

DECISION LINE

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PRESIDENT'S LETTER

Renewing DSI: Communication and the Strategic Planning Process



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

The more elaborate our means of communication, the less we communicate. [Joseph Priestley, Chemist, 1733-1804, credited for discovering oxygen]

WHEN I BECAME PRESIDENT, Carol Latta, our executive director, asked me to prepare a list of objectives. My original list had one item on it: Renewal. I felt that it was my duty as president to ask the board to reflect on its relationship with the home office, to celebrate what we have, and then work diligently to bring back the special nature of DSI we have all loved for a long time.

In the last issue of *Decision Line*, I talked about adopting core values as we begin the process of renewal. These core values are communication, feedback, simplicity, and courage. In this column I will address communication.

As this issue of *Decision Line* is being published, you, as part of the DSI membership, are being asked to complete a survey concerning your opinions of the Institute, its purpose, philosophy, and priorities. You will help us reflect on our strengths and develop a vision in order for us to maintain the organization we have known and loved, but which also enables us to attract new members who will help us in the future.

I am asking your help in proving Joseph Priestly wrong—not about oxygen, but about communication. You can reach the Institute by contacting either me or the home office by phone, fax, mail, text messaging, e-mail, or in person at the annual meeting this November in Phoenix. In order to participate in the strategic planning process for the Institute, I encourage you to communicate with us.

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DECISION LINE

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Web site: *Decision Line* feature articles and more information on the Decision Sciences Institute can be found on the DSI Web site at www.decisionsciences.org.

Editor: G. Keong Leong, Management Department, University of Nevada, Las Vegas, 4505 Maryland Parkway, Box 456009, Las Vegas, NV 89154-6009, USA, (702) 895-1762, fax (702) 895-4370, keong.leong@unlv.edu

Managing Editor: Hal Jacobs, Decision Sciences Institute, J. Mack Robinson College of Business, Georgia State University, Atlanta, GA 30303, USA, 404-286-0170, fax: 404-413-7714, hjacobs@gsu.edu

President: Kenneth E. Kendall, Rutgers University, School of Business-Camden, 227 Penn Street, Camden NJ 08102, USA, 856-225-6586, fax: 856-424-6157, ken@thekendalls.org

Executive Director: Carol J. Latta, Decision Sciences Institute, J. Mack Robinson College of Business, Georgia State University, Atlanta, GA 30303, USA, 404-413-7711, fax: 404-413-7714, clatta@gsu.edu

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Decision Sciences Institute
J. Mack Robinson College of Business
University Plaza
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■ G. Keong Leong, Management Department, University of Nevada, Las Vegas

To meet the demands of our growing membership we are now providing the pdf version of the complete *Decision Line* at the Institute's website. This will be very useful for our international members since it can take up to several weeks for the publication to reach them by surface mail. For those who are used to having a hard copy of *Decision Line*, please rest assured you will still be receiving the publication in the mail.

In his second letter as DSI president, Professor Kenneth E. Kendall, Rutgers University, puts together a plan for renewing the Institute. This includes a survey of the board members, a membership survey on strategic issues, a board retreat for strategic planning, a home office review, and town hall meeting in Phoenix. He is hoping that better communications will move the Institute forward.

Professor Carol Prahinski, Michigan State University, and Professor Clay Whybark, University of North Carolina-Chapel Hill, discuss the organization of the symposium to celebrate Professor W.C. Benton's 25 years at Ohio State University. Professor Benton's former and current student, advisor at Indiana University (Professor Whybark), colleagues, close friends, and family members were present at the event. We extend our hearty congratulations to Professor Benton on this important milestone.

In an ever increasing multicultural society, there is an opportunity to teach classes in two languages simultaneously. Professors Ernest C. Jewell and Natasa Christodoulidou, California State University-Dominguez Hills (CSUDH), discuss the effectiveness of bilingual training classes, offered as part of extended education at CSUDH. Professor Jewell has prior experience teaching classes in English and Spanish simultaneously. To qualify for teaching this type of classes the instructor must have the right language skills and the capability to do simultaneous trans-

lations. Students find the experience interesting and invaluable.

In the Ecommerce column, Professor Kenneth E. Kendall, Rutgers University, discusses whether the Internet can save us from the high-definition debacle. For those of us who own a high definition television it is a joy to watch the quality of the picture. However, there are problems in the horizon for the recording of high definition programs. We now have two competing formats of HD-DVD and Blu-ray. This is not that different from the early years of the VCR when the fight between the two VCR formats, VHS and Betamax, was so intense. Eventually, the VHS format won the war even though the Betamax format was better. Only history will tell which high definition DVD format will be left standing.

The feature article "Management Education at a Crossroads: Some Insights for Reengineering," by Professors Prabir K. Bagchi and Richard G. Donnelly, George Washington University, discusses the problems faced by business schools in general. They suggest that it is time to critically evaluate and to revamp the business curriculum. To take remedial action requires the understanding of two important issues: the interaction of business and society and the relevance of business education in the current marketplace. They present two solutions for improving relevance that include mandatory student internship/practical training and practical experience for faculty members.

Professor Janelle Heineke (Boston University), 2007 DSI Program Chair, has put together a fantastic program in Phoenix. For the first time, on Sunday evening of the conference there will be a family barbecue honoring DSI Fellows. Participants can network and enjoy the music of the Mariachi band at the barbecue.

Enjoy the time off before school starts again! ■



G. Keong Leong

is professor and chair of the Management Department in the College of Business, University of Nevada, Las Vegas. He holds a Bachelor of Engineering from the University of Malaya, an MBA

and a PhD 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.

keong.leong@unlv.edu

■ JAYANTH JAYARAM, Feature Editor, University of South Carolina

In Celebration of W.C. Benton's 25 Years at Ohio State University

by Carol Prahinski, Michigan State University; and Clay Whybark, University of North Carolina



Carol Prahinski

is assistant professor of supply chain management at Michigan State University in the Broad Graduate School of Management. She received her Ph.D. from Ohio State University and has nine years of business management experience at Ocean Spray Cranberries, Inc. and RJR Nabisco, Inc. She is on the editorial review board for Journal of Operations Management, International Journal of Operations and Production Management and Journal of Supply Chain Management. Two of her business cases, Quinte MRI in 2003 and Wilkins: Material Requirements Planning in 2006, were awarded first place at the Decision Sciences Institute's Best Casewriting Competition.

cprahinski@ivey.uwo.ca

D. Clay Whybark

is Macon Patton Distinguished Professor of Business at the University of North Carolina, Chapel Hill. He has served as president of Decision Sciences Institute, of which he is a Fellow and Distinguished Service Award holder. He has published more than 300 articles and business cases. It was his honor to be W.C. Benton's dissertation chairman.

Clay_Whybark@unc.edu

At the 2006 POMS Conference, while enjoying a good beverage, the conversation among a number of W.C. Benton's former PhD students invariably led to W.C. That discussion led to the recognition that we wanted to do something to congratulate him on his 25 years at Ohio State University and to thank him for his guidance and support through the years. That "something" was called a research symposium and dinner party, held in his honor at Ohio State University on April 20, 2007. We had a fun time and we thought that you may be interested in learning more.

In preparation for the symposium, nine former and current students (including all seven of his advisees) communicated ideas about the agenda, gifts, and logistics. Once we determined the date, with the help of Peter Ward and Laurie Spadaro at Ohio State, we figured we better tell W.C. about the project just to make sure that he was in town on the day of the event. Many people, particularly Nagesh Murthy, Honggeng Zhou, and Linda McHenry (the love of his life) were actively involved in the success of this symposium and dinner party.

As W.C.'s former advisor, Clay Whybark kicked off the event with a discussion of W.C.'s genealogical ancestors in the field of Operations Management. Many of W.C.'s relatives from Texas, Georgia, and Kentucky were in the room—including his mother, Mrs. Cuba Mae; sisters, Janice L. Edwards and Melody C. Spruell; Linda's mother, Mrs. Eleanor McHenry; niece, Deon



The guest of honor: W.C. Benton. (All photos by Ying Fan)

Houston; nephew, Sean Edwards, and nephew's wife, Erica. So, Clay clarified that his focus was on the academic genealogy.

W.C.'s academic great-great grandfather was Gayton Germane. Gayton completed his PhD at the Harvard Business School in 1949. His dissertation was entitled "Control of Airlines by Surface Carriers." His dissertation chairman was George P. Baker. Shortly thereafter, Baker became one of the first candidates for U.S. Secretary of Transportation. Baker was not selected for the post; instead he became dean of the Harvard Business School. Gayton spent two years teaching at Harvard, and then he moved to the business school at Stanford. His time at Stanford was interrupted when he took a two-year executive position at U.S. Steel.

Returning to Stanford, Gayton began working with Karl Ruppenthal, a Trans World Airlines pilot, leader in the Airlines Pilots Association, national



Larry Ritzman (left) with Nagesh Murthy and Vaidy Jayaraman.

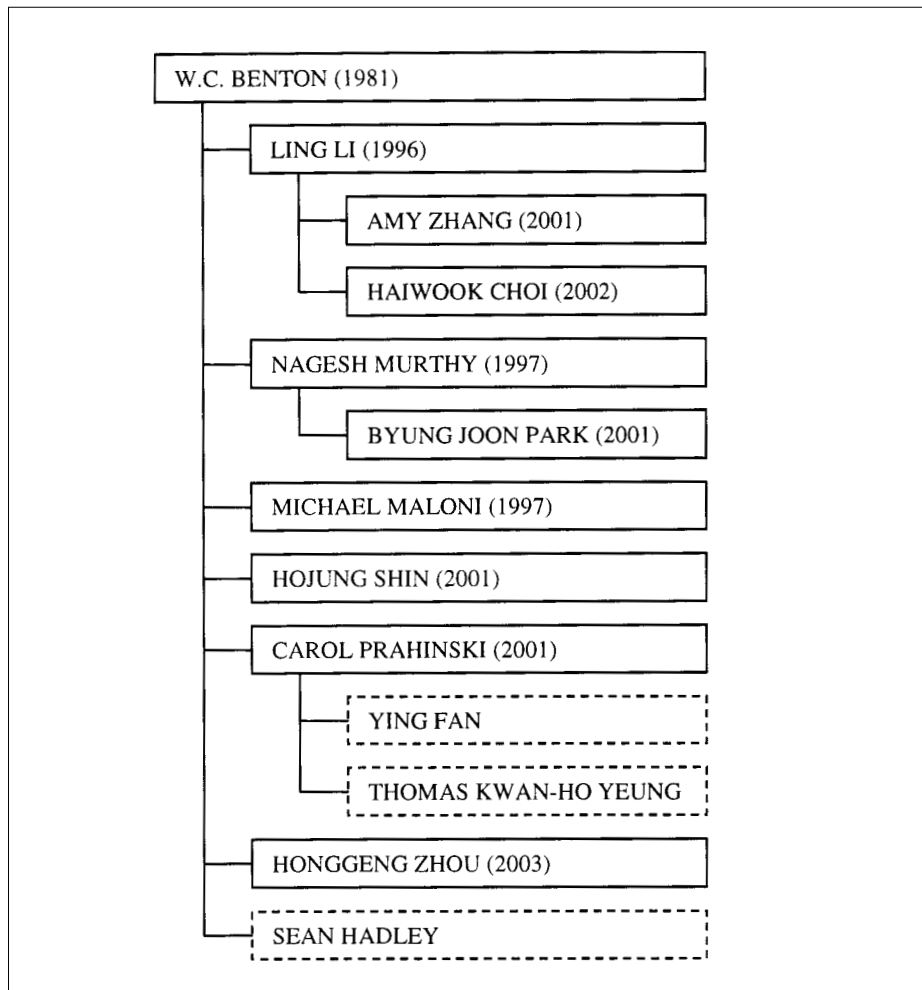


Figure 1: Academic Descendents of W.C. Benton and year of PhD graduation. (Dashed boxes for Sean, Ying and Thomas reflect that they are currently doctoral candidates.)

panel member of the American Arbitration Association and a lawyer admitted to practice in Kansas, the District of Columbia, before the tax court, the Circuit Court for the 9th Circuit, and the Supreme Court of the United States. Despite this ambitious set of activities, Karl also ran the transportation management program at Stanford. Karl finished his PhD under Gayton in 1959, writing a dissertation entitled “Revolution in the Air Line Pilots Association” and thus became W.C.’s academic grandfather.

Since Karl was what would now be called an adjunct professor, he was not a member of the Stanford Graduate School Committee and, therefore, could not supervise PhD. dissertations. Consequently, when he began to work with Clay Whybark, he needed to find a way around this obstacle. The answer was to introduce a little incest into W.C.’s academic family tree. Gayton Germane agreed to be the dissertation advisor of record and Karl would be on the committee. Clay finished his PhD at the Stanford Business School in 1967, with a dissertation entitled “Forecasting Pilot and Mechanic Requirements and Pilot Supply for Civil Aviation.” Clay later achieved “the pinnacle of his career” by becoming W.C.’s academic father as his PhD advisor at Indiana University. W.C. completed his degree in 1980 with a dissertation entitled “A Study of Materials Requirements Planning, Purchase Quantity Discount Lot Sizing Procedures Under Uncertainty.”

Figure 1 reflects the current academic descendents of W.C. Benton. For those of you involved in genealogy, you will recognize that the tree diagram is never finished because the tree keeps growing. The influence that W.C. has on his former and current students, and their students, will continue to grow and shape the future of our field.

Each of the former students presented their current research, which, interestingly but not surprisingly, stems from areas of W.C.’s research interests—health care, inventory management, supply chain management, reverse sup-



Nagesh Murthy and Bob Jacobs.

ply chain management, and purchasing—and included optimization techniques, large scale surveys, and case-based research methods. The research presentations included:

- Raj Srivastava of Florida Gulf Coast University presented “Group purchasing organizations in healthcare supply chains.”
- Vaidy Jayaraman of the University of Miami presented “Increasing sustainability through the management of post consumer waste: a study of recycled materials for municipal solid waste management.” (Due to Vaidy’s lengthy dissertation title, we jokingly tease him about his continued lengthy titles.)
- Ling Li of Old Dominion University presented “Assessing the effects of manufacturing infrastructure preparation prior to enterprise information systems implementation.”
- Nagesh Murthy of the University of Oregon presented “A dynamic model for analyzing design implications for auctions in sequential markets.”
- Michael Maloni of Kennesaw State University presented “Optimizing U.S. food aid procurement.”
- Hojung Shin of Korea University sent good wishes and a video clip which included his two sons and a violin recital.
- Carol Prahinski of the University of Western Ontario, who was transitioning to Michigan State University, showed a few pictures of her new home and presented “Plant investments in new product launch: The

role of risk propensity and stakeholder pressure.”

- Honggeng Zhou of the University of New Hampshire presented “Supply chain practice and information sharing.”

The audience asked lots of great questions—of which we all agreed that the toughest stemmed from W.C.’s family, who were pleasantly surprised at the relevance of our research to real business problems. Of course, W.C. has always emphasized that our work must be relevant to business managers. Approximately 60 people attended the event, including W.C.’s former colleagues from his days at Indiana University, his many co-authors, and friends from around the U.S. and Canada.

W.C. had a few closing remarks, including a discussion on the difficulty he had in responding to our invitation because he was so touched by our initiative. As a side note, back at the DSI conference, when we publicly announced the event, W.C. jokingly commented that these types of events are usually held as a memorial for someone, and he is so thrilled to attend this event while he is still alive!

At this point, Ling Li presented a “chair for the chair.” Our gift to W.C. was an Ohio State University chair engraved with his new chaired position as the Edwin M. Dodd Professor of Operations Management and Supply

Chain Management. *Congratulations, W.C.*

The evening entertainment included a delicious buffet dinner, remarks by Dean Joe Alluto, a group picture, and a wonderful band, Arnett Howard and Friends. It lasted well into the evening, and as any former student of W.C. can attest, late nights are when W.C. thrives. Learning and fun were had by all. ■

Future DSI Annual Meetings

November 17-20, 2007

The Marriott Desert Ridge
Resort & Spa
Phoenix, Arizona

November 22-25, 2008

Baltimore Marriott Waterfront
Hotel and Courtyard by Marriott
Baltimore, Maryland

November 21-24, 2009

Hyatt Regency New Orleans
at the Superdome
New Orleans, Louisiana

November 20-23, 2010

San Diego Marriott Hotel and
Marina
San Diego, California

November 19-22, 2011

Boston Marriott Copley Place Hotel
Boston, Massachusetts

DSINFO Listproc

DSINFO, a listproc maintained by the Decision Sciences Institute, broadcasts emails on news and announcements relating to DSI and the decision sciences community. The listproc can be used for announcing calls for papers and for updating news on meeting and other events. (We ask that you support the Institute by using the DSI Job Placement Service or online Marketplace to list job positions.)

DSINFO subscribers also receive notice from DSI when *Decision Line* articles are made available on the DSI website. Because this content is placed online prior to printing the hard-copy, the articles are available on the Internet weeks before the publications arrive in the mail.

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■ RICK HESSE, Feature Editor, Pepperdine University

Teaching Classes in Two Languages Simultaneously

by Ernest C. Jewell and Natasa Christodoulidou,
California State University, Dominguez Hills

"Good morning and welcome to our new class."

"Buenos días y bienvenidos a nuestra nueva clase."

This is how a bilingual leadership training class sponsored by Cal-State Dominguez Hills (CSUDH) starts each session. Ernest Jewell has been conducting these classes as part of Extended Education at CSUDH or contracted training. Natasa Christodoulidou has been observing classes and collecting data and was instrumental in writing up this experience as a prelude to study the effectiveness of bilingual training classes. In most large U.S. cities diversified cultures are now common, providing an opportunity to teach in more than one language. Typically, classes include students whose first language is not English. A recent article in the "Opinion" section of the *Los Angeles Times* offers insights about what is happening in the U.S. population today. "Currently, the U.S. population is 73.6 percent white, 12 percent black, 10.2 percent Latino and 3.3 percent Asian. By the year 2050, according to the Census Bureau projections, America will be 52.8 percent white, 24.5 percent Latino, 13.6 percent black and 8.2 percent Asian" (source: *Los Angeles Times*, Commentary/Analysis/Times Interview "Opinion" by Joe R. Hicks, July 20, 1997).

The Problem

In the Los Angeles area the majority of students in these training classes which we teach are from Latin American countries. Generally 60 percent from Mexico, 20 percent from Guatemala, 15 percent from other Central America countries,

and 5 percent from various nations in South America. Classes in two languages are useful for those whose first language is not English, especially for those found in the diverse environment of Southern California. More and more students who take classes include employees whose first language is Spanish.

When students begin to learn new concepts, they naturally turn to their first language. In order to reason through a situation, they mentally translate it to their first language. If this process takes too much time they simply give up following the lecture. Frequently, the time needed for the translation process frustrates them because they lose track of the pertinent points. They do not participate and fail to understand how to incorporate the new concepts into their work.

Keep It Short and Simple

When class is taught in both English and Spanish simultaneously, it is essential that moving back and forth between the two languages is quick so that students remain attentive. This is possible by using short sentences or statements, seven to twelve words, first in English and then the same in Spanish. Sometimes this varies by speaking fewer words in one language than the other and sometimes changing the rhythm so it is not too predictable. It is important to include a specific idea in each of the short sentences with sufficient detail to make it meaningful.

Some executives have said they are worried about a class that is taught in both languages because they believe it will make the class twice as long. They



Ernest Jewell

is a management consultant assisting businesses operating in both international and domestic markets. He teaches in the MBA program at California State University

Dominguez Hills on campus and in the distance learning programs on TV and the Internet. He conducted studies of the national port operations of Mexico and Ecuador, and has taught training seminars for the American Association of Port Authorities.

ejewell@online.csudh.edu



Natasa Christodoulidou

is an assistant professor of marketing in the Marketing Department at California State University Dominguez Hills. Her research interests are in the areas of technology, electronic commerce, and hospitality electronic distribution. Her work has appeared in academic and professional journals.

nchristodoulidou@csudh.edu

refer to company meetings held with both Hispanic and non-Hispanic groups. In these meetings the time hovers monotonously when the speaker has to stop and wait for someone to interpret. In these situations the speaker often talks too long before stopping for the interpretation. When the speaker talks for long periods before the interpretation is done, the interpreter cannot remember all that was said and some of the message is lost. In some situations the interpreter will ask the speaker to repeat something and this makes the process slower and longer.

The way to approach this timing problem is to imitate the presentation flow of the United Nations. The United Nations has interpreters who translate to a second language while the speaker continues his discourse. This is a good technique to duplicate. In addition, people who speak Spanish often speak faster than English speakers, so it is recommended to speed up the tempo switching into Spanish. Both techniques serve as time savers.

Sometimes it is useful to refer to a topic in one language up to the point of naming things that both groups understand in either language, and then use the familiar words in just the one language before going on. For instance, when giving one's background you can state: "Once I worked for a management consulting firm where we prepared seminars for port administrators. En un tiempo trabajé por una empresa de asesoría donde preparábamos seminarios para administradores de puertos. It was my assignment to study the ports of: La asignación que tenía era estudiar los puertos de: San Diego, Long Beach, Los Angeles and San Francisco." Whenever there are topics in the training that all the employees understand in just one of the languages, there is no need to repeat them in the other. This maximizes class time. It can be argued that the class may run 10 percent to 15 percent longer, but the class time certainly does not double as some company executives may fear.

Instructor Qualifications

In order to qualify for this kind of teaching the instructors need substantial experience doing simultaneous interpretation. For example, the first author has worked as a simultaneous interpreter for a number of years, originally building skills with the American Association of Port Authorities which includes the ports in both North and South America. He interpreted for Port Administrator seminars as well as for their annual Port Authority conventions held in San Francisco, Houston, Philadelphia and Montreal.

Additionally it is crucial during class that the instructor interprets all participants' comments. When discussions are interpreted, (a) each student's comments need to be monitored, and (b) the students need to be interrupted so that the instructor can interpret when they make important points rather than waiting for them to complete their thoughts. Although the students may be interrupted for interpretation, they catch on to how the interpretation flows with the comments and they adapt quickly. Using this strategy, very little time is lost, and in this way the group can enjoy an active discussion.

Using a Whiteboard

In addition to the verbal presentation, a whiteboard or blackboard can be used to visually highlight the most important concepts. Both languages are shared on the whiteboard, with the words of one right under the same words of the other, or putting them side by side. It is also advantageous to write in one language while speaking in the other.

In one of the classes there were three languages represented: Spanish, English and Vietnamese. One young man could speak both English and Vietnamese fluently, so the instructor asked him to translate to Vietnamese each time the instructor spoke in Spanish. At first the student had to be reminded to start his interpretation at the same time the instructor did, but he quickly caught on and the class proceeded well.

Class Participant's Reaction

We regularly talk to students about their experiences with the class and ask them how they feel about being in a class taught in two languages. Responses include: "I find it interesting because I am trying to learn Spanish and this helps me a lot," "It really helps me with my English because I hear the words in my language and in the one I need to learn," "This gives me a chance to think about the concepts I hear before I have to listen to another." Generally, the majority find it useful and not at all inconvenient. Even those who speak both languages feel that it is interesting and useful. Occasionally, someone who speaks both languages mentions that the repetition of the same thought is not useful to them.

A surprising experience occurred one morning when the instructor walked into class a few minutes early. A buyer for Ready Pac Corporation announced, "Here comes the real Spanish teacher." The instructor asked her what she meant. She explained that she was enrolled in a Spanish class at one of the local community colleges, but that she was learning a lot more Spanish in our Supervisor Training class.

The following are a few of the comments emailed to us by class participants:

"I would like to thank you for the class I took with you. The Leadership class taught in English and translating it to Spanish during the training helped me tremendously. It helped me and the rest of my peers to understand the subject matter better. It helped most us in the way that English is our second language made it easier and enjoyable to follow your class. It also helped our peers to brush up on their Spanish language according to their comments mentioned during this time. Thank you for your excellent work you provide to us." IT Technical Support Manager, Ready Pac Produce, Inc.

"I attended one of Ernest Jewell's classes and I was amazed on how he spoke two languages (English and Spanish) during the training. The reason that it amazed me was that I have attended other classes

See **CLASSROOM**, page 10

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

Summer is for relaxing. This month's column, however, explains that electronic format wars are getting hotter. While we wait to see which high-definition DVD player dominates the field, should we consider the Internet as the answer? Read the following. You may be surprised at what is considered a "standard."

[Feature Editor Kenneth E. Kendall]

The Word "Standard" No Longer Connotes Permanence: Can the Internet Save Us from a High-Definition Debacle?

by Kenneth E. Kendall, Rutgers University



Kenneth E. Kendall

is a Distinguished Professor of Management in the School of Business-Camden, Rutgers University. He is one of the founders of the International Conference on Information Systems (ICIS) and a Fellow of the Decision

Sciences Institute (DSI). He is currently the president of DSI. Dr. Kendall has been named as one of the top 60 most productive MIS researchers in the world, and he was awarded the Silver Core from IFIP. He recently co-authored a text, *Systems Analysis and Design (7th ed.)*, published by Prentice Hall and *Project Planning and Requirements Analysis for IT Systems Development*. He edited *Emerging Information Technologies: Improving Decisions, Cooperation, and Infrastructure for Sage Publications, Inc.* He is on the review board of the *Decision Sciences Journal of Innovative Education*. Dr. Kendall is a past Chair of IFIP Working Group 8.2. He has served as an Associate Editor for *Decision Sciences* and the *Information Resources Management Journal*. For his mentoring of minority doctoral students in information systems, he was named to the Circle of Compadres of the Ph.D. Project, which was begun by the KPMG Foundation over a decade ago to increase the diversity of business school faculty. Professor Kendall's research focuses on studying push and pull technologies, ecommerce strategies, and developing new tools for systems analysis and design. Ken and his co-author and spouse, Julie, served as official nominators for the Drama League Awards in Manhattan.

So this summer (if you're in the Northern Hemisphere) you decided you finally had time to shop for that high definition TV (HDTV) you wanted but didn't have time to select during the semester. You did your homework and made sure that you got true high-def, 1080p, not the 740p or 1080i HD that was touted last year as the best to date. You even had the foresight to wait until 2007 to get a 120Hz refresh rate and a processor that was good enough to minimize blur.

Since you are well read, you have been aware of the estimates that over half of the buyers of high-def sets sold have not yet seen high definition because they do not have a high definition sources so you subscribe to high-def cable or satellite and you get the proper equipment.

Then you realize that content delivered to you is compressed and that, on occasion, you do see some compromises in what you thought would be a perfect picture. The DVD player you own (you got rid of your video tape machine years ago, right?) is not a high definition player, nor is your TiVo. So once again you go looking for a new DVD player, priced between \$500 and \$1,000.

You immediately notice that there are two formats: HD DVD and Blu-Ray. HD-DVD came out two months before

Blu-Ray (two months is a long time in the electronic world). Blue-Ray has superiority in terms of storage (50 GB on a double-sided disc compared with 30GB for a double-sided HD DVD disc). But HD DVD players are cheaper right now.

June Format Wars or Follies?

June proves to be the month in which great format battles take place. Just take a peek at the news stories at www.pc.world.

On June 12, GamePro (2007) reported on a release from the North American HD DVD Promotional Group that proclaimed that HD DVD players accounted for 60% of the North American set-top player market of high-def - DVD players.

On June 18, Reuters (2007) published a story on Blockbuster favoring Blu-ray technology.

On June 19, PCWorld posted a comment (Perenson, June 19, 2007) on what the Blockbuster decision really means to the high-def industry.

Then the very next day, Perenson (June 20, 2007) noted that whatever high definition player you buy, you might have problems playing some DVDs. The solution? Install firmware updates to solve the problems. Not a god thing for people who just want to rent a movie.

Why Not Skip the DVD Player Entirely?

This is not encouraging. After all, why don't you skip the DVD player and get your content from the Internet? A few download sites are now in existence including AmazonUnbox, CinemaNow, MovieFlix, NetFlix, and Vongo. Right now, they may be similar to quality as a regular DVD, but wait awhile and they will provide high-def content as well.

Of course it is human nature to buy and store items for a library, but you may overcome that urge if it means you don't have to purchase a new DVD player.

Just Another New "Standard?"

Oh, just one more thing. Now that you have comfortably made your decision and purchased your new high-definition television, you may want to take note that a new standard has been accepted.

The new standard, unveiled in 2005, is called Ultra High Definition Video (UHDV). It has a resolution of 7,680 × 4,320 pixels, significantly more than existing High Definition TV (HDTV), which has a resolution of 1920 × 1080 pixels in the United States. It is also a whopping 110 times the amount of pixels delivered by a "standard", ordinary NTSC DVD player we use today.

Don't get too excited, because a full-length feature would consume about 25 terabytes of memory, so until memory gets smaller and cheaper, you won't be download any UHDV programs from the Internet for some time.

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CLASSROOM, from page 8

where both English and Spanish were required and it was not only boring but it took up so much time for the translation the crowd lost their energy, Ernest Jewell is great at what he does. The difference in his work compared to what I have seen in with other trainers is that he says something in English and immediately repeats the same thing in Spanish so he is doing this simultaneously with no extra time taken, and he did not lose the attention of the group. To me it was enjoyable." [Training Specialist, Superior Warehouse Company]

"I feel that Ernest's English/Spanish combo method of instruction was very effective and is a must for training in our area. I think that one of the critical issues to making this work is short, straight to the point sentences. This assures that you don't lose the attention of your English speaking students during the interpretation. Ernest is very good at keeping your attention and keeping everyone involved in the topic. Thank You." [VP Cutting & Raw Materials]

There are scores of students graduating in business and education who are bilingual. Many of them are the children of workers in the factories of Southern California. Because of the changing mix of the U.S. population and the availability of those who are bilingual, the future opportunities for teaching training classes in two languages simultaneously are growing. These bilingual students can learn to teach classes through internships, allowing them to receive college credit as well as on the job experience.

Conclusions

Many DSI members do training as part of consulting and also as part of collecting data or as service to the community. As the U.S. population continues to diversify, it is advantageous to teach classes in two languages at the same time. It is natural for people to think in their primary language so whenever they attend a class

taught in a language other than their first they spend time translating the concepts in their mind, thus losing track of the presentation. They do not capture the new concepts, and cannot apply them when they return to work. The instructor needs to make the presentation first in one language and then in the other speaking in short sentences so that he can keep the class involved and make it interesting for both groups. Materials written on a whiteboard or blackboard should be written in both languages placed side by side. It is important to interpret students' comments creating active participation during class discussions. Teaching training classes in two languages simultaneously can be very effective in training today. ■

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

In this essay Professor Prabir Bagchi and Associate Professor Richard Donnelly, both of George Washington University, address the various issues in the education of business administration, offering practical insights to enhance its relevance to the society. They take a comprehensive view of the areas requiring our collective attention, discuss prevailing responses and their inadequacies, and offer suggestions for rethinking of the philosophy and delivery of business education.

[Feature Editor Krishna S. Dhir]

Management Education at a Crossroads: Some Insights for Reengineering

by Prabir K. Bagchi, Senior Associate Dean, George Washington University; Richard G. Donnelly, Interim Chair, Department of Information Systems and Technology Management, George Washington University



Prabir K. Bagchi

is the senior associate dean and professor of operations and supply chain management at the George Washington University School of Business at Washington, DC. He received his PhD and MS

from the University of Tennessee-Knoxville, after having received his BE in mechanical engineering in 1969 from the Bengal Engineering and Science University, India. He joined the School of Business of the George Washington University in 1989 after spending over 15 years in the industry with Philips Electronics and Digital Equipment Corporation, USA. During 2000-2001, Dr. Bagchi held the Otto Monsted Chair of Global Supply Chain Management at the Copenhagen Business School with which he still maintains research collaboration. He has also been a visiting professor at the Norwegian School of Management, Oslo and a visiting fellow at the University of Sydney, Australia.

bagchi@gwu.edu



Richard G. Donnelly

is associate professor and interim chair of the Department of Information Systems and Technology Management at the George Washington University School of Business, Washington, DC. He was

founding director and for 10 years led the GW Executive MBA program. He received his PhD from the Massachusetts Institute of Technology and his BSE in from the University of Michigan, Ann Arbor. His recent research interests include sustainability of technology innovator firms and management of technology projects. A consultant to several organizations in management of innovation, he was previously a corporate director of R&D and led new product development for a number of international partnerships. Dr. Donnelly is a patented inventor and began his teaching career at MIT where he held a named associate professorship.

rgd@gwu.edu

In his last seminal article just before he met his untimely death, Sumantra Ghoshal (2005) said of business programs, "Business schools do not need to do a great deal more to help prevent future Enrons; they need only stop doing a lot they currently do." He further lamented, "By propagating ideologically inspired amoral theories, business schools have actively freed their students from any sense of moral responsibility." The over reliance on the concept of maximizing shareholder value and the propensity to imitate the procedures of physical sciences has led to the detachment of business theories and management practices from the social and ethical considerations. This false premise may have facilitated dehumanization of what essentially involves managing human resources and their interactions with the society.

Several other scholars have argued that management research has little relevance in the real world and that management education has little effect on business performance (Pfeffer & Fong, 2002; Mintzberg & Gosling, 2002). Some have pointed out how business schools' hiring of inexperienced professors freshly minted out of doctoral programs having no real life business experience

has resulted in graduating students who are ill equipped to deal with complex, unquantifiable issues that haunt them in real life (Bennis & O'Toole, 2005). Yet it would be unthinkable for a top business school to hire a tenure-acquiring professor whose primary qualification is managing operations in a global company, no matter how superb his/her performance be.

Other scholars (Policano, 2005) lament the unusually high emphasis given to the rankings game. Since 1987 when *Business Week* published its first article ranking full-time MBA programs, many have followed suit. Business school deans, faculty and staff have been forced to devote enormous time and resources to full-time MBA rankings, rather than to make all-around quality improvement in all academic programs. Instead of directing scarce resources to improvement of the academic environment, funds have often been directed to rankings improvement. For example, as students' satisfaction has become a major factor in *Business Week* rankings, top schools are now providing amenities such as fitness centers, plush student lounges, and upscale dining facilities—perquisites generally unre-

lated to providing a stimulating learning environment (Policano, 2005).

We have also seen criticisms about the worth of MBA degrees in the popular press. Is the lure of the MBA degree fading? Does management education matter? Are there measurable benefits to management education? Management education, as we understand it, is shaped by many factors such as the needs and preferences of the employers of graduates, the knowledge, abilities, and skills employers expect graduates to possess, the preferences of the students themselves, and the resources business schools can muster. So, the usefulness of management education should really depend on the provision of satisfactory service to the marketplace and the perception on the part of the students that satisfactory service to the marketplace will pay off for them individually. Management education must make students more marketable and more valuable to employers.

What should business schools do to regain the confidence of the businesses and society and in turn the students who enroll? We believe the time is ripe for a critical reevaluation and thorough revamping of the business curriculum. The following treatise attempts to consider the weaknesses in the current business curriculum and offers practical insights to take remedial steps particularly for enhancing the understanding of the following: 1) interaction of business, people and society, and 2) relevance of business education in the contemporary marketplace.

Business and Society

Business and society are essentially interdependent entities. Society relies on businesses for wealth creation and sustenance and businesses depend on society to supply the resources for wealth creation. As businesses flourish, the living standard of the people and their quality of life should rise. This can happen if businesses can become responsible stewards of the environment and natural resources while they also satisfy the shareholders. Business schools

must be cognizant of their responsibility on these fronts and promote responsible behavior by future managers by conceiving a balanced curriculum—a curriculum that balances the short-term needs of shareholders and the long-term needs of the society and the well being of our future generations.

Business essentially is a human activity in which judgments are often made without clean and complete data. These decisions frequently have repercussions far beyond the confines of the company, spilling over to the society. Recognizing that a significant part of management essentially is an art, we need to expose students to look beyond the balance sheet and reinforce the study of the human elements in management education by including courses on ethics, corporate governance and social responsibility, and environmental stewardship. This will require strengthening of organization and management courses—emphasizing the human, societal and environmental dimensions of management. Courses in business ethics and environmental stewardship are also under consideration in many forums. Business schools have started to look at ways to enrich the curriculum to enhance these aspects. Stand-alone courses, seminars/workshops with role playing and on-the-job exposure to practical situations have been looked at to reinforce these areas. The actual mode of delivery will depend on the individual circumstances for the schools and the experience base and sophistication of the students.

In addition, society benefits when business decisions are made with the broadest group of stakeholders in mind, as one of the primary tenets of contemporary strategic management thinking asserts. Yet U.S. business schools tend to be relatively ineffective in taking an advocacy position on this. In that sense, business schools often fall short of the influence achieved by top schools in the physical sciences, whose academic model they wish to emulate. For example, new approaches to modeling and simulation accomplished in engi-

neering schools have resulted in vast improvements in industrial processes. New research findings emanating from schools of science and engineering have led to entire new families of materials and products and more effective approaches to solving problems such as environmental impacts. Such schools can in a literal sense claim to be leaders in the advancement of industry and thereby the economy and society.

Schools of business tend instead to be reactive. Rather than lead through insights into how the future is likely to evolve, schools of business establish new teaching areas in response to already-evident trends. They create courses in response to new activities that arise in the business community spontaneously or through other causative avenues. A case could be argued that business schools could take more of a leadership role and enhance their influence on the practice of business in society, if they modified their academic model. If more faculty members focused on the bigger-picture aspects of business and society in their creation of courses, and if they more often performed research aimed at real world problems (and opportunities) of business and society, then the business community would be more likely to adopt some of the new ideas arising from there.

Value to the Business Organization

Management education has been intertwined with business organizations ever since Joseph Wharton, proprietor of American Nickel Works, came forward in 1881 with funds to set up the world's first school of business at the University of Pennsylvania. Management education has undergone many changes since then. But the objective of management education has always been to understand the needs of the marketplace and design an education program to satisfy these needs. For decades, entrepreneurs and managers have worked together with management academics at various levels to improve the businesses practices enriching the corporations and the economy al-

though sometimes the contribution of management education may have been overlooked. In a BizEd article, Phillips (2003) wrote, "Too often, business schools are left out of the discussion about productivity. Productivity gains, often acknowledged to raise the standard of living in the long run, are linked to factors such as the introduction and adoption of technology innovations, improved information or data, and restructuring of labor and product markets—not improved business or management educational methods. As a result the public generally does not recognize business schools' contributions to these economic advancements." As we know very well, management education directly contributes to the efficient running of businesses by educating students in scientific management principles. These students take up responsible positions in businesses for steering these business organizations through uncertain markets. In addition, management education helps businesses by:

1. Carrying out research for advancing operational and organization efficiency and effectiveness
2. Providing an active forum for testing new ideas for commercialization
3. Systematically understanding market needs and helping with better targeted products and services

Despite these contributions, as we have pointed out earlier, business schools have often worked in a reactive mode resulting in a gap in perception of their usefulness. Many businesses have raised the question of relevance of business education in today's dynamic marketplace.

Achieving greater relevance would require a rethinking of the pertinent academic model. In fact, it may well require abandoning, at least in part, the preference to emulate the physical sciences model. In the case of the physical sciences, influence is achieved by research often tightly focused on narrow aspects of science. In business, however, a tight focus almost implies irrelevance, be-

cause business and its impact on society are integrative and broad in nature.

In schools of business, the disciplines that are most successful in meeting rigorous academic standards of publishing today are those that are most like the physical sciences in the sense that research results can be objectively assessed. For example, mathematical modeling of the dynamics of financial markets may be judged more objectively for its ability to accurately correlate with historical data. As another example, statistical treatment of survey results can be readily evaluated with respect to adherence to well-established principles of statistical analysis, regardless of the research area in which it is applied. It is rare for academic authors employing these research approaches to be rejected for publication because of the modest relevance of their findings to the practice of business. Instead their contributions are rejected on the grounds of failure of a model to fit known data trends or errors in the application of the fundamentals of statistics. These research approaches and the disciplines they support are important parts of the business school academic community, to be sure. But for a business school to be of genuine value to the organization—truly influential on a societal scale—these objectively-assessable (physical-science-like) approaches and associated fields of study must be augmented by fields encompassing broader and more qualitative character.

There are, of course, many areas in which business organizations could benefit from more and more relevant research contributions from academe. There is a great need, for example, for the business organization to have better tools to use in deciding how to balance short-term performance versus long-term growth. Emphasis on short-term success factors – current profitability, profit growth, market share growth, stock price enhancement – often come at the cost of longer-term business health and its impact on the society. The U.S. business community may be the world leader in this respect, and it is

not a title any corporate group should be proud of.

Relevance of Business Education

As business schools started emulating the procedures of the physical sciences in order to gain respect in the society, the research priorities and curriculum may have swung away too far from the ground realities in business. Theoretical research has become the norm in most doctoral programs and hordes of doctoral graduates from these programs with little or no exposure to real-life business problem solving experience have filled the academic ranks in most business schools. Unlike physical sciences, management education involves study of situations involving human intentions and lack of relevant practical experience among faculty may have forced management education to become somewhat detached from reality. Faculty members may have become comfortable in modeling and statistics, but not equally at ease with teaching leadership, operations and other human issues that managers have to frequently deal with in real life.

As Ghoshal (2005) points out, "Management theories at present are overwhelmingly causal or functional in their modes of explanation." As a result, we often find business school graduates to have better expertise in business modeling than managing operations involving human intentions. The gap between real life operations and theory seems to have widened in recent years. One researcher laments, "It's not just that our business schools manifest tragic gaps between theory and practice, between research and teaching, and between normal science and interpretation. That would be bad enough. Instead, practice, teaching, and interpretive synthesis are viewed as vastly subordinate endeavors." (Hambrick, 2005) Management courses may have become more rigorous. These courses probably include more mathematical modeling or statistical tests. But, how valuable is rigor without rel-

evance? Some may argue, and rightfully so, that rigor without relevance is worthless. This seemingly lack of relevance in business curriculum has been pointed out in AACSB reports issued in 1996 and subsequently (AACSB International—The Association to Advance Collegiate Schools of Business International—is the lead body to accredit business schools). In a report entitled, “Management Education at Risk” (2002), the authors claim that leadership, and communication skills are considered as highly important in the business world, yet they often rate these skills among the least effective components of business school curricula. How can business schools properly address the changes in curriculum and academic research that reflect the marketplace needs?

Ideas for Meaningful Reengineering and Concluding Remarks

How can business schools improve relevance in their programs without losing rigor? We believe the following two fundamental changes are required:

1. Introduce mandatory internship/practical projects as part of the curriculum.
2. Place faculty members in businesses working alongside professional managers in real life projects in the industry and government; introduce faculty sabbaticals in the industry during which faculty members will handle management responsibility in businesses.

1. Mandatory Internship/Practical Training for Students

A significant part of management, as we have argued here, involves managing human beings and it is extremely difficult to generalize the process of dealing with them. It is even more difficult to explain in textbooks. We propose a mandatory internship for all management students. Observing experienced managers deal with personnel problems exposes management students to practical situations and the associated limitations. Critical examination of the

situation leading to the problem, and the solution including the style of handling, lead to more abiding experiential learning. Internships bring additional benefits both to the students and employers. Many researchers and human resource professionals view internships as the prolonged probationary period during which employers can take a good look at the capabilities and fit of the interns. For students, internships afford a valuable trial run during which interns can determine their long term interests in the company and the nature of their career.

These internship experiences could be augmented through the use of more sophisticated simulation lab experiences as part of the on-campus curriculum. Both computerized and non-computerized simulations could have value. Faculty could be offered incentives to create simulations for their courses as an alternative to traditional lecture material. If a decision-based simulation is woven into the presentation of relevant concept and theory in a course it is likely to have greater impact on student learning. Most simulations available in the educational marketplace today are not designed to be tightly integrated into course material, but rather as standalone experiences. Faculty would need to be rewarded for the time spent in modifying commercially available simulations or creating their own simulations to enhance the learning experience for students.

2. Practical Experience for Faculty Members

As business schools gravitated towards the “Natural Science” model to gain respect as a profession and emulated their behavior and practices, theoretical research became the norm in most doctoral programs and hordes of doctoral graduates from these programs with little or no exposure to real-life business have filled the academic ranks in most business schools. While we may have become more proficient in modeling and quantitative analysis, our courses may have become less practically relevant. The challenge then is to devise ways to expose new faculty

members to real-life business decision-making by working with businesses creating opportunities for new faculty members to spend time in the industry and businesses in responsible positions culminating in research reports and scholarly papers that add to the collective wisdom. In many countries, faculty members are entitled to receive up to one year of sabbatical leave every seven years. It may be possible to encourage faculty members to spend the entire period or a portion in an industry or business in meaningful projects. It may be plausible to encourage businesses to bear a portion of the expenses. The objective would be to expose the faculty members to real-life business situations and allow them to test their theories and compare alternative practices.

Not all faculty members will be able or willing to engage in the kind of practical management experience proposed. In order to bring practical insights into more classrooms and to increase the relevance of academic research it should be possible to create meaningful relationships with former executives who can serve as executives-in-residence in business schools. This relationship must be more than just a title of honor. It must represent the active partnership between a former organizational leader and a small number of faculty who have the firm intention to create better course material, perhaps team-teach, and develop a more relevant research agenda. It is no secret that the typical executive-in-residence is avoided by most business school faculty who feel they must protect their time. This makes the executive-in-residence post unattractive to many who occupy it because they are asked to do little more than teach (and keep up their annual contributions). It is likely that these attitudes will prevail unless the reward system in academe recognizes the value to the school, the student, the business community and society of more relevant teaching and research.

Our views of management education today and some ideas that we have presented in this article for regaining its relevance and popularity are presented in Figure 1 below. We view man-

agement education as having the potential to positively impact business and society to a significantly greater extent than has yet been achieved. This expansive view is based on instilling academic rigor in all business functions and tools of management, packaged in a practically relevant curriculum that will deliver responsible behavior by the graduates. The new elements of this model, which differentiate it from today's prevalent model, are the twin foundations of relevance and responsibility. Our objective is to inject ways to make our curriculum practically relevant by emphasizing experiential learning for the students and facilitating exposure to real-life problem solving and management decision-making for the faculty members. We also seek to indoctrinate our students to behave responsibly in their work in the business community, with the greater good of society, the people at large, and the environment in mind. Among other things, our aim is to realize a more compassionate view of globalization which includes an acknowledgement of the uniqueness of various cultures, societal norms and business practices.

At every university there are business school faculty members capable of and interested in improving the value of the educational experience for their students. In most of the communities that host schools of business there are successful corporate leaders and entrepreneurs eager to share what they know. Business schools must be willing to diverge from the physical sciences model sufficiently to be able to tap into this interest on the part of both parties. It may not be the way a leading department of physics would do it or a top research institute in bio-technology would conduct business. But these academic models no longer provide high value for business education. We all can do better.

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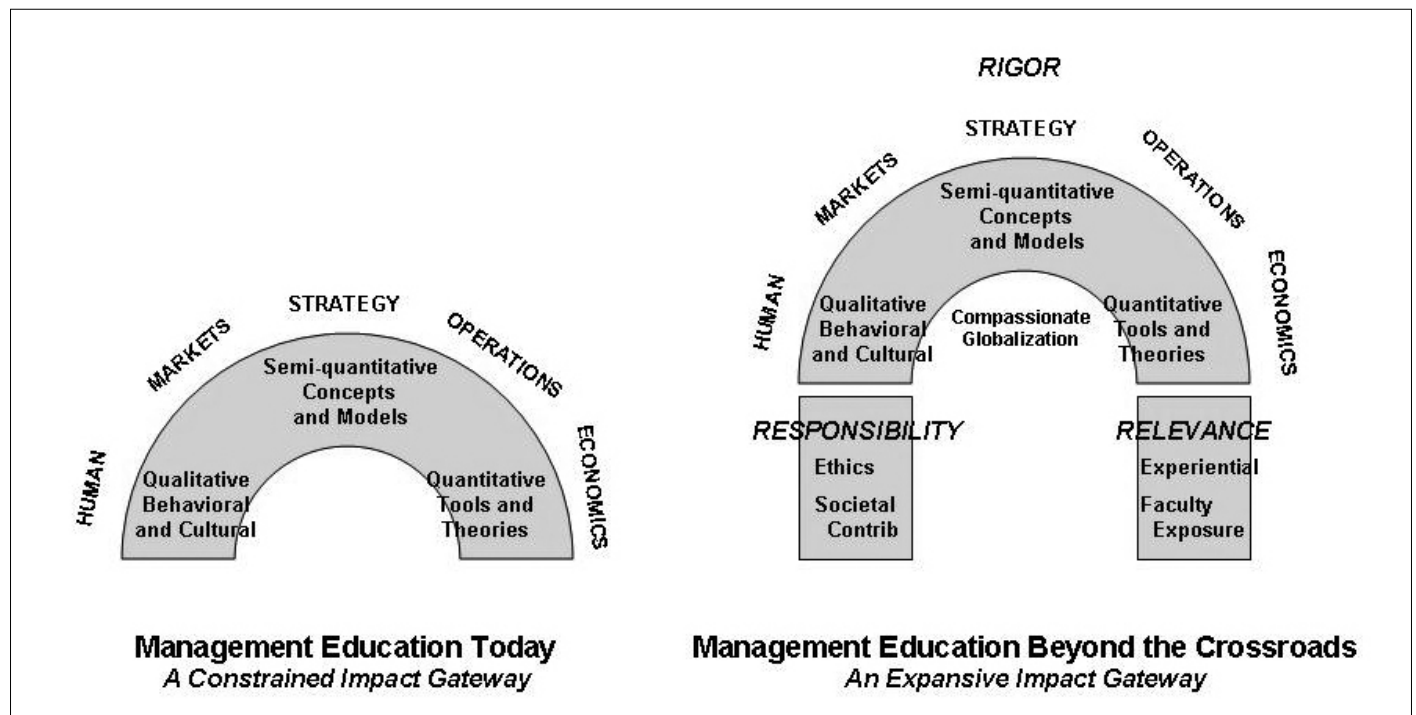


Figure 1: Views of management education today and ideas for regaining its relevance and popularity (copyright, Bagchi & Donnelly, 2005).

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 Sciences* (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 deci-

sion 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:

- 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.

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, 2007. For more information, see the journal homepage at :

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

NAMES IN THE NEWS

CAROL LATTA, Executive Director, Decision Sciences Institute



Kenneth E. Kendall has been named a Distinguished Professor of Management at Rutgers University. He has been recognized by Rutgers for achiev-

ing “scholarly eminence” in the field of MIS. Ken has made a lasting impact in both quantitative and qualitative theory and applications, and his field-altering books and software are used throughout the world. Ken is a Fellow of DSI, served as Program Chair for the 2004 Annual Meeting, and currently serves as the 37th President of DSI. In 1990, he won a prize for writing new lyrics to the Rutgers *Alma Mater*, which is sung at commencement every year.

ken@thekendalls.org



Jagannathan Iyengar, professor of computer information systems in the North Carolina Central University School of

Business, is spending his summers working for NASA. With two separate doctoral degrees in business administration and electrical engineering, Iyengar is part of a multi-disciplinary team working to develop satellites that will collect, analyze, interact, and decide about phenomena in deep space without waiting for direction from Houston.

jagannathan.iyengar@gmail.com

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 Region will hold its first conference on January 2-4, 2008, at IMT Ghaziabad, India. The conference is being organized with support from the Institute of Management Technology, India, and the College of Administrative Science, University of Alabama in Huntsville. Submission deadline is September 7, 2007. Contact Jatinder N. D. (Jeet) Gupta, The University of Alabama in Huntsville, guptaj@uah.edu.

<http://www.imt.edu/isdsi2008/index.asp>

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, in

Chicago, Illinois. Contact Program Chair Charles Petersen, cpetersen@niu.edu.

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

The Northeast Region will hold its 2008 Annual Meeting on March 28-30, 2008, at the Marriott at the Brooklyn Bridge Hotel in New York. The hotel is located in New York City's most celebrated neighborhood, just across the river from Manhattan at the foot of the Brooklyn Bridge. All papers, abstracts and workshop proposals must be submitted electronically on or before October 7, 2007. Contact Snehamay Banerjee at nedsiny@camden.rutgers.edu.

<http://www.nedsi.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, Dept. of ISOM, Cameron School of Business, UNC Wilmington, 601 College Road, Wilmington, N.C. 28403, wrayb@uncw.edu, (910) 962-3515, Fax (910) 962-3068.

<http://www.sedsi.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

Special track on Organizational Engineering seeks papers for the 23rd ACM Symposium on Applied Computing to be held March 16 - 20, 2008, Fortaleza, Ceará, Brazil, and is hosted by The University of Fortaleza (UNIFOR) and the Federal University of Ceará (UFC). Submission deadline is September 8, 2007.

<http://ceo.inesc.pt/sac2008/>

Publications

Journal International Journal of e-Collaboration seeks papers for a special issue on "Collaboration Issues in Cross-Organizational and Cross-Border IS/IT." Special Issue Editors are Nicholas C. Romano, Jr., Oklahoma State University; James B. Pick, University of Redlands; and Narcyz Roztocki, State University of New York at New Paltz. Submission deadline is September 1, 2007.

<http://www2.newpaltz.edu/~roztockn/ijec2007.htm>

Production and Operations Management seeks papers for a special issue on Mass Customization. Guest editors are Fabrizio Salvador, Instituto de Empresa Business School, Spain; M. Johnny Rungtusanatham, University of Minnesota - Twin Cities, USA; and Cipriano Forza, Università di Padova, Italy. Submission deadline: September 30, 2007. Contact: mc-pom@gest.unipd.it

<http://www.poms.org/Journal.html>

International Journal of Production Economics seeks papers for a special issue on Operations Strategy and Supply Chain Management. Special Issue Guest Editors: Xiande Zhao and Tien-sheng Lee, The Chinese University of Hong Kong. Deadline for submission: September 30, 2007.

http://www.elsevier.com/wps/find/S03.cws_home/calls_proeco



2007 Program Chair's Message

Janelle Heineke, Boston University



The preparation for the Decision Sciences Institute's 2007 Annual Meeting in Phoenix is in full swing. The reviews for all manuscripts have

been completed and track chairs are in the process of creating sessions. We've received over 1,000 submissions: nearly 500 refereed papers and over 450 abstracts in addition to proposals for panels, symposia, workshops and special sessions. The Supply Chain, Information Systems and Innovative Education tracks received the most submissions, followed closely by MS/OR, Services Management, DSS/AI/Expert Systems, Manufacturing Management and E-commerce. Three new tracks, Marketing/OM/IS Interface, Information Security, and Ethics and Sustainability each received a good number of submissions, too. Each of the Track Chairs has worked hard to put together some very interesting sessions. Here are some highlights:

DSS/AI/Expert Systems

Decision Support Systems: Through the Knowledge Management Lens. Clyde Holsapple will present this session and focus on the use of collaboratively engineered knowledge management (KM) ontology and associated knowledge chain theory to offer new insights into the nature of decision support systems.

Teaching DSS/BI with Teradata University Network's (TUN) Resources. Efram Turban will chair this panel, which will describe the resources available at Teradata University Network, and the upcoming new resources and companies to be affiliated with TUN.

Developing DSS for Strategic-Level Decision Makers: Innovative Tools for Change Advocates. Ken and Julie Kendall will chair this session, which will discuss the proper role for DSS developers seeking to support decisions, improve decision quality, and ultimately change decision making through new applications.

How do you get the message across? Tom Jones will chair this session, which will focus on the three major factors that affect student-performance: the desire to learn, communication skills, and critical-thinking skills and whether certain course-traits, student-traits, or teacher-traits affect whether students choose to use these factors.

MS/OR

Marketing and Operations Interface in Supply Chains. Trevor Hale will chair this four-paper invited session.

Product-Distribution-System Research Frontiers within the University of Houston System. Charles Wang and Jun Yang will co-chair this four-paper invited session.

New Product Development and Project Management

Prioritizing Product Development in a Changing Marketplace. Glenn Grossman, president-elect of the AZ PDMA Chapter and director of VISTA Technology & Services, will address tackling major disruptive issues, identifying customer needs, balancing the needs of internal stakeholders, building consensus among team members and executives, and using creative tools to prioritize product development.

Agile Software Development Methodologies. Mufazzal Badani, vice president of programs for the Phoenix PMI chapter, will discuss agile software development methodologies such as Extreme Programming (XP) and Crystal, which are becoming more prevalent in the industry. He'll explore such questions as: Do we need agile practices? What are the research and data that support agile practices?

Service Management

A series of invited panel discussion on "Service Innovation" will be part of the Services track. The panelists include: Larry Menor, Vicki Smith-Daniels, Richard Chase, Susen Meyer Goldstein, Chris Voss, Mellie Pullman and Scott Sampson.

Statistics and Decision Analysis

Food Wastage, Food Reclamation, and Hunger in the United States. Mark Noe, consulting systems architect of Cisco Systems, Inc.; Stephen Zabilski, executive director of the Phoenix Society of St. Vincent de Paul; and

Srimathy Mohan of Arizona State University's School of Global Management & Leadership will discuss collaborative efforts for improving the food supply chain to America's needy.

Decision Making & Models. Alan Love will discuss an empirical test for information sharing in contracts, Anonio Areola-Risa will discuss the management of random disruptions with random duration, Ying Li will present a simulation analysis of dedicated emergency operating rooms, and Matthew KEBLIS and William E. Stein will present a stochastic model examining competition through price and quality.

Panels in Teaching Introductory Business Statistics: Content, Challenges, Software, and Ethics. Presenters, participants, and panelists include Robert L. Andrews, Mark Berenson, John D. McKenzie, Jr., Norean R. Sharpe, Richard Drapeau, Barbara A. Price, Ronald Shiffler, Kellie Keeling, David Levine, William Duckworth, William Rybolt, Stanley Taylor, and Keith Ord.

Supply Chain Management

Supply Chain Challenges for the 21st Century and Beyond. Presented by Jack Hayya and Gene Tyworth.

Historical Perspectives and Future Possibilities in the Designing and Managing the Supply Chain. Presented by Larry Ritzman.

Complexity in Sourcing, Manufacturing, and Product Design. Presented by Morgan Swink and colleagues.

Complex Adaptive Supply Chain Networks: Design, Recovery and Management. Presented by Jamison Day and colleagues.

Information Integration in the Supply Chain. Presented by Lee Krajewski and colleagues.

Supply Chain Integration and Supply Chain Performance. Presented by Barbara Flynn and colleagues.

For the first time this year we'll have sessions that highlight the best paper award winners from the regional DSI meetings. We're excited about this opportunity to link the annual meeting more closely to the regions and to learn



about the good work that's presented there!

This year we will again offer the Professional and Faculty Development Program and three miniconferences: Technology in the Classroom, Grantsmanship, and Curricular Issues. Some highlights include the following.

Professional and Faculty Development Program

Four session workshop, "Automating Supply Chains: Capabilities and Hypes Surrounding RFID": This workshop will cover many areas of automatic identification including RFID and real-time locating systems and its applications in supply chain management, healthcare, warehousing and inventory management.

Two sessions on online teaching: Panel discussion on "Do's and Don'ts of Teaching Online" and a workshop on conducting research on technology-mediated learning.

Two teaching workshops: "Innovative Use of Large Datasets in the Classroom – "Hands On" Decision Making Applications" and "Using In-Class Experiential Exercises for Providing Conceptual Context."

A session on academic publishing in *Decision Sciences*: "Decision Sciences Order Winners and Order Qualifiers: Preparing Your Manuscript for Publication Success"

The "Complex Systems and Supply Chain Management Series" is in the supply chain management track and will be cross-listed in the Professional and Faculty Development Program. The sessions are: "Agent Based Modeling & Simulation" and "Supply Networks as Complex Adaptive Systems."

Miniconference on Successful Grantsmanship

This miniconference is designed to provide an opportunity to develop interests and sharpen skills in writing successful grant proposals. The miniconference will be held on Sunday, November 18. Sessions include "The "Funding Source Perspectives," "Reviewer Perspectives," and "Grantsmanship Success Stories."

Curricular Issues Mini-conference

Among others, the mini-conference will include these three sessions:

Assessment In Practice: Building Blocks for Development and Implementation of a Successful Assessment Process. Elizabeth Anderson-Fletcher, David G. Martin, and Karen

Tarnoff—facilitators of the AACSB's Applied Assessment Seminar—will focus on defining assessment, overcoming obstacles to implementation, and changing culture.

Developing Chinese Business Education. Robert T. Sumichrast, Ye-Sho Chen, Linda Kao and Stanley Chang will explore various formats used by U.S. schools to educate their students about Chinese business and culture.

Teaching an Integrated Core Curriculum. Business schools are taking a serious look at how core curriculum is delivered. Michael E. Busing, Peter Arnold, and Rex R. Cutshall discuss how the integrated course is delivered as well as lessons learned and future direction.

Journal-related Sessions

Decision Science Journal of Innovative Education High-Quality Empirical Research Papers. AACSB has recognized learning and pedagogical research as an important intellectual contribution of faculty members. During this session, authors of empirical research papers published in the past issues of *DSJIE* will present their papers in this session chaired by Barbara Flynn and Chetan Sankar.

Hands-On Decision Science Journal of Innovative Education Session: Outstanding Teaching Briefs. A selected set of authors of teaching briefs published in past issues of *DSJIE* will be presenting their work during this session.

The Program Committee has worked hard to put together a meeting with challenging content and opportunities to learn from each other. But the annual meeting is about fun, too! On Sunday evening we'll have a family

barbecue honoring DSI Fellows where we'll have the chance to relax and network as we listen to the music of a Mariachi band. And of course we'll have the Saturday welcome reception, the president's reception on Monday evening, and the awards luncheon on Tuesday.

The Board has voted to hold a town meeting on Sunday to have an open forum for discussion of ways the Decision Sciences Institute can add value to members. We hope you will be able to attend this session and share your views on DSI today and in the future.

The Annual Meeting website at <http://www.decisionsciences.org/annualmeeting/>

provides more information about the meeting, hotel (the beautiful JW Marriott Desert Ridge Resort & Spa), travel to and from the airport, and even a cautionary word about speed traps on the highway! Take a moment to peruse the site and let us know if there's other information you'd like us to make available. Remember to register early for the conference to avoid a late fee. All attendees must register for the conference and at least one author of a refereed research paper must register for the conference for the paper to be included in the *Proceedings*.

The Program Committee and I look forward to seeing you in Phoenix! ■



J.W. Marriott Desert Ridge resort's Revive Spa
(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

(See write-up on page 24.)

Maling Ebrahimpour, Roger Williams University,
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. Submission deadline was 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 software, multimedia, spreadsheet software, simulation software, online tutorials, or other applications of technology, and be capable of being demonstrated and discussed within a 20-30 minute timeframe. Submissions will be competitively reviewed and selected for their creativity, novelty, and contribution to pedagogy, and should not be duplications of material found in existing textbooks. Submission deadline was May 1, 2007.

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

2007 Annual Meeting Coordinators

Program Chair

Janelle Heineke
Boston University
School of Management
595 Commonwealth Avenue
Boston, MA 02215
(617) 353-2919/fax: (617) 353-4098
dsi2007@bu.edu

Associate Program Chair & Website Coordinator

Larry Meile
Boston College
Carroll School of Management
140 Commonwealth Avenue/
Fulton Hall
Chestnut Hill, MA 02467
(617) 552-0158/fax: (617) 552-0433
dsi2007@bu.edu

Proceedings Coordinator

Robert J. Pavur
University of North Texas
BCIS Department
P.O. Box 305249
Denton, TX 76203-5249
(940) 565-3107/fax: (940) 565-4935
pavur@unt.edu

CIS Manager

Scott E. Sampson
Brigham Young University
Department of Business Management
660 TNRB
Provo, UT 84602
(801) 422-9226
ses3@sm.byu.edu

Job Placement Coordinator

Arijit Sengupta
Wright State University
Raj Sooin College of Business
Info. Sys. and Ops. Mgmt. Dept.
3640 Colonial Glenn Hwy/
271 Rike Hall
Dayton, OH 45435
(937) 775-2115 / fax: (937) 775-3533
arijit.sengupta@wright.edu

Local Arrangements Coordinator

Kevin Dooley
Arizona State University
Dept. of Supply Chain Management
P. O. Box 874706
Tempe AZ 85287-4706
480-965-6833 / fax: 480-965-8629
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. Submission deadline was April 1, 2007.

Instructional Innovation Award Competition

The Instructional Innovation Award Competition seeks to recognize outstanding contributions that advance instructional approaches within the decision sciences. Submission deadline was April 3, 2007.

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." Submission deadline was April 3, 2007. ■

2007 Curricular Issues Miniconference

The 2007 Curricular Issues Miniconference will be held on Sunday and Monday, November 18-19. There will be some outstanding sessions that address a variety of curriculum issues such as assurance of learning, business education in China, integration of the core business curriculum, cutting edge pedagogical research, and hands-on demonstrations of techniques presented in recently published *Decision Sciences Journal of Innovative Education Teaching Briefs*.

The panelists and presenters are experts in their fields who will be sharing their knowledge and expertise with us. The sessions planned so far are as follows:

- Assessment in Practice: Building Blocks for Development and Implementation of a Successful Assessment Process
- Developing Chinese Business Education
- Teaching an Integrated Core Curriculum
- *Decision Sciences Journal of Innovative Education: High Quality Empirical Research Paper Presentations*
- Hands-On *Decision Sciences Journal of Innovative Education* Session: Outstanding Teaching Briefs
- Transforming Curriculum Design and Development: A Corporate Model
- Teaching Management Information Systems in Business Schools—Determining Employer Expectations and Structuring a Curricular Response

Miniconference on Successful Grantsmanship

Securing research grants is a valuable experience, or even a necessary step when we engage in projects that can be significantly enhanced by proper funding. The Miniconference on Successful Grantsmanship is designed to provide DSI members with the opportunity to develop interests and sharpen their skills to write successful grant proposals.

The miniconference will be a day-long event (multiple sessions will run in a single track) to be held on Sunday, November 18. The "Funding Source Perspectives" session will showcase the panelists representing major funding organizations including NSF, NIH, and private foundations. In the "Reviewer Perspectives" panel session, seasoned grant proposal reviewers will describe the characteristics of good proposals from the reviewer's point of view. These panel sessions will be followed

by a "Networking Luncheon," in which the participants are grouped into tables of clusters to ask specific questions to the expert panelists and also to exchange research ideas with one another. Following the luncheon, the miniconference will end with a presentation session, "Grantsmanship Success Stories," in which the successful grant writers, who are our fellow DSI members, will describe their experiences along with valuable advice.

There will be no extra cost to attend this miniconference. However, a separate registration is required for the planning and follow-up purposes. Please stay tuned for further announcements.

2007 Successful Grantsmanship
Miniconference Coordinator
Q Chung
Villanova University
q.chung@villanova.edu

2007 Curricular Issues Miniconference Coordinator

Ina S. Markham
markhais@jmu.edu



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
Information and Operations
Management Department
Mays Business School
Texas A & M University
College Station, Texas 77843-4217
p-robinson@mays.tamu.edu
(979) 845-1148

Funda Sahin
Department of Marketing and Logistics
310 Stokely Management Center
The University of Tennessee
Knoxville, TN 37996-0530
fsahin@utk.edu
(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
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? _____



Job Placement Services Update

In the last few months, the DSI Job Placement Services has been overhauled. The main changes already in place include a complete rewrite of the old Placement services code in the new ASP .Net 2.0 Framework with C#, which will result in much faster response, more creative searching, browsing and editing interfaces, and will lend itself to many more new updates in the future. However, until all the kinks in the system are taken care of, the old placement system will continue to remain available. We expect the new system to completely replace the current system by late August 2007.

To ensure reliability, the new and old versions use the same backend database—a classic case of data independence. So whether you use the old system or new system, the data is in the same server; thus both systems will allow you to search the same data and will return the same results for the same searches. If a feature is not working for you, continue to use the old system and send us feedback on what did not work, so that we can make the appropriate changes.

The new placement services options are available in the normal placement systems website at <http://www.decisionsciences.org/placement>. You will see a paragraph starting with a red NEW!—and the link below it (saying “more...”) will take you to the new placement services page. The first link, under “View DSI Job Placement Listings,” will take you to a page like Figure 1.

As you notice, there are three options: search for positions, search for applicants, and advanced options. In addition, at the bottom of all the new pages, you will find a link saying “Send feedback/Report problems.” Anytime something seems to not work or malfunction, please use this link to send us a problem report. The more reports we get from you, the faster we can get all the issues taken care of.

The Job search screen now looks like Figure 2. As you can see, this in-

cludes all the search features in the old version. The form is organized a little better, and best of all, you do not need to flip back and forth between the search and the result screens to change any criteria. The search results show up directly underneath the form. You can switch between the brief and detailed views, as well as change the sort order without having to re-post the search. You can also view your results page by

page instead of scrolling through all the results using the “Allow Paging” checkbox. Want to print the results but don’t want to see the form? No problem. Just click on the “Hide form” link above the form, and you will be able to print the search results without any forms.

While the accepted and well-recognized functionality of the old search pages are retained, some of the more

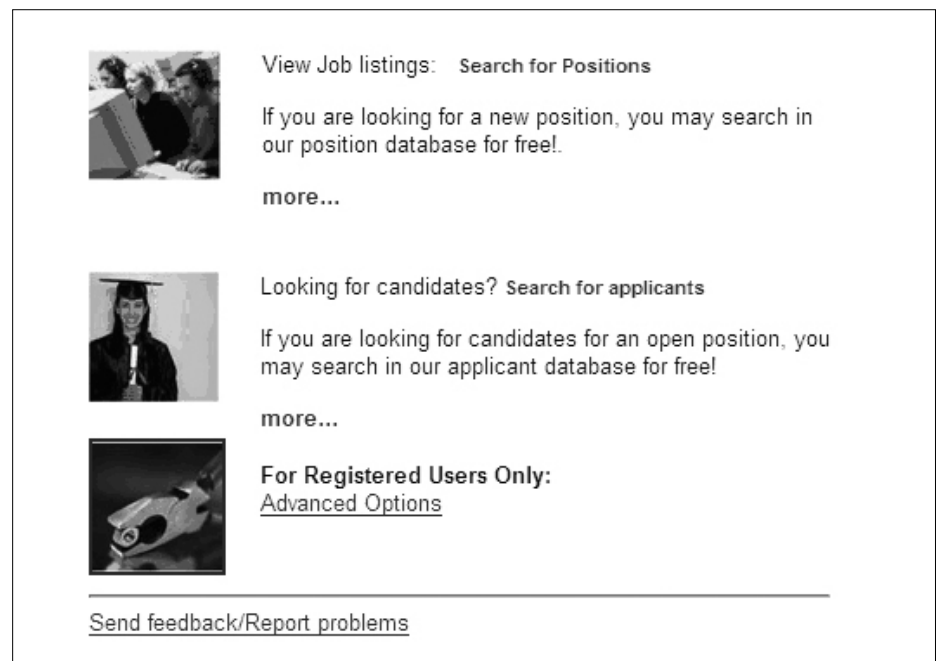


Figure 1: The public view of the Placement System.

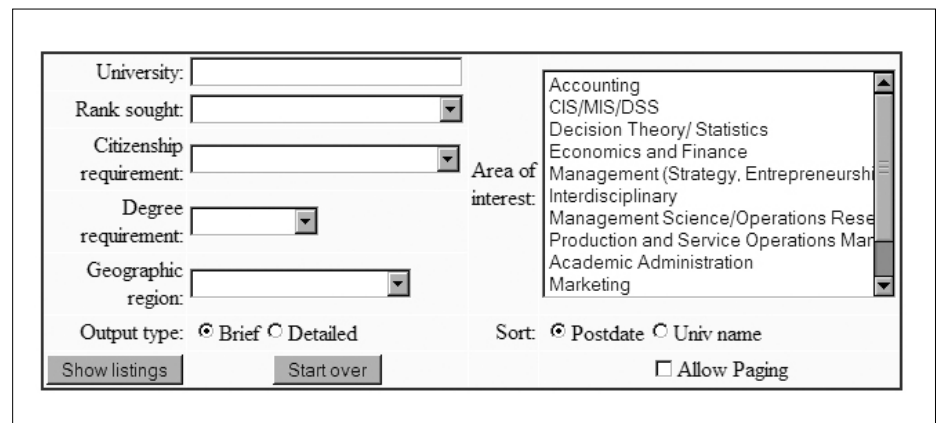


Figure 2: The job search interface.

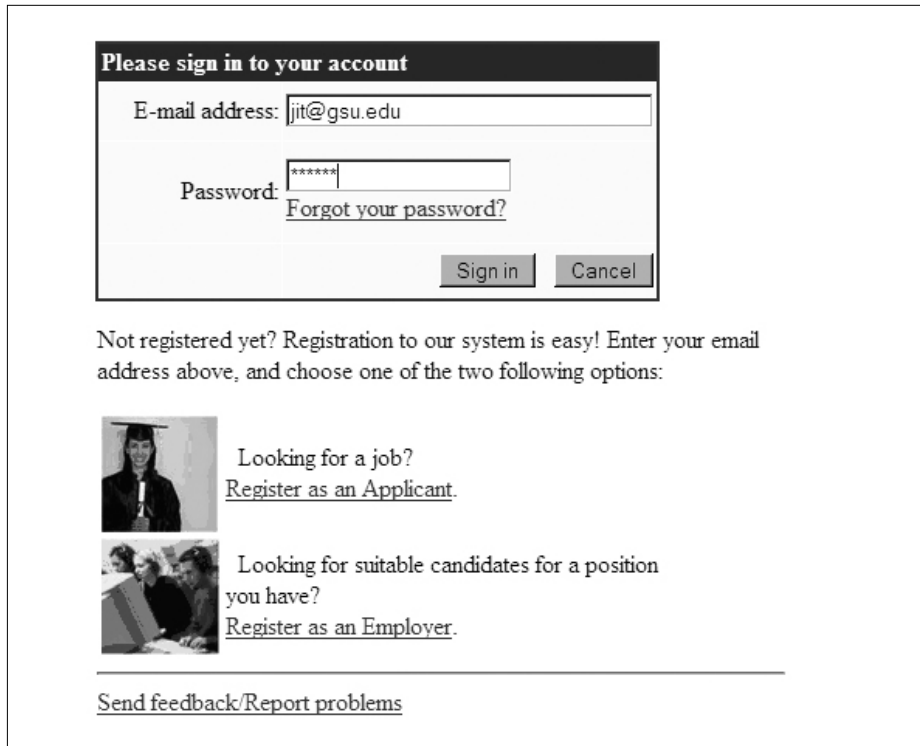


Figure 3: The new Placement System login screen.

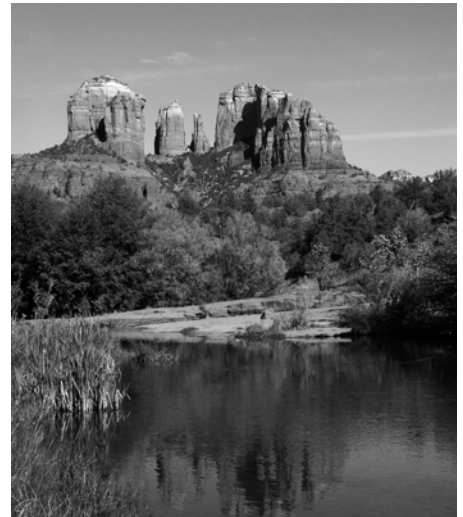
subtle functionalities include contrasted checkbook-style outputs to make result browsing easier on the eye, paging and quick sorting. In addition, to preserve privacy of our patrons, e-mail addresses of employer contacts or applicants are not displayed in the public viewing mode. To see the e-mail addresses, you must register and log in with your user ID and password.

If you select the “Advanced options,” or follow the link under the “Add/Change Listings” in the home page, you will get to the new login screen. If you have registered already, even if it is from last year, you can log in using your previous credentials, or register yourself as a new applicant or employer. Remember though, the database is cleared every May, so while you will be able to log in, your information will need to be re-entered. That way we can ensure that all the information is current. The login screen will allow you to retrieve your password if you do not remember it. Once you authenticate, you will see a context-sensitive menu, depending on your level of access. If you are an applicant, you will be able to do

standard searches, as well as edit your information. If you are an employer, you can add more positions under your account, and edit/delete your existing position listings.

The biggest reason for this upgrade, of course, was that the old code was written back in 2000, and since then has changed hands several times, so that new features and improvements would require a tremendous amount of effort. This new upgrade will allow new features and updates to the system to be added easily and provide more services to the users. As always, we appreciate your support and welcome your comments and questions regarding this service. ■

Job Placement Coordinator
Arijit Sengupta
Wright State University
Raj Soin College of Business
Info. Sys. and Ops. Mgmt. Dept.
3640 Colonial Glenn Hwy/271 Rike Hall
Dayton, OH 45435
(937) 775-2115 / fax: (937) 775-3533
arijit.sengupta@wright.edu



Visitors who explore the 286-acre Red Rock State Park (top), 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.)

Board of Directors' Report

President Kenneth E. Kendall (Rutgers University) chaired the Board of Directors meeting that was held on Saturday, April 21, 2007 in Atlanta, GA. The following is a report of the actions taken by the Board and matters brought to its attention. The Executive Committee also met on Friday, April 20. Its recommendations to the Board are included in the items reported below.

1. The minutes of the January 2007 Board of Directors meeting were approved, with noted corrections.

2. The Treasurer's report and financial statement for the period ended March 31, 2007, were reviewed and accepted.

3. The Fellows Committee's Other Recommendation to develop a policy statement that members of the Fellows Committee not be permitted to nominate candidates during their tenure on the committee was approved for the Nominating Committee.

4. The Board approved a deadline of October 1st for Officer recommendations.

5. Kendall's recommendation to speak with a committee chair (Fellows Committee Chair Jim Evans) via confer-

ence call was accepted for this meeting only.

6. The FY 2007-08 standstill budget was approved along with noted Alternative Items.

7. The Fellows Committee's recommendation to approve the proposed 2007 Fellows was accepted.

8. The Board approved the renewal of Sampson's CIS for the 2008 Annual Meeting.

9. The Board approved the appointment of Maling Ebrahimpour to serve as the 2009 Program Chair.

10. The Board rejected the Regionally-Elected Vice President of the Indian Subcontinent Region's recommendation to set dues permanently at \$40/year and deferred the discussion to the Ad Hoc Committee on the Role of the Regions.

11. The Board rejected the Regionally-Elected Vice President of the Indian Subcontinent Region's recommendation to retain annual membership dues paid in India for the first three years in local currency and deferred the discussion to the Ad Hoc Committee on the Role of the Regions.

12. The Board rejected the Vice President of the Indian Subcontinent Region's recommendation to prepare a value proposition for DSI and its regions and deferred the discussion to the Ad hoc Committee on the Role of the Regions.

13. The Board approved the proposed changes to the Southwest Region's Bylaws and to defer the discussion to the Regional Activities Committee.

14. The Board approved the proposed 2008 track name changes and to change the listing of core tracks in the Policies and Procedures Manual.

15. The Board accepted the statement of accomplishments of the 2006-2007 Board of Directors report with noted changes.

16. The Board rejected the recommendation to re-offer DSI members an insurance plan.

17. Kendall charged the Publications Committee with a process and timeline in which to evaluate the current *Decision Sciences* Journal editor and select a new one if the current one will not continue. ■

LOOKING AHEAD TO THE 2008 ANNUAL MEETING

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



The *Decision Sciences Institute's 2008 Annual Meeting* theme is "Improving Competitiveness through Information and Decision Sciences." We invite you to submit 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 de-

cision-making practices. 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 2008 conference 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 ques-

tions, 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 miniconferences 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. ■

Communication Opportunities

During the next year, we will provide numerous opportunities for communication. In addition to our regular meetings of constitutionally mandated committees, standing committees, and *ad hoc* committees, we will conduct a survey of the membership and hold an innovative special session at the annual meeting in Phoenix, designed for you to tell us what is on your mind. Also, we have sessions for you to meet the editors of our journals and hear what they say about their approaches to publishing, including their intent to make the DSI journals even more prominent in our fields.

For the first time ever, we will be able to communicate in still another, albeit more informal, way. At the annual meeting, we will host a family barbeque on Sunday night. Janelle Heineke, the 2007 Annual Meeting program chair, tells me that you will not want to miss this very special event. The Sunday barbeque will be open to all members and their families at no additional charge. She promises good food and some family-friendly prize give-aways (best costume contest, farthest distance-traveled attendee, and more). Look for more information on the conference Web site.

A First Step in the Renewal Process: Surveying the Board

In order to begin this cycle of renewal, I arranged for a facilitator at the April board meeting. We began our strategic planning process by surveying the board members. All of the board members had the opportunity to read my statement on the importance of values in the Institute. The values I asked to be included in charges to every committee are: communication, feedback, simplicity, and courage.

The Board's survey responses were analyzed by Dr. Shelia Margolis, our group facilitator. Dr. Margolis is not a member of the Institute and therefore has no bias regarding it. She used qualitative methods to extract meaningful content from the survey responses.

To better understand the Institute, the board was asked questions relating to the nature of the organization and its vision, strengths, and challenges. Several key areas for discussion surfaced, but you might be pleased to learn that there was considerable agreement on how very special DSI is compared to other similar organizations.

After hearing the results of the survey, the board commissioned a survey to determine whether the general membership felt the same way about the Institute. The content from the board survey and discussion was used to develop the current survey that is being distributed to the entire membership. This is your chance to have an impact on the future of the Institute.

A Membership Survey on Strategic Issues

We are depending on all of you, our members of the DSI family, to send us your comments when you receive the member survey via e-mail. We, the Board, are eager to learn your opinions of and goals for the Institute as we move forward. Our policies and procedures sanction surveying the membership on a regular basis.

The survey is an electronic one that aggregates data but does not reveal details about individual respondents, who will remain anonymous. Completing the member survey will only take a few minutes of your time, but the benefits to DSI can be long lasting. Be assured that your thoughtful responses can help shape the strategic course for the Institute far into the future.

A Unique Board Retreat for Strategic Planning

At our April meeting, the board wanted to devote even more time to the planning process, so I have arranged a special board retreat to be held in August. Board members will meet in an intensive two-day meeting in Toronto to continue their discussion about renewing the Institute. Dr. Shelia Margolis will once again be our facilitator.

This face-to-face communication is desirable because we will be able to better understand the logic behind proposals for the Institute's renewal. During this meeting, membership survey results will be used to help develop a new strategic plan for the Institute and to create specific charges for DSI committees.

A Home Office Review

Every five years we communicate in still another way by conducting a home office review. I have appointed a blue-ribbon committee that will visit the home office, listen to the home office's concerns, and evaluate the daily operations of the Institute. The committee consists of three past presidents of the Institute: Bob Markland (Chair), Barbara Flynn, Tom Jones, and Executive Committee member Keong Leong. The information the committee elicits will be of great help to the Board.

A Town Hall Meeting

As a member of DSI, you will have a unique opportunity to communicate face-to-face with some board members and other Institute members during our first-ever Town Hall Meeting to be held during our annual meeting in Phoenix this November. We, the Board, are looking forward to sharing our progress on strategic planning as well as listening to member views on a new strategic vision for the Institute with the group assembled for the Town Hall meeting.

So, look for the Town Hall Meeting scheduled in Phoenix. I will chair a panel of board members who I feel are good listeners. Take this opportunity to express your concerns and suggestions to the board. At the 2008 January board meeting, we will use your suggestions to begin to set new policies and procedures.

We have this marvelous opportunity for renewal. Together we can reflect upon our past and make changes for the future. As we draw closer to commemorating the fourth decade of our organization, we have a chance to make it something very special indeed. ■

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
Wemmerlov, 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 _____

For registering online:

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

Room requested:

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

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 404-413-7714.

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 and family barbeque, 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 and family barbeque, 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, 2007** (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 Tuesday's awards luncheon(s) @ \$48 each		
Extra CD-ROM Proceedings @ \$25.00 each		
After October 22, 2007 (LATE FEE)	50.00	
TOTAL		

CREDIT CARD INFORMATION: Visa MC American Express
 Discover

Total Amount \$ _____

Card No. _____ Expires: ____ / ____
(Please Print)

Card Holder's Name _____

Signature _____

Billing Address _____

City/State/Zip _____

CALENDAR

SEPTEMBER

September 7

Submission deadline for the **Indian Subcontinent Region**' first conference, to be held January 2-4, 2008, at IMT Ghaziabad, India. See page 17.

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 24.

September 17

Submission deadline for the **Southwest Region's 2008 (29th) Annual Meeting** on March 4-8, 2008, in Houston, Texas, USA. See page 17.

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. See page 17.

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. See page 17.

October 7

Submission deadline for the **Northeast Region's 2008 Annual Meeting**, to be held March 28-30, 2008, at the Marriott at the Brooklyn Bridge Hotel in New York. See page 17.

NOVEMBER

November 17-20

2007 (38th) DSI Annual Meeting will be held in Phoenix, Arizona, USA. See pages 18-26.

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 404-413-7710 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