and establish networks that can last a career lifetime. As a member of DSI for over 25 years, I can attest to the value of these unique opportunities and fellowship available only at DSI Annual Meetings.

The 2008 DSI Annual Meeting will be held in Baltimore, Maryland, at the Baltimore Marriott Waterfront Hotel from November 22nd to 26th. For tourism information visit www.baltimore.org. Detailed information on the hotel and event activities in Baltimore will be made available in the future on the meeting website. In the meantime, if you have any questions, suggestions, or requests, feel free to email me at dsi2008@unl.edu.

You are invited to participate in the 2008 DSI Annual Meeting in Baltimore. Come to present your most recent research and teaching innovations, and attend a number of mini-conferences and consortia scheduled during the meeting. Consistent with the Institute's commitment to collaboration across academic disciplines, the meeting encourages research and teaching innovations in all areas of information and decision sciences. ■

■ Kenneth E. Kendall, DSI President, Rutgers University

Curricular Issues Program **Coordinator: Ina Markham**

1. Prepare a report *briefly* summarizing your experiences with the 2007 Curricular Issues Program. Highlight your recommendations for any changes you would like to see for future programs. Send this report to Janelle Heineke, Program Chair, by December 3, 2007.
2. Prepare a report for the 2007 Curricular Issues Program Coordinator, briefly summarizing your experiences with the 2007 Curricular Issues Program. Highlight your advice to next year's coordinator, lessons learned, specific implementation, guidelines, etc. Send this report to Carol Latta, Executive Director, by December 10, 2007.

Decision Line

Editor: G. Keong Leong

1. Arrange for the 2007 Instructional Innovation Award Finalists' papers to be published in *Decision Line*.
2. Work with Krishna Dhir to develop a proposal and cost analysis for the proposed book on the "Dean's Perspective" columns in *Decision Line*.

Decision Sciences Journal

Editor: Vicki Smith-Daniels

1. Make recommendations pertaining to the Decision Sciences Journal based on any of the current DSI strategic goals:
 1. Engage and communicate with membership
 2. Increase attendance and quality of annual meeting
 3. Enhance journal quality and promote research excellence
 4. Clarify structure and relationships
 5. Grow Membership
 6. Expand global position and perspective

Send this report to Carol Latta, Executive Director, by December 10, 2007.

2. Prepare a report for the Board regarding the effectiveness of the Journal. Send this report to Carol Latta, Executive Director, by December 10, 2007.

Decision Sciences Journal of Innovative Education

Editor: Barbara B. Flynn

1. Make recommendations pertaining to the *Decision Sciences Journal of Innovative Education* based on any of the current DSI strategic goals:
 1. Engage and communicate with membership
 2. Increase attendance and quality of annual meeting
 3. Enhance journal quality and promote research excellence
 4. Clarify structure and relationships
 5. Grow Membership
 6. Expand global position and perspective

Send this report to Carol Latta, Executive Director, by December 10, 2007.

2. Prepare a report for the Board regarding the effectiveness of the Journal. Send this report to Carol Latta, Executive Director, by December 10, 2007.

Elwood S. Buffa Doctoral Dissertation Award Competition

Coordinator: Rohit Verma

1. Prepare a report *briefly* summarizing your experiences with the 2007 Doctoral Dissertation Award Competition. Highlight your recommendations for any changes you would like to see for future programs. Send this report to Janelle Heineke, Program Chair, by December 3, 2007.
2. Prepare a report for the 2008 Doctoral Dissertation Award Competition Coordinator, briefly summarizing your experiences with the 2007 Doctoral Dissertation Award Competition. Highlight your advice to next year's coordinator, lessons learned, specific implementation, guidelines, etc. Send this report to Carol Latta, Executive Director, by December 10, 2007.

Doctoral Student Consortium

Co-Coordinators: E. Powell Robinson, Funda Sahin

1. Report on your experiences with the 2007 Doctoral Student Consortium program and, if necessary, suggest improvements. Send this report to Janelle Heineke, 2007 Annual Meeting Program Chair, by December 3, 2007.

2. Although there may be some joint sessions between the Doctoral Student Consortium and the New Faculty Development Consortium, be sure to maintain the unique identity of the Doctoral Student Consortium in the majority of the sessions. Please note that the Institute's Policies and Procedures Manual provides specific guidelines on program content for the non-promotion of outside journals, and the promotion of all DSI journals (with special regard to and emphasis on both journals of the Institute) as expected.

3. Distribute the hand-outs for Alpha Iota Delta, which provide a description of the Society, at the Doctoral Student Consortium.

4. Highlight in the consortium the usefulness of participation at DSI regional meetings. Include some regional officers in the development and delivery of this content.

5. Hold a special "reunion" session for past consortium participants: either a special session during the program or special tables at one of the Luncheons.

2006-2007 Ad hoc Mini-conference

Coordinator

Coordinator: Mark Davis

1. Prepare a brief report of the first three approved mini-conferences. Submit a progress report with the following information.
 - a. Title of the conference,
 - b. City, country, and venue (university or hotel),
 - c. Officers (both titular and active),
 - d. Expected attendance,
 - e. Proposed registration fees in US dollars,
 - f. Names of sponsors, amount of their sponsorship, and details of any agreements.

Send this report to Carol Latta, Executive Director, by June 30, 2007. This report will be passed on to the 2007-2008 Mini-Conference Coordinator.

2. Send a final report of any mini-conference you coordinated and return the seed money within 90 days of the conclusion of the mini-conference to Carol Latta, Executive Director. The report should contain the following:

- a. Title of the conference,

- b. City, country, and venue (university or hotel),
- c. Officers (both titular and active),
- d. Attendance,
- e. Registration fees,
- f. Names of sponsors, amount of their sponsorship, and details of any agreements,
- g. Copy of brochures, programs, and Web sites that contain the DSI name or logo,
- h. Financial report indicating how a surplus (if any) was distributed, and
- i. Copy of the letter that accompanies the payment of the seed money back to DSI.

3. Generate a list of candidates for the role of 2007-2008 Mini-conference Coordinator. Ensure that the candidates on the list represent the many disciplines of DSI. The recommended candidates will be responsible for making sure the seed money is returned to DSI within 90 days of the conclusion of the mini-conference. Send this report to Carol Latta, Executive Director, by June 30, 2007.

4. Make recommendations for the 2007-2008 Ad hoc Mini-conference Coordinator (to be named) regarding the number of mini-conferences, selection of topics, recruitment, and operations of the mini-conferences. Send this report to Carol Latta, Executive Director, by June 30, 2007.

2007-2008 Ad hoc Mini-conference Coordinator

Coordinator: (to be named)

1. At the appropriate time, prepare a brief proposal for up to two mini-conferences containing the following information.

- a. Title of the conference,
- b. City, country, and venue (university or hotel),
- c. Officers (both titular and active),
- d. Expected attendance,
- e. Proposed registration fees in US dollars,
- f. Names of sponsors, amount of their sponsorship, and details of any agreements.

Send this proposal to Carol Latta, Executive Director, for approval and coordination with the home office.

2. Send a final report of any mini-conference you coordinated and return the seed money within 90 days of the conclusion of the mini-conference to Carol Latta, Executive Director. The report should contain the following:

- a. Title of the conference,
- b. City, country, and venue (university or hotel),
- c. Officers (both titular and active),
- d. Attendance,

- e. Registration fees charged in US dollars,
- f. Names of sponsors, amount of their sponsorship, and details of any agreements,
- g. Copy of brochures, programs, and Web sites that contain the DSI name or logo,
- h. Financial report indicating how a surplus (if any) was distributed, and
- i. Copy of the letter that accompanies the payment of the seed money back to DSI.

2. Make recommendations for the 2008-2009 Ad hoc Mini-conference Coordinator (to be named) regarding the number of mini-conferences, selection of topics, recruitment, and operations of the mini-conferences. Develop a list of names for possible coordinators. Send this report to Carol Latta, Executive Director, by December 10, 2007.

New Faculty Development Consortium Coordinator: Maling Ebrahimpour

1. Report on your experiences with the 2007 New Faculty Development Consortium program and, if necessary, suggest improvements. Send this report to Janelle Heineke, 2007 Annual Meeting Program Chair, by December 3, 2007.

2. Distribute the hand-outs for Alpha Iota Delta, which provide a description of the Society, at the New Faculty Development Consortium.

3. Although there may be some joint sessions between the Doctoral Student Consortium and the New Faculty Development Consortium, be sure to maintain the unique identity of the New Faculty Development Consortium in the majority of the sessions.

Please note that the Institute's Policies and Procedures Manual provides specific guidelines on program content for the non-promotion of outside journals, and the promotion of all DSI journals (with special regard to and emphasis on both journals of the Institute) as expected.

4. Invite recent participants in the Doctoral Student Consortium to participate in the New Faculty Development Consortium.

Placement Services Coordinator: Arijit (Jit) Sengupta

1. Report on your experiences with job placement activities for 2007, and if necessary, suggest improvements.

2. Send bi-weekly placement messages between September 1, 2007 and November 15, 2007 to DSI members, and continue to

send monthly messages beyond this time frame.

3. Finish the new job placement software. Provide documentation on 1) the running or operation of the system, and 2) the logic of the system, including data flow and structure diagrams. Work with Carol Latta, Executive Director, to develop an opt-out option for DSI members who do not wish to receive these messages and other placement issues.

4. Send a final report about new job placement system and the other charges to Carol Latta, Executive Director, by December 10, 2007.

Professional and Faculty Development Program Coordinator: Joy Field

1. Work with Bob Markland, Professional Development Program Director, to develop professional development sessions of interest to members at various stages of their career. These sessions should be integrated into the regular program. Promote these sessions in *Decision Line* and via email messages, through the current Program Chair, to the membership.

2. Provide a report *briefly* summarizing your experiences with the 2007 Professional Faculty Development Program. Highlight your recommendations for any changes you would like to see for future programs. Send this report to Janelle Heineke, 2007 Program Chair, by December 3, 2007.

Professional Development Program Director: Robert E. Markland

1. Work with Joy Field, the 2007 Professional Faculty Development Program Coordinator, to ensure that there is a variety of Professional Development Program sessions included in the 2007 Annual Meeting. These sessions should be targeted at a faculty members in all different stages of their career, with a variety of interests. Make an effort to include sessions/topics with an international or global focus.

2. Provide a report *briefly* summarizing your experiences as Professional Development Program Director, highlighting any recommendations for changes you would like to see for future programs and ideas for the future. Send this report to Janelle Heineke, 2007 Program Chair, by December 3, 2007.

2007 Annual Meeting**Program Chair: Janelle Heineke**

1. Appoint a Web Coordinator who manages all web content pertaining to the 2007 Annual Meeting Web site. This person will write, edit, and proofread new content and keep the Web site up-to-date. The coordinator should be familiar with DSI Annual Meetings and general DSI practices. Creativity is expected of this person, who will provide content that encourages DSI members to keep returning to the Web site. The Web coordinator will work with Hal Jacobs at the home office.
2. Appoint a DSI Fellow to develop a special Fellows' symposia/session(s) to be held during the 2007 Annual Meeting.
3. Use the mailing lists of the Institute to send updated information on the Annual Meeting to members.
4. Administer a "Best Paper Award" for a paper written solely by a doctoral student or group of students.
5. Invite winners of Best Paper Awards from regional conferences to present their award-winning papers at the Annual Meeting. (Coordinate with Carol Latta, Executive Director for the exact wording of this charge.)
6. Obtain a summary report from the coordinators and/or directors of the special programs (i.e., Best Case Studies Award Competition, Curricular Issues Programs, Doctoral Dissertation Award Competition, Doctoral Student Consortium, Instructional Innovation Award Competition, Professional Faculty Development Program Coordinator and Director, New Faculty Development Consortium, Technology in the Classroom Mini-Conference and Successful Grantsmanship Mini-Conference). Be sure to inform these coordinators that a summary report is required and must be email to you on or before December 3, 2007.
7. Prepare a report that comments on and evaluates all aspects of program planning, development and implementation of the 2007 Annual Meeting. Report on the success of the conference information system. Include the summary reports from coordinators/directors of the special programs identified in Charge 6 above. Send this report to Carol Latta, Executive Director, by December 10, 2007.

2008 Annual Meeting**Program Chair: Marc Schniederjans**

1. Appoint a Web Coordinator who manages all web content pertaining to the 2008 Annual Meeting Web site. This person will write, edit, and proofread new content and keep the Web site up-to-date. The coordinator should be familiar with DSI Annual Meetings and general DSI practices. Creativity is expected of this person, who will provide content that encourages DSI members to keep returning to the Web site. The Web coordinator will work with Hal Jacobs at the home office.
2. Appoint a DSI Fellow (different from the 2007 coordinator) to develop a special Fellows' symposia/session(s) to be held during the 2008 Annual Meeting.
3. Organize and conduct a Program Committee Planning Meeting for the 2008 Annual Meeting during the 2007 Annual Meeting.
4. With the help of Carol Latta, the Executive Director, prepare a report that outlines the general organizational plans, major activities, and deadlines for the 2008 Annual Meeting.
5. Carol Latta will compile information on each Fellow's area of expertise and interests. Share this information with the appropriate Track Chairs and the Fellow you selected in Charge 2 (above) to encourage them to solicit participation of the Fellows.
6. Encourage Track Chairs and the Program Committee to use the targeted email system to promote the meeting and solicit submissions from non-members.

2009 Annual Meeting**Program Chair: Maling Ebrahimpour**

1. Organize and conduct a visionary meeting for the 2009 Annual Meeting during the 2007 Annual Meeting. Invite the Chair of the Programs and Meetings Committee. Consider including Track Chairs, Coordinators and others involved in the 2007 and 2008 meetings.

Regionally-Elected Vice Presidents

1. Submit a State of the Region Report, as specified in Chapter 6, Section I.C.2.h of the *Decision Sciences Institute Policies and Procedures Manual*, due one month after the region's Annual Meeting. Send this report to Carol Latta, Executive Director, by December 10, 2007.

2. Serve as the conduit between the Board of Directors and your region, sharing information and issues of concern between both entities.

Successful Grantsmanship Miniconference**Chair: Q.B. Chung**

1. Prepare a report briefly summarizing your experiences with the 2007 Successful Grantsmanship Mini-Conference. Highlight your recommendations for any changes you would like to see for future programs. Send this report to Janelle Heineke, Program Chair, by December 3, 2007.

Technology in the Classroom Miniconference**Coordinator: G. Keong Leong**

1. Prepare a report briefly summarizing your experiences with the 2007 Technology in the Classroom Mini-Conference. Highlight your recommendations for any changes you would like to see for future programs. Send this report to Janelle Heineke, Program Chair, by December 3, 2007.
2. Prepare a report for the 2008 Technology in the Classroom Mini-Conference Coordinator, *briefly* summarizing your experiences with the 2007 Technology in the Classroom Mini-Conference. Highlight your advice to next year's coordinator, lessons learned, specific implementation, guidelines, etc. Send this report to Carol Latta, Executive Director, by December 10, 2007.

Treasurer**Janelle Heineke**

1. Provide a brief note regarding any explanations preceding the audit report for publication in *Decision Line*.

Secretary**Soumen Ghosh**

1. Ensure that members of the Board of Directors get a equitable speaking time at Board meetings.
2. Assist the President with parliamentary issues, but consult with the Executive Director before interpreting the Constitution, By laws, or Policies and Procedures.

■ Kenneth E. Kendall, DSI President, Rutgers University

Case Studies Committee

Chair: Kathleen McKone-Sweet

1. Coordinate the 2007 Best Case Studies Award Competition, providing written feedback for each case and teaching note submitted. Begin the process for the 2008 competition. Prepare and send a brief report to Janelle Heineke (2007 Program Chair) on the 2007 Best Case Studies Award Competition and recommend any changes for 2008 on or before December 3, 2007.

2. Encourage the “non-finalists” to contribute to the 2007 Annual Meeting. Work with the Case Studies Track Chair to accept these papers as abstracts (they are not refereed research papers).

3. Make recommendations pertaining to case studies based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Prepare and send a brief report on the charges to Carol Latta, Executive Director, on or before December 10, 2007.

Development Committee for Excellence in the Decision Sciences

Chair: Thomas E. Callarman

1. Make recommendations pertaining to excellence in the decision sciences based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Provide input for the DSI Board of Directors’ retreat (to be held in August or September) by sending a brief report to Kenneth E. Kendall, President of DSI by August 1, 2007.

The goals for the DSI President for 2008-2009 will originate from the renewal event at the DSI Board of Directors’ retreat.

Doctoral Student Affairs Committee

Chair: Evan Duggan

1. Recommend to the Board three to five candidates for Co-Coordinator of the 2009 Doctoral Student Consortium and the 2009 Buffa Doctoral Award Competition Coordinator.

2. Make recommendations pertaining to doctoral student affairs based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

This can include, but not be limited to the content of the DSI Doctoral Consortium.

Prepare and send a brief final report on these charges to Carol Latta, Executive Director, on or before December 10, 2007.

Fellows Committee

Chair (1 year): Barbara J. Flynn

1. Recommend new DSI Fellow appointments for 2008 and provide vita and citations, and (only if teaching is one of the two main criteria) evidence of teaching excellence to the Board of Directors c/o Carol Latta, Executive Director on or before December 10, 2007.

2. Make recommendations pertaining to the Fellows committee based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Send recommendations to Carol Latta, Executive Director, on or before December 10, 2007. An example of this may be a statement encouraging nominations of under-represented groups, under-represented disciplines, or under-represented geographical areas.

Ad hoc Committee for the Long-term Strategy for the Outsourcing of the Conference Information System

Chair: Sameer Verma

1. Recommend a long-term strategy for outsourcing the DSI conference information system. Prepare a list of options and include information about the success of conference information systems used by other organizations such as AIS.

Prepare a brief final report of any recommendations to Carol Latta, Executive Director, on or before December 10, 2007.

Information Technology Committee

Chair: Vijay Sugumaran

This committee is responsible for assessing the IT needs of DSI except for the conference information system. A special ad hoc committee will be set up to make recommendations on the CIS. This committee should examine strategic issues pertaining to IT and DSI.

1. Write a job description for the new full-time technology person to be hired soon. This charge should be handled personally by the Chair with information obtained from Carol Latta, Executive Director. You may also submit a restatement of Hal Jacob’s role as Content Manager for the Web site and *Decision Line*. Send the description(s) to Carol Latta, Executive Director on or before May 30, 2007.

2. Even though DSI may provide help to maintain the technical aspects of the Web site, each Annual Meeting Program Chair must choose a volunteer responsible for conference Web content. This charge should be handled personally by the Program Chair. Write a job description for the Annual Meeting Web coordinator who is responsible for content. Send the report to Carol Latta, Executive Director on or before May 30, 2007.

3. Assist the Executive Director by advising on hiring a full-time IT staff member or on assigning IT responsibilities to the new staff member. The decision of the Executive Director is final, so the committee's role is an advisory one.

4. Make recommendations pertaining to the information technology needs of DSI based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Prepare a brief final report of any recommendations for the charges above and send it to Carol Latta, Executive Director, on or before December 10, 2007.

Innovative Education Committee

Chair (1 year): Peter M. Arnold

Chair Designate: Nancy Lea Hyer

1. Coordinate the 2007 Instructional Innovation Award Competition, providing brief written feedback for each innovation submitted. Begin the process for the 2008 competition. Prepare and send a brief report to Janelle Heineke (2007 Program Chair) on the 2007 Instructional Innovation Award Competition and recommend any changes for 2008 on or before December 3, 2007.

2. Encourage the "non-finalists" to contribute to the 2007 Annual Meeting. Work with the Innovative Education Track Chair to accept these papers as abstracts (they are not refereed research papers).

3. Make recommendations pertaining to instructional innovation based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Prepare and send a brief report on the charges to Carol Latta, Executive Director, on or before December 10, 2007.

Investment Advisory Committee

Chair: Janelle Heineke

1. Evaluate the Institute's long-term investment allocation based on inputs received from the board. Compare the Institute's allocation with the allocation of similar non-profit organizations and make a recommendation to keep or change the allocation in a brief report to Carol Latta, Executive Director, on or before December 10, 2007.

2. Provide the board of Directors with an update as to the current status of the Institute's investments in the same report due on or before December 10, 2007.

Member Services Committee

Chair: Bob Andrews

Note: The Chair also holds the title of Member Services Coordinator.

1. Survey the membership regarding our strategic goals. (Every five years a survey is required by the Policies and Procedures of the Institute.) Coordinate the survey with the home office. (Note: A survey completed by a facilitator in cooperation with the board may preempt or modify this charge. Contact Carol Latta in mid-June regarding the status of this survey).

2. Seek feedback from the membership on specific changes to the by-laws before we ask the membership to vote on changes to the by-laws. Present balanced pros and cons in a brief (100 word), but fair, manner. Do the same for key changes to the policies and procedures. Coordinate this with Carol Latta, the Executive Director, and Kenneth E. Kendall, President.

3. Make recommendations pertaining to members services of DSI based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Consider all channels available including, but not limited to the DSI Web site.

4. Prepare a brief final report on the above charges to Carol Latta, Executive Director, on or before December 10, 2007.

Nominating Committee

Chair: Mark Davis

1. Seek the names of candidates for each of the following offices so that they are received by the home office by October 1, 2007:

President-elect
Secretary
At-large Vice-President

2. During the 2007 Annual Meeting, nominate at least two candidates for President and at least two candidates for Secretary. Nominate at least eight candidates for At-Large Vice President.

Prepare a brief final report of any recommendations to Carol Latta, Executive Director, on or before December 10, 2007.

Programs and Meetings Committee

Chair: Q. B. Chung

1. Recommend to the Board three to five candidates for Coordinator of the 2009 New Faculty Development Consortium and the Professional Development Program Coordinator. Indicate the criteria used to generate the list.

2. Suggest new ideas for program content for future Program Chairs.

3. Make recommendations pertaining to programs and meetings of DSI based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Prepare a brief final report on these charges to Carol Latta, Executive Director, on or before December 10, 2007.

Publications Committee

Chair: Clyde Holsapple

1. Evaluate the current editor of the *Decision Sciences* Journal and decide whether to extend the editorship for two (2) additional years. This needs to be completed by June 30, 2007.

2. If and only if the current editor will not continue serving as editor for two additional years, the committee will create a

call for the new editor, collect necessary materials from candidates, and recommend an editor for the *Decision Sciences Journal* by 6/29/2007.

3. Make recommendations pertaining to official DSI publications based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Prepare a brief final report of any recommendations for the charges above and send it to Carol Latta, Executive Director, on or before December 10, 2007.

Regional Activities Committee

Chair: Norma Harrison

1. Provide a forum for regional officers to share their ideas and problems with officers from other regions by setting up the Web log (blog) suggested by last year's committee.
2. Set up an informal gathering of regional officers at the 2007 Annual Meeting.
3. Implement last year's committee suggestion to award free registrations for the best regional papers (the Executive Director will provide the exact wording of this charge).
4. Follow up with Alpha Iota Delta so that any monetary awards are fairly distributed among all regions.
5. Make recommendations pertaining to the regions of DSI based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Prepare a brief final report of any recommendations for the charges above and send it to Carol Latta, Executive Director, on or before December 10, 2007.

Strategic Planning for International Affairs Committee

Chair: Shaw Chen

1. Reflect on the outcomes of the 2007 International Meeting in Bangkok, Thailand and suggest improvements based on those reflections to the organizers of the upcoming International Meeting in 2009 in Nancy, France.

2. Make recommendations pertaining to international affairs needs based on any of the current DSI strategic goals:

1. Engage and communicate with membership
2. Increase attendance and quality of annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify structure and relationships
5. Grow Membership
6. Expand global position and perspective

Prepare a brief final report of any recommendations for the charges above and send it to Carol Latta, Executive Director, on or before December 10, 2007.

Ad Hoc Committee to Evaluate the Role of Regions, International Meetings, Affiliates, and Mini-conferences

Chair: M. Johnny Rungtusanatham

1. Evaluate the role of regions, international meetings, affiliates, and mini-conferences and describe what value they add to DSI. Also describe the negative aspects of home office involvement with these activities. Examine whether regions are still valid as we approach the 4th decade of the Institute. Question whether the regions are seen as feeders of new members, as competitors to DSI in terms of travel dollars, or some other metaphor. Report your assessment to the Board.

2. Recommend a new structure for regions, international meetings, a new type of affiliate, and mini-conferences if you deem it appropriate. Question whether mini-conferences (or any of these legacy entities) should be continued. Report this to the Board.

3. Recommend how to reduce the size of the Board of Directors to a more manageable number. Consider reducing the board by about 6-8 members.

4. Make recommendations to the Board regarding the use of the DSI logo and name.

Consider innovations such as a franchise fee or a head tax.

5. Consider also enforcing the requirement that those attending a regional conference be a member of DSI (but only if you recommend continuing the regions as they are now). Make a recommendation to the Board.

6. Formulate a statement crystallizing the Board's rationale about reduced DSI membership fees to regional members. Report this to the Board.

Send this report to Carol Latta, Executive Director, by July 22, 2007. It will be distributed to the Board before the retreat. ■

2007-2008 Committees of the Decision Sciences Institute

Case Studies Committee

Chair: Kathleen McKone-Sweet, Babson College

Members:

Ayman Abuhamdieh, Indiana State University
Janelle Heineke, Boston University
Larry Meile, Boston College
Larry Menor, University of Western Ontario
Eric O. Olsen, Cal Poly San Luis Obispo
Carol Prahinski, University of Western Ontario
Madeleine E. Pullman, Portland State University
Rena Reid
Manus (Johnny) Rungtusanatham, University of Minnesota-Twin Cities

Development Committee for Excellence in the Decision Sciences

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

Members:

Mark M. Davis, Bentley College
Barbara B. Flynn, Indiana University-Indianapolis
Xiping Fu, California State University-Hayward
Gary Hackbarth, Northern Kentucky University
Michael E. Hanna, University Houston-Clear Lake
Janelle Heineke, Boston University
Thomas W. Jones, University of Arkansas-Fayetteville
Carol J. Latta, Decision Sciences Institute
David Olson, University of Nebraska-Lincoln
Ceyhun Ozgur, Valparaiso University
Gary L. Ragatz, Michigan State University
Kwei Tang, Purdue University

Doctoral Student Affairs Committee

Chairs: Evan Duggan, Georgia State University and Rohit Verma, Cornell University

Members:

Maling Ebrahimpour, Roger Williams University
Varun Grover, Clemson University
Julie E. Kendall, Rutgers University
Christine T. Kydd, University of Delaware
E. Powell Robinson, Texas A&M University-College Station
Funda Sahin, University of Tennessee-Knoxville

Silvana Trimi, University of Nebraska-Lincoln

Merrill Warkentin, Mississippi State University

Executive Committee

Chair: Kenneth E. Kendall, Rutgers University

Members:

Mark M. Davis, Bentley College
Norma Harrison, Macquarie University
Janelle Heineke, Boston University
Carol J. Latta, Decision Sciences Institute
G. Keong Leong, University of Nevada, Las Vegas

Fellows Committee

Chair: Barbara B. Flynn, Indiana University-Indianapolis

Members:

James R. Evans, University of Cincinnati
Benito E. Flores, Texas A&M University
Gary Klein, University of Colorado at Colorado Springs
Carol J. Latta, Decision Sciences Institute
William C. Perkins, Indiana University-Bloomington
Linda G. Sprague, China Europe International Business School (CEIBS)

Information Technology Committee

Chair: Vijay Sugumaran, Oakland University

Members:

Chandra Shekar Challa, Virginia State University
Hal Jacobs, Decision Sciences Institute
Carol J. Latta, Decision Sciences Institute
Yaun Long, University of Nebraska-Lincoln
Subhashish (Sub) Samaddar, Georgia State University
Scott Sampson, Brigham Young University
Arijit Sengupta, Wright State University
J. P. Shim, Mississippi State University
Kenneth Sousa, Bryant University
Sameer Verma, San Francisco State University
Doug White, Roger Williams University

Innovative Education Committee

Chair: Peter M. Arnold, Boston University
Chair Designate: Nancy Lea Hyer, Vanderbilt University

Members:

Karen A. Brown, Thunderbird
Lori Cook, DePaul University

Jo Ann M. Duffy, Sam Houston State University

Kellie Keeling, Virginia Tech
Ronald Klimberg, Saint Joseph's University
David M. Levine, Baruch College-CUNY
Francis Mendez, Texas State University
Nada R. Sanders, Wright State University
Norio Takemura, Senshu University
Gregory W. Ulferts, University of Detroit-Mercy

Investment Advisory Committee

Chair: Janelle Heineke, Boston University

Members:

Peter T. Ittig, University of Massachusetts-Boston
Robert Klassen, University of Western Ontario
Carol J. Latta, Decision Sciences Institute
Cliff T. Ragsdale, Virginia Tech
Alain Ruttians, CBC Banque - Luxembourg, Belgium

Member Services Committee

Chair: Robert Andrews, Virginia Commonwealth University

Members:

Anil Aggarwal, University of Baltimore
Randy Bradley, University of Tennessee-Knoxville
Shaw Chen, University of Rhode Island
E. James Flynn, Indiana University-Indianapolis
Gary Hackbarth, Northern Kentucky University
Nafiseh Heiat, Montana State University-Billings
Kellie Keeling, Virginia Tech
Debashish N. Mallick, University of St. Thomas
Susan E. Pariseau, Merrimack College
Brian Reithel, University of Mississippi
E. Powell Robinson, Texas A&M University-College Station
Funda Sahin, University of Tennessee-Knoxville
Arijit Sengupta, Wright State University
Kristina Setzekorn, University of Evansville
Minoo Tehrani, Roger Williams University

Nominating Committee

Chair: Mark M. Davis, Bentley College

Members:

Hope M. Baker, Kennesaw State University
Thomas E. Callarman, China Europe International Business School (CEIBS) and Arizona State University
Sidhartha R. Das, George Mason University

Krishna Dhir, Berry College
Cristina Escobar-Iturbe, Univ. Autonoma Metropolitana
André M. Everett, University of Otago
Carol J. Latta, Decision Sciences Institute
Binshan Lin, Louisiana State University in Shreveport
Arturo Macias, Universidad de las Americas, Puebla
Kathleen McFadden, Northern Illinois University
Miles G. Nicholls, RMIT University
Tom L. Roberts, Louisiana Tech University
Xiande Zhao, Chinese University of Hong Kong

Programs and Meetings Committee

Chair: Q. B. Chung, Villanova University

Members:

Rhonda Aull-Hyde, University of Delaware
William B. Carper, University of West Florida
Janelle Heineke, Boston University
Rajiv Kishore, SUNY at Buffalo
M. Adam Mahmood, University of Texas at El Paso
Mohan Rao, University of Texas-Pan American
Pedro M. Reyes, Baylor University
Marc J. Schniederjans, University of Nebraska-Lincoln
Kaushik Sengupta, Hofstra University
John Seydel, Arkansas State University
Dwight Smith-Daniels, Arizona State University
Effie Stavoulaki, Bentley College

Publications Committee

Chair: Clyde Holsapple, University of Kentucky

Chair Designate: Marion G. Sobol, Southern Methodist University

Members:

Samir Barman, University of Oklahoma
Krishna Dhir, Berry College
Barbara B. Flynn, Indiana University-Indianapolis
Han Chun Kwong, Universiti Pertanian Malaysia
Christine T. Kydd, University of Delaware
Marcus A. Rothenberger, University of Nevada, Las Vegas
Natalie Simpson, University at Buffalo-SUNY
Vicki Smith-Daniels, Arizona State University
Charles A. Watts, John Carroll University

Regional Activities Committee

Chair: Norma Harrison, Macquarie University

Members:

Robert Barrett, South Carolina State University
Shaw Chen, University of Rhode Island
David Chou, Eastern Michigan University
Karen L. Fowler, University of Northern Colorado
Jatinder (Jeet) N. D. Gupta, University of Alabama in Huntsville
Rhonda Hyde, University of Delaware
Vijay R. Kannan, Utah State University
Kirk Karwan, Furman University
Tae-Hyun Kim, Yonsei University
Kai Koong, University of Texas-Pan American
G. Keong Leong, University of Nevada, Las Vegas
Eldon Li, National Chengchi University
Binshan Lin, Louisiana State University in Shreveport
Charles Petersen, Northern Illinois University
Antonio Rios-Ramirez, Instituto Tecnológico de Monterrey
Manus (Johnny) Rungtusanatham, University of Minnesota-Twin Cities
Amit Shah, Frostburg State University
Jennifer A. Swanson, Stonehill College
William J. Tallon, Western Kentucky University

Strategic Planning Committee

Chair: Kenneth E. Kendall, Rutgers University

Members:

Mark M. Davis, Bentley College
Norma Harrison, Macquarie University
Janelle Heineke, Boston University
Carol J. Latta, Decision Sciences Institute
G. Keong Leong, University of Nevada, Las Vegas

Strategic Planning for International Affairs Committee

Chair: Shaw Chen, University of Rhode Island

Members:

Krishna Dhir, Berry College
Geraldo Ferrer, Naval Postgraduate School
Norma Harrison, Macquarie University
Laoucine Kerback
Donald Kerr, Griffith University
Sanjay Kumar (India), XLRI Jamshedpur
Ely Paiva, UNISINOS
Fay Cobb Payton, North Carolina State University

Jaume Ribera, University of Navarra
E. Powell Robinson, Texas A&M University
Manus (Johnny) Rungtusanatham, University of Minnesota-Twin Cities
Somboonwan Satyarakwit, Dhurakijpundit University
Kwei Tang, Purdue University
Christopher Voss, London Business School
Charles X. Wang, University at Buffalo-SUNY
Shaker Zahra, Babson College

Ad Hoc Committee for the Long-term Strategy for the Outsourcing of the Conference Information System

Chair: Sameer Verma, San Francisco State University

Members:

Yuan Long, University of Nebraska- Lincoln
Scott Sampson, Brigham Young University
J. P. Shim, Mississippi State University
Vijay Sugumaran, Oakland University

Ad Hoc Committee for Home Office Review

Chair: G. Keong Leong, University of Nevada, Las Vegas

Member:

Barbara B. Flynn, Indiana University-Indianapolis

Ad Hoc Committee to Evaluate the Role of the Regions, International Meetings, Affiliates and Miniconferences

Chair: Manus (Johnny) Rungtusanatham, University of Minnesota- Twin Cities

Member:

Karen L. Fowler, University of Northern Colorado
Ram Narasimhan, Michigan State University

■ Mark M. Davis, DSI Past President, Bentley College

Using the recommendations from the 2005-2006 Development as inputs, the goals that were established for this past year's Board of Director's include the following.

1. Continue to improve the communications between the Decision Sciences Institute (DSI) and its members

The Institute needs to continue to explore new and innovative ways to provide information to its members as well as identify the specific types of information that our members want.

2. Enhance the value of membership in DSI

With a growing number of competing organizations and conference to attend, DSI needs to differentiate itself from other organizations by adding more value for its members. This can be accomplished in several ways, such as providing more relevant information online and sponsoring additional miniconferences and workshops that focus on transdisciplinary topics.

With these goals as objectives, the following are the major accomplishments that were achieved by the 2006-2007 Board of Directors.

A. Establishment of the Indian Subcontinent Region of DSI (ISDSI)

Last summer the Board voted unanimously to establish the Indian Subcontinent Region of DSI (ISDSI). Jeet Gupta has been elected the first president of the ISDSI and the inaugural annual meeting of ISDSI is scheduled to take place in January 2008 in Bangalore, India. The creation of the ISDSI shows DSI's continued commitment to becoming a truly global organization.

B. Creation of DSI Miniconferences

In order to add more value for members, the Institute is now sponsoring several miniconferences. The first Miniconference on Service Science took place on May 24-26, 2007, at Carnegie Mellon in Pittsburgh. Additional miniconferences

are planned for next January in India (one on Supply Chain Management, the other on Service Science), and a third on ERP Systems is scheduled for next spring in Philadelphia.

C. New DSI Homepage

The Institute now has a new homepage that incorporates some of the the latest technology and website design concepts that make it both more attractive and easier to navigate. Working with website designers, members of the Board identified key elements of the homepage that were deemed important to members. Using an iterative process with the web designers resulted in our new homepage. Having said that, we would encourage you to use the new homepage and provide the Home Office with your feedback so that we can continue to make it better.

D. New Annual Conference Website

We now also have a new Annual Conference website that has been designed to be compatible with the Institute's homepage. More important, this new website will provide a framework for future Program Chairs so that there will be significantly more consistency in the Annual Meeting Website from year to year. This will facilitate navigation through the conference website for members and reduce the burden on Program Chairs' schools.

E. Restructuring of the DSI Home Office

An ad hoc committee was established to study how the Home Office could be more responsive to the needs of the Institute's stakeholders. Chaired by Vicki Smith-Daniels, this committee developed a set of recommendations which we are now starting to implement. Among the recommendations of this committee was the creation of a full-time Home Office staff position titled "Director/Manager of Web and Information Technology Services."

F. Discontinuance of the DSI Conference Information System (CIS)

After considerable debate and thought, it was decided that the CIS that was designed specifically for the Institute was not and would never be capable of properly supporting the requirements of the Institute's Annual Meeting and the program chair. As a result, the Board voted to stop all further efforts on this CIS and to adopt the previous system that was developed by Scott Sampson, which was successfully used to support the 2003 and 2004 Annual Meetings. At the same time, it was recognized that further efforts are needed to resolve this issue of how best to provide a CIS to support the Annual Meeting.

G. Development of a Strategic Planning Process for the Institute

The ad hoc committee also recommended that we develop a strategic planning process for the Institute that will allow us to better position ourselves among today's academic professional organizations that exist in today's highly competitive environment. A preliminary report was prepared by Maling Ebrahimpour, Krishna Dhir and Keong Leong, which outlines the specific steps that need to be taken in the strategic planning process. This report was presented to the Board in the April Meeting for approval.

H. Restructuring of Internal Financial Reports

After meeting with the Institute's accountant, it was determined that we are not required, for internal financial reports, to allocate the Home Office's expenses to the various activities of the Institute. As a result, internal financial reports, specifically those presented to the Board for review and approval, now list the expenses of the Home Office as a separate item. The new form of these reports provides Board members with a much clearer financial picture of the

See **BOARD ACCOMPLISHMENTS**, page 44

Communication. It will be crucial to communicate because we will need to be more agile as an organization. We'll need to be responsive to new trends in research and encourage innovative state-of-the-art research topics, both theoretical and applied. Our Web site needs to be more effective at communicating about national, international, and regional meetings, perhaps through RSS feeds and other push technologies.

Simplicity. Through simplicity, we will be able to innovate more rapidly. Our solutions need to be straightforward and without bias. We do not need overly elaborate solutions if a less intricate one is more practical, works more quickly, and is comprehensible to many members rather than just a handful of people. Simplicity can extend to our adoption of bylaws, policies and procedures that are clear in their language and meaning, and even to improving the ease of use of the DSI Web site.

Feedback. Finally, accepting and responding to feedback in a transparent way is an admirable value, and I intend to encourage more feedback from members and others with whom the Institute collaborates. Those who recently participated in our doctoral consortium or who are currently working in their first academic position must advise senior members of DSI about how we can become enablers in their careers. We will improve only if our members provide us with honest appraisals of how we are doing and how we can change.

Goals for the Upcoming Year

This is the beginning of a new era. We are trying something different this year. In late August the DSI Board of Directors will be having a special retreat to reflect on the Institute and revitalize the partnership between the board and the home office, as well as to reinvigorate the relationship between DSI, its members, and the regions.

I want to thank our Immediate Past President, Mark Davis, who began the process of change. I also want to thank the outgoing members of the board who

gave freely of their time, insights, and energy to improve the Institute. They set an admirable example for all members who seek to serve the Institute in a larger capacity.

One pleasant surprise that arose from the April Board of Directors meeting was the overwhelmingly enthusiastic support from the board members and their desire to devote additional time to examining strategic issues regarding the Institute.

While our overarching goal is to renew and revitalize the Institute, our immediate objectives are to develop new ways to:

1. Engage and communicate with our membership
2. Increase attendance and quality of the annual meeting
3. Enhance journal quality and promote research excellence
4. Clarify the DSI structure and relationships between the board, the home office, and members
5. Grow our membership
6. Expand our global position and perspective.

During the course of the year, you will be asked for suggestions and also for your opinion on the alternatives that evolve, but you may write to me at any time.

A Time for Renewal

As DSI members, we are all part of a multifaceted family. Within our family, networking with colleagues is meant to be both meaningful and enjoyable; we strive to hold affordable meetings that provide ample ground for intellectual exchange; we continue to publish two scholarly journals of outstanding quality; and we endeavor to cultivate a brand name that is becoming recognized around the world.

This coming year will be a time for renewal of the DSI we've come to know and love. I look forward to working with all of you in the DSI family over the term of my presidency. ■

DSJ TOPIC FORUM, from page 21

- Taxonomies of service innovation decisions
- B2B service innovation collaborative decision models
- New service development models and decision making phases
- Models for customer and supplier involvement in the service-innovation decision making process.
- New goods vs. new service innovation and service innovation within the manufacturing context
- Decision support tools and techniques for assessing service innovation
- Tradeoffs and tensions within and between functional areas related to new service innovation
- Decision making related to upstream and downstream service innovation.

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, except greater emphasis will be placed on the transdisciplinary impact of the research. 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 journal's web site at

https://wpcarey.asu.edu/DSJOnline/Help/Author/author_Guidelines.cfm

In the cover letter, please indicate that your submission is for the Services Special Topic Forum regarding Advancing Decision Making in Service Innovation.

Submission Period: Manuscripts for this special topics forum may be submitted between August 1st and October 31st 2007. Early submission is encouraged, but not prior to the starting date of August 1.

References available upon request. ■

MARKETPLACE

UNIVERSITY OF NORTH CAROLINA WILMINGTON

Cameron School of Business Progress Energy/Gordon Hubert Distinguished Professorship in Manage- ment Information Systems

The Cameron School of Business invites applications for the Progress Energy/Gordon Hubert Distinguished Professorship in Management Information Systems expected to start in 2008. Candidates should hold a Ph.D. in Information Systems or a closely related area. 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.

Application review will begin June 1, 2007 and continue until the position is filled. For more information and to apply, please visit the web at <http://consensus.uncw.edu>. Under North Carolina law, applications and related materials are confidential personnel documents and not subject to public release.

UNCW is an equal opportunity, affirmative action employer. Minorities and women are encouraged to apply.

UNIVERSITY OF NORTH CAROLINA WILMINGTON

Cameron School of Business Department of Information Systems and Operations Management Assistant/Associate Professor of Operations Management

The Department of Information Systems and Operations Management at University of North Carolina Wilmington, Cameron School of Business invites applications for an anticipated tenure-track position in Operations Management at the Assistant/Associate Professor level to begin August 1st 2008. Candidates should hold a Ph.D. in Operations Management or show evidence that they will complete their doctorate by August 1, 2008. Candidates must show promise of excellence in teaching, at both the graduate and undergraduate levels, and be able to teach in at least two of the following areas: quality management/control, revenue management, international operations, logistics and distribution management. A focused research agenda with strong potential for publication is expected.

UNCW boasts a beautiful 661 acre wooded campus with approximately 11,500 students, and is one of the fastest growing institutions in the University of North Carolina System. The Cameron School of Business is AACSB accredited, and serves more than 1,600 business majors, as well as graduate students in the MSCSIS, MBA and M.S. Accounting

programs. The ISOM department is housed in the new Computer Information Systems building which opened in Fall 2007. The Wilmington metropolitan area comprises approximately 175,000 people and features a thriving port, business community, and tourism industry. The city is rich in history and tradition, offers an outstanding quality of life, and provides the cultural amenities of a large city.

To apply, please access UNCW's online application at <http://consensus.uncw.edu>. A letter of application addressed to Dr. Drew Rosen Chair of the Search Committee, a complete resume, and contact information (including e-mail addresses) for three current professional references must be attached to the online application – not e-mailed or mailed. MS Word or Adobe PDF attachments are required. 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, 2007 and continue until the position is filled.

Selected candidates will be interviewed at Decision Sciences meeting in November 2007 and campus visits will take place in Spring 2008.

UNCW is an equal opportunity, affirmative action employer. Minorities and women are encouraged to apply. ■

BOARD ACCOMPLISHMENTS, from page 42

sources of revenues and expenses associated with the different Institute activities.

While the entire Board of Directors took part in the process and provided the necessary support which allowed us to complete the above activities, there were many individuals who made major commitments to the Institute throughout the past year, and without whose dedication all of these accomplishments would not have been possible. Specifi-

cally, I would like to acknowledge Vicki Smith-Daniels, Krishna Dhir, Maling Ebrahimpour, Benito Flores, Jeet Gupta, and Janelle Heineke for their efforts.

It is my hope that during my tenure as president the Institute has taken the necessary steps and has "turned the corner" on its way to becoming a world class organization. Such an undertaking is not a one- or two-year task, but rather it is a continuous process that requires the commitment of many individuals over a sustained period of time.

Much of the groundwork for these accomplishments was laid by my predecessor, Tom Callarman, and I am confident that the incoming Board of Directors under the leadership of Ken Kendall will continue the Institute's journey of continuous improvement toward becoming a truly world-class organization.

In closing, I want to thank you again for the honor and privilege of serving as your president this past year. ■

OFFICERS' NOMINATIONS

The Institute's 2007-08 Nominating Committee invites your suggestions for nominees to be considered for the offices of President-Elect, Secretary, and Vice Presidents elected at-large to serve on the Institute's Board of Directors, beginning in 2009.

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 _____

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. (deceased), 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., Aladdin TempRite
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., Indiana 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, Julie E., Rutgers 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, Manoj K., University of South Carolina
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
Phillipatos, 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., Clemson 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
Tang, Kwei, Purdue University
Taylor, Bernard W., III, Virginia Polytechnic Institute and State Univ.
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., Capricorn Research
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

JW Marriott Desert Ridge Resort & Spa

For reservations at the conference hotel of the Decision Sciences Institute's 2007 Annual Meeting, please complete the form below and fax or mail it directly to the JW Marriott Desert Ridge Resort & Spa. You may also make your reservations online.

The JW Marriott Desert Ridge Resort & Spa requires a credit card to guarantee reservations or a check for one night's deposit. We accept the following major credit cards: Visa, Master Card, American Express, Discover, Diners Club, with expiration date, and must be received by October 26, 2007. (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 7 days 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.

JW Marriott Desert Ridge Resort & Spa

Three ways to make reservations:

Fax Reservation Form to: (480) 293-3891

Reservations Line: (800) 228-9290

Reservations Online (use group codes below):

<http://marriott.com/property/propertypage/PHXDR>

MAIL THIS FORM TO:

JW Marriott Desert Ridge Resort & Spa
Attention: Group Housing Department
5350 East Marriott Drive
Phoenix, AZ 85054

Hotel Reservation Form

Decision Sciences Institute

2007 Annual Meeting

November 17-20, 2007

(Group rate available from November 12-27, 2007)

Room type requested:

- Nonsmoking
 One king-sized
 Double/Double

Special needs _____

Room requested:

- \$169 (single)
 \$189 (double)
 \$209 (triple)
 \$229 (quad)

For registering online:

Group Code	Guests	Rate
DSIDSIA	1 person	\$169
DSIDSIB	2 people	\$189
DSIDSIC	3 people	\$209
DSIDSID	4 people	\$229

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

2007 Annual Meeting Registration Form • Phoenix, Arizona • November 17-20, 2007

All attendees must register for the meeting. Conference registrations must be postmarked by October 22, 2007, to avoid a late fee of \$50. After October 22, requests for cancellation refunds will not be accepted. **Mail form and payment for the registration fee to:** Decision Sciences Institute, J. Mack Robinson College of Business, University Plaza, Georgia State University, Atlanta, GA 30303, fax 404-651-4008.

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 Phoenix?

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

2. Type of accommodation:

- a. Single b. Double

3. Date of arrival:

- a. Fri. (11/16)
 b. Sat. (11/17)
 c. Sun. (11/18)
 d. Mon. (11/19)
 e. Tues. (11/20)

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. Indian Region
 c. Mexico Region
 d. Midwest Region
 e. Northeast Region
 f. Southeast Region
 g. Southwest Region
 h. Western Region
 i. At-Large
 j. 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.

Member registration	\$300.00	
2007-08 Member dues renewal (For the exact amount owed, please refer to the 2007-08 dues renewal notice previously mailed to you.)	125.00	
(Outside U.S. & Canada add \$5)	5.00	
Non-Member registration (<input type="checkbox"/> Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	425.00	
(Outside U.S. & Canada add \$5)	5.00	
Student member registration	80.00	
2007-08 Student dues renewal (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	
Student Non-Member registration (<input type="checkbox"/> Please check if you desire membership benefits. This fee entitles you to one year of membership in the Institute.)	105.00	
(Outside U.S. & Canada add \$5)	5.00	
Emeritus Member registration	80.00	
(Outside U.S. & Canada add \$5)	5.00	
Emeritus Non-Member registration	105.00	
(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		
After October 22, 2007 (LATE FEE)	50.00	
TOTAL		

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

JULY

July 11

The 9th Decision Sciences Institute International Meeting will be held in conjunction with the Asia Pacific Region's Annual Meeting (July 11-15, 2007) in Bangkok, Thailand. See page 23.

July 30

Submission deadline for the Doctoral Student Consortium, providing a unique opportunity for doctoral students to interact with one another and with distinguished scholars. See page 30.

SEPTEMBER

September 15

Submission deadline for the New Faculty Development Consortium, dealing with research, teaching, publishing and other

professional development issues for new faculty. See page 32.

September 17

Submission deadline for the Southwest Region's 2008 (29th) Annual Meeting on March 4-8, 2008, in Houston, Texas, USA.

September 24

Submission deadline for the Southeast Region's 2008 (38th) Annual Meeting on February 20-22, 2008, at the Grosvenor Resort in the Walt Disney World Resort in Orlando, Florida, USA.

OCTOBER

October 1

Submission deadline for the DSI Western Region's 2008 (37th) Annual Meeting on March 18-22, 2008, in San Diego, California, USA. Program Chair/Vice President for

Programs/Proceedings Editor: Mahyar Amouzegar, California State University, Long Beach, 562-985-8032, mahyar@jamds.org

NOVEMBER

November 17-20

2007 (38th) DSI Annual Meeting will be held in Phoenix, Arizona. See pages 27-33.

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

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.

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