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M. Eric Johnson

President, POMS

*Bruce D. Henderson Professor of Strategy &
Ralph Owen Dean, Emeritus, Vanderbilt University*

Dear POMS members,

These are exciting times for our society. Our annual conference in Reno brought together 1,651 participants from over 39 countries. The POM journal has never been stronger, receiving a record 2257 submissions last year. We are proud that the journal's global impact and reputation as a top management journal continue to grow.

It is also a time of significant transition. Last year, we lost our dear friend and longtime Executive Director, Sushil Gupta. Sushil had an immense impact, and we had a meaningful time remembering and celebrating his legacy in Reno. I was honored to join Subodha in presenting a token of our gratitude to Sushil's family on behalf of POMS. It was an emotional and joyful celebration of Sushil's life.

In this time of change, we are immensely grateful to Past President, Subodha Kumar, who jumped into an interim role as Executive Director last fall to fill the gap left by Sushil's passing. I am pleased to note that the POMS board voted unanimously in December to name Subodha as the permanent Executive Director on January 1, 2026.

As we look ahead, the board is busy setting the direction for the society's next chapter. I am grateful to be part of such a dedicated group of POMS leaders. At the Reno conference, the board rolled up our sleeves to dig into the many issues of leadership transition, global growth, and strategy.

On an intellectual level, AI is transforming both our teaching and research. The Reno conference was a testament to the excitement AI and technology innovation are driving in our community. Recognizing these changes, the board kicked off a strategic planning process that we will work on throughout the year. As part of that process, we have been examining the POMS mission statement. It currently reads,

(Continued on page 3)

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The POMS Chronicle is published by the Production and Operations Management Society to serve as a medium of communication and to provide a forum for dialogue among its members. Please submit articles, news, announcements, and other information of interest to the editor.

Electronic copies of current and past issues of the POMS Chronicle are available at www.poms.org/chronicle

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37TH ANNUAL POMS CONFERENCE

APRIL 22–26, 2027



From Disruption to Adaptation: Reimagining the Role of POM

Hyatt Regency Orlando, 9801 International Drive,
Orlando, FL 32819, U.S.A.

General Chair: Pelin Pekgün, Wake Forest University

Program Chairs: Tolga Aydinliyim, Baruch College, CUNY

Emre Demirezen, University of Florida

Trilce Encarnación, University of Missouri – St. Louis

Conference website: pomsmeetings.org/conf-2027

MESSAGE FROM THE PRESIDENT — CONT'D

(Continued from page 1)

Production and Operations Management Society (POMS) is an international professional organization representing the interests of POM professionals from around the world.

The purposes of the Society are:

- to extend and integrate knowledge that contributes to the improved understanding and practice of production and operations management (POM);
- to disseminate information on POM to managers, scientists, educators, students, public and private organizations, national and local governments, and the general public; and
- to promote the improvement of POM and its teaching in public and private manufacturing and service organizations throughout the world.

We asked ourselves, “What words and ideas are missing from that statement?” and generated the world cloud below.



What do you think? What words or ideas would you include in a revised mission statement? We want to hear from you. Click on the link below to add your thoughts to the process. You can

suggest up to three words or ideas that you think are missing in the POMS mission statement.

https://owen.az1.qualtrics.com/jfe/form/SV_3QK1jSG35GB77sG

We look forward to engaging the community as we dream about the future of POMS!



Presentation of gratitude to Gupta family members



POMS Board Meeting (Reno, May 2026)

FROM THE EDITOR



Hossein Rikhtehgar Berenji

Editor, POMS Chronicle

Associate Professor of Operations Management, Pacific University

Dear POMS Members,

Welcome to this year's POMS Chronicle! We are delighted to resume publication and reconnect with you, sharing recent

developments, celebrating achievements, and highlighting perspectives from across our society.

This issue opens with a message from POMS President M. Eric Johnson, followed by an update from former Vice President of Publications Michael Pinedo.

We feature in-depth interviews with the 2026 POMS Fellows and the 2026 POMS Distinguished Service Award recipient, offering insights into their professional journeys and contributions to our community.

Conference Chair Chelliah Sriskandarajah shares highlights from the 2026 Annual Conference, while the Vice President of Communication provides an update on the society's communication initiatives. The issue also includes reflections from the 2026 Early Career Award recipient and both 2026 Teaching Innovation Award recipients. In addition, Shubham Gupta introduces “Voices of POMS,” a new feature on the POMS.org website.

We hope these conversations, reflections, and updates spark new ideas and strengthen connections throughout our POMS community. Thank you for your continued readership and

support. Your feedback helps shape the Chronicle, and we look forward to sharing more of our members' stories and accomplishments in future issues.

POMS PUBLICATIONS TEAM UPDATE

A note from the Vice President of Publications



Michael Pinedo

*Former POMS Vice President, Publications
Julius Schlesinger Professor of Operations Management
Leonard N. Stern School of Business, New York University*

I have served on the POMS Board as the VP for publications from January 2023 till January 2026. It was a very interesting and rewarding experience and, even though I have been teaching already for more than 40 years, I still had to learn a fair amount of new things about academic publication processes.

POMS publications not only comprise the journal, but it also includes POMS chronicles, as well as a video series corresponding to papers published in the journal and a podcast series. (The podcast series contains, for example, interviews and discussions with POMS officers and fellows, which then would

also appear in the Chronicles). With regard to these various different outlets POMS has been relying over the years on a team of very dedicated colleagues with whom I worked with, including Sriram Narayanan, Carlos Parra, Ravi Srinivasan, Hossein Rikhtehgar Berenji, Emre Demirezen, and others.

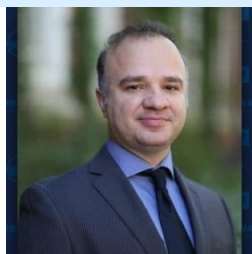
One interesting project, that is worth mentioning, had started out already before my time as VP, namely the video series. The authors of each accepted paper are invited to prepare a video presentation describing the results in their paper. This video is then linked by the publisher (Sage) to the journal's website. On average we were receiving in the past 2 to 3 videos for each issue. (This would then translate to about 15% of all papers.)

The videos actually have the potential of a significant viewership when they are linked to the Journal's website. Before the POM journal's transition to Sage, the total number of views per year was around 800. The transition to Sage has brought this number down. However, we do expect that it will climb up again in the very near future. An interesting question the video series raises and which has not been answered yet is the following: How does a video affect or is correlated with the citation count of the corresponding paper?

Maxime Cohen has now taken over as VP for Publications and will be the main coordinator of all the various outlets in the coming years. I am confident POMS will do very well with him.

POMS COMMUNICATIONS

Reaching the Community and Inviting the Community In



Emre Demirezen

*Vice President, Communications
University of Florida*

Communication has always been central to the mission of POMS. The Society creates value by bringing together scholars, educators, students, and practitioners; sharing new knowledge; recognizing the accomplishments of its members; and creating opportunities for professional engagement. Increasingly, however, these activities take place not only at conferences, through the Production and Operations Management Journal, or in publications such as the POMS Chronicle, but also through social media, video, podcasts, and other digital formats.

Our objective in overseeing POMS communications has therefore been relatively straightforward: to make the work of the POMS community more visible, more accessible, and easier to share. At the same time, we do not view social media as simply another announcement board. Its value comes from interaction. POMS members are not only the audience for our communications; they are also the source and creators of much of the content. Our role is to help identify, organize, and amplify that content, but the effectiveness of this effort ultimately depends on active participation from the community.

From Announcements to Participation

POMS has a great deal to communicate. Frequently, members publish important research, receive awards, organize workshops, lead conferences, develop teaching materials, participate in college and chapter activities, and contribute to the profession in many other ways. Our social media channels help make these activities visible beyond the individuals immediately involved. Society and conference announcements are shared through LinkedIn, Facebook, and X. Journal-related posts introduce recently published research and recognize the authors and their institutions. Conference updates allow the

broader community to follow important sessions, speakers, awards, and activities before, during, and after an event.

However, the official POMS accounts cannot discover every relevant activity on their own. Members can greatly increase the reach of their work by tagging POMS, mentioning participating colleagues and institutions, providing a suitable image, and sharing a brief explanation of why an event or accomplishment may be of interest to the community. A simple tag often allows us to find and amplify a post that we might otherwise miss. Similarly, colleges, chapters, conference organizers, award committees, and other groups can help by sending materials while the information is still timely.

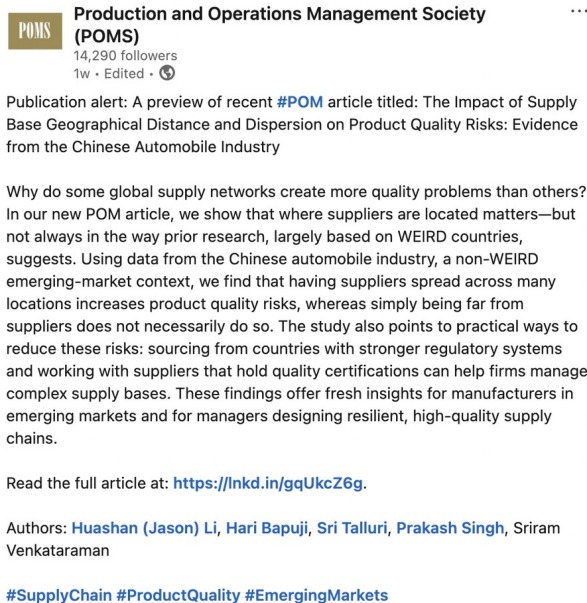


Figure 1

Different Formats for Different Audiences

One lesson from our communications efforts is that no single format reaches everyone equally well. A short LinkedIn post may be the most effective way to announce an award or deadline. A brief video may be better for explaining a research contribution. A longer interview may preserve the experiences and advice of a senior scholar for future generations. For this reason, POMS communications now include several complementary forms of content.

Journal and Abstract Highlights provide concise introductions to recently published research. These posts communicate the central question and contribution of an article in a format that is accessible to a broad audience. Tagging authors and their institutions also helps the posts reach the researchers' own professional networks.

Short author videos allow researchers to explain their articles in their own words. Authors can record a brief presentation describing the motivation, findings, and implications of their study. The videos are then prepared with consistent POMS branding and shared through the POMS YouTube channel and social media. A four- or five-minute explanation can often make an article more approachable and may encourage viewers to read the complete study.

Conference interviews and video conversations capture researchers while they are already gathered at POMS events. These conversations provide an opportunity to discuss not only a particular paper, but also broader research programs, emerging topics, and connections between academic research and practice. POMS Fellows podcasts preserve the perspectives and experiences of leading members of the field, while luminary interviews document the development of the discipline through the people who helped shape it. We are also exploring shorter job-market videos and other formats that allow doctoral students and emerging scholars to introduce themselves and their research to the community.



Figure 2

Making Research More Visible

Researchers are usually the people best positioned to explain the importance of their own work. We therefore want to make participation relatively easy. An author may contribute by providing a short, nontechnical abstract highlight; submitting author names and institutional or LinkedIn information for accurate tagging; or recording a brief video about an accepted article. Members may also recommend colleagues for interviews, identify noteworthy conference presentations, or alert us to research with important practical or societal implications.

These contributions help POMS communicate beyond article titles and formal abstracts. They allow us to explain why a study was undertaken, what was learned, and why the findings may matter to researchers, managers, policymakers, educators, or students. They also give the content a longer useful life. A conference presentation may initially become a short post, later appear in the POM Journal, get an interview, and eventually be linked to a video or website resource. A useful piece of content should not necessarily appear once and then disappear into a social media feed.

Building a More Sustainable Communications Process

Much of the visible work involves posts, videos, and interviews. Behind the scenes, however, an equally important objective has been to improve coordination. POMS communications involve several content streams: journal publications, society announcements, conferences, awards, colleges, chapters, interviews, videos, and professional-development activities. When these streams operate independently, important items may arrive late, be duplicated, or be missed altogether.

We have therefore been developing a more coordinated workflow built around a common intake process, shared communications channels, clearer ownership of tasks, and a

lightweight content calendar. The aim is to make it easier to identify what needs to be posted, determine who is responsible, and follow an item through completion. This work may be less visible than an individual post, but it is essential for continuity. POMS is a volunteer-driven organization. Simple templates, shared procedures, and documented responsibilities allow the effort to continue as volunteers and leadership roles change.

A Community Effort

The current communications portfolio is supported by a distributed team of several individuals in our society and we are grateful to all of them, to the POMS leadership and executive

office, and to the many members who provide content and suggestions.

Looking ahead, our priority is not simply to increase the number of posts. We want to improve consistency, broaden participation, represent the full diversity of the POMS community, and make it easier for useful content to travel across platforms and geographic boundaries. Members can help by tagging POMS, sharing official posts with their networks, submitting abstract highlights, volunteering to record article videos, recommending interview participants, and informing us about awards, conferences, chapter and college activities, and other accomplishments.

How to Participate

The POMS community is not only the audience — it is also the content creator.

Share.
Tag.
Amplify.

- | | |
|----|--|
| 01 | Tag POMS
Mention POMS when you post about papers, awards, conferences, colleges, or chapters. |
| 02 | Send an abstract highlight when your paper is accepted at the POM Journal
Share a short, accessible summary that explains the question, finding, and why it matters. |
| 03 | Record a short article video
Help authors explain new POM Journal articles in their own words. |
| 04 | Share community news
Send conference, award, college, or chapter updates while the information is still timely. |
| 05 | Recommend an interview participant
Suggest fellows, luminaries, authors, or emerging scholars whose stories should be captured. |

Tag POMS | Send an abstract highlight | Record a short article video | Share news | Recommend an interview participant

Follow POMS and help amplify community stories:

LinkedIn

X

Facebook

Search: Production and Operations Management Society (POMS)

Figure 3

A professional society's digital presence should reflect the society itself. POMS has an active, international, and intellectually diverse community. Our communications will be

strongest when that community is not only featured in the content, but also actively helps create it.

REFLECTIONS ON THE 36TH ANNUAL POMS CONFERENCE

Transforming POM with AI



Chelliah Sriskandarajah

*Conference General Chair, 36th Annual POMS Conference
Mays Business School, Texas A&M University*

The 36th Annual Conference of the Production and Operations Management Society (POMS), held in Reno, Nevada, from May 7–11, 2026, represented another important milestone in the

continued growth and evolution of our field. Centered on the theme “Transforming POM with AI: New Perspectives for a Better World,” the conference brought together a vibrant community of scholars, practitioners, doctoral students, and thought leaders from around the globe to explore how artificial intelligence and related technologies are reshaping production and operations management.

The theme was deliberately chosen to reflect both the opportunities and challenges facing our discipline. AI is rapidly transforming manufacturing, service systems, supply chains, healthcare operations, and decision-making processes. At the same time, it is prompting us to rethink traditional assumptions and develop new theories, methods, and applications that address increasingly complex and interconnected systems. Throughout the conference, participants engaged in rich discussions about how AI can enhance organizational performance while contributing to broader societal objectives

such as sustainability, resilience, humanitarian impact, and improved quality of life.

One of the defining characteristics of the conference was the breadth and depth of its program. More than 1,560 submitted abstracts were organized across numerous research tracks by an outstanding team of over 64 track chairs, resulting in a program that showcased both the intellectual rigor and diversity of contemporary POM research. The conference featured invited sessions, competitive research presentations, panels, workshops, tutorials, and special events that appealed to participants at every stage of their careers.

The plenary sessions provided particularly memorable moments. We were honored to commemorate the life and contributions of Sushil K. Gupta, whose leadership and service helped shape POMS into the globally recognized society it is today. The conference was also privileged to host David Simchi-Levi, whose plenary address, “How Generative AI Empowers Operations (Management); How Operations (Research) Improves Generative AI,” highlighted the increasingly symbiotic relationship between AI technologies and operations research. His presentation stimulated thoughtful discussion about the future directions of our discipline and reinforced the importance of maintaining strong connections between methodological innovation and practical relevance.

Several emerging research themes were especially visible throughout the program. AI and machine learning applications in operations, supply chain resilience, digital transformation, platform operations, sustainable operations, healthcare delivery, humanitarian operations, and behavioral operations all received significant attention. The growing integration of data science, analytics, and AI into traditional operations management topics demonstrated how rapidly the field continues to evolve. At the same time, many sessions emphasized the human and organizational dimensions of technological change, reflecting an encouraging balance between technical innovation and managerial insight.

The College mini-conferences once again played a vital role in fostering focused scholarly communities within POMS. Organized by the Colleges of Supply Chain Management, Sustainable Operations, Healthcare Operations Management, Humanitarian Operations and Crisis Management, Service Operations, Product Innovation and Technology Management, Operational Excellence, Behavioral Operations Management, and Operations in AI, Platforms, and Exponential Technologies, these events provided participants with valuable opportunities for in-depth scholarly exchange and collaboration around shared research interests. Beyond research presentations, many mini-conferences featured mentoring sessions, editor forums, student paper competitions, panel discussions, practitioner engagement, company visits, and networking activities that enriched the overall conference experience. Highlights included industry visits to Dragonfly Energy, Redwood Materials, Tesla/Panasonic's Gigafactory, and Northstar Resort at Lake Tahoe. Collectively, the mini-conferences showcased the breadth and diversity of POMS scholarship while reinforcing the Society's commitment to building vibrant scholarly communities that integrate rigorous research with meaningful real-world impact.

Supporting the next generation of scholars remains a core mission of POMS, and several conference activities reflected this commitment. The Doctoral Consortium brought together doctoral students and distinguished faculty leaders for discussions on academic careers, research development, teaching excellence, and professional growth. The Emerging Scholars Program similarly provided valuable guidance to early-career faculty navigating the challenges of research, teaching, service, and tenure. These programs exemplify the strong mentoring culture that has long distinguished POMS and contributed significantly to the success of our members.

The conference also featured a variety of special events designed to stimulate engagement across the broader POMS community. The e-debate, Meet-the-Editors sessions, Academic Leaders Forum, Practice Leaders Forum, awards ceremonies, and numerous networking events created opportunities for meaningful dialogue and professional development. Such activities are essential in strengthening the connections among researchers, educators, practitioners, and institutional leaders who collectively shape the future of our discipline. A particularly encouraging aspect of the conference was the strong level of international participation, which accounted for nearly one-third of the total 1,650 participants. POMS continues to expand its global reach, and Reno welcomed attendees from universities, research institutions, and organizations around the world. The atmosphere throughout the conference was energetic, collegial, and collaborative. Hallway conversations, networking receptions, mentoring events, and informal gatherings often proved as valuable as the formal sessions themselves, leading to new research collaborations, friendships, and professional opportunities.

The conference also benefited from meaningful engagement with industry and practice. Practice-oriented sessions, practitioner participation, sponsorship activities, and industry-focused discussions helped strengthen the connection between academic research and real-world operational challenges. These interactions reinforced one of POMS's central strengths: its ability to bridge rigorous scholarship with practical impact and managerial relevance. The conference theme itself encouraged participants to consider how emerging technologies can create value not only for organizations but also for society more broadly.

From an organizational perspective, the successful execution of a conference of this scale required extraordinary teamwork. The planning process involved coordinating hundreds of sessions, thousands of presentation assignments, multiple special events, and a wide range of logistical details. The experience reaffirmed the importance of collaboration, flexibility, and dedicated volunteer leadership. It also highlighted the remarkable commitment of POMS members who generously contribute their time and expertise to advance the Society's mission.

I would like to express my deepest appreciation to our outstanding Program Co-Chairs—Sandun Perera, Hossein Rikhtehgar Berenji, and Min Chen—for their tireless efforts, creativity, and leadership throughout the planning process. I am equally grateful to the track chairs, college leaders, session organizers, volunteers, and conference staff whose collective efforts made the conference possible. Special thanks are also due to Subodha Kumar for his vision and steadfast support, to our

sponsors and industry partners, and to the many members of the POMS leadership team who contributed to the success of the meeting.

Most importantly, I wish to thank all conference participants. The success of a conference is ultimately measured not by the number of sessions or presentations, but by the quality of the interactions, ideas, and relationships it fosters. The enthusiasm, engagement, and generosity of the POMS community were evident throughout the conference and serve as a reminder of why our Society continues to thrive.

As we reflect on the success of the Reno conference, we can be proud of what we have accomplished together. The conversations initiated during these few days will continue to influence research, teaching, practice, and collaboration long after the conference has concluded. The future of Production and Operations Management is bright, and POMS remains at the forefront of shaping that future through innovation, inclusiveness, and scholarly excellence.

INTERVIEW WITH JAN C. FRANSOO

2026 POMS Society Fellow



Jan C. Fransoo

*Professor of Operations and Logistics Management
Tilburg School of Economics and Management*

1. Could you please tell us about your academic journey and how you entered the field of Production and Operations Management?

My path into Production and Operations Management began in Industrial Engineering at Eindhoven University of Technology. What attracted me to the field was the combination of analytical rigor and practical relevance. Operations management provides a unique opportunity to address important societal and business challenges through careful analysis and evidence-based decision making. Throughout my career, I have been fortunate to work across different institutional environments, including Eindhoven University of Technology, Kühne Logistics University, and Tilburg University where I have held faculty appointments, at MIT and Politecnico di Milano where I hold visiting appointments, and collaborations with colleagues at institutions worldwide. This journey reinforced my conviction that operations and supply chains are at the heart of economic and social development, and that rigorous research can make a meaningful difference in practice.

2. Who were some of the mentors, colleagues, or experiences that most influenced your career development?

I have benefited enormously from generous mentors, colleagues, doctoral students, and coauthors. My doctoral advisor Will Bertrand has learnt me how to work closely with industry and align this with rigorous and relevant research work. Senior scholars like Hau Lee have helped me understand how such industry-relevant work can be elevated to top-level academic work. Scholars like Chris Tang have played an important role in encouraging me to further pursue my work in

developing economies. And there are many others around that I have benefited from. Rather than identifying a few individuals, I would emphasize the importance of collaborative communities. The operations management field is remarkably open, collegial, and intellectually curious, and many of my best ideas emerged through conversations with colleagues and students. Another important influence has been close engagement with industry and public-sector organizations. Working with companies, policymakers, and international development organizations continuously challenged me to rethink assumptions and focus on problems that genuinely matter.

3. What does being named a POMS Fellow mean to you?

Being named a POMS Fellow is both humbling and deeply meaningful. I see it primarily as recognition by a community that has shaped much of my professional life. POMS has been a central venue for intellectual exchange, friendship, and professional development throughout my career. I also view the honor as recognition not only of my own contributions but of the many collaborators, students, and colleagues with whom I have worked. Research is fundamentally a collective endeavor, and I am grateful to have been part of such a vibrant community.

4. Looking back at your career, which papers, projects, or contributions do you consider especially meaningful or influential?

It is difficult to single out specific papers, but I am particularly proud of research that connected rigorous analytical methods with important operational challenges. My work on supply chains in developing markets, especially the phenomenon of highly fragmented retail systems and "nanostores," opened a research stream that connects operations management with economic development and social impact. An important paper in that line of work was published in Production and Operations Management together with my student Rafael Escamilla and my dear friend Chris Tang. A further paper that has helped shape the field is my paper with Chung-Yee in the same POMS flagship journal that paved the way for many others to work on ocean container supply chains. We have been fortunate to identify this more than 15 years ago as a critical part of global supply chains, well ahead of the major disruptions since 2020 that now put this at the forefront of many supply chain and economics papers. Finally, I believe our work (with Vishal Gaur and several colleagues at Eindhoven) on the interaction of store manager

behavior and automated replenishment systems in Management Science has had a broad impact in the field, not only in retail operations, but also in Human-Algorithm interaction, and in Behavioral Operations.

I also value contributions that helped bridge disciplinary boundaries, combining analytical modeling, empirical research, and engagement with practice. The most rewarding projects have often been those that generated both academic insight and practical relevance.

5. How has your research agenda evolved over time, and what current or emerging research directions are you most excited about?

My research has consistently focused on supply chain and operations decision making, but the contexts have evolved considerably. Early work concentrated on inventory control, production planning, and transportation systems. Over time, my interests expanded toward retail distribution, urban logistics, sustainability, and supply chain transformation. My main line of work on nanoretailing continues to engage and excite me, as we have extended our scope of work from Latin America to Sub-Saharan Africa, and from groceries to pharmaceuticals. Further, I am particularly excited about the interaction between human decision makers and advanced analytics, including AI-enabled decision support. The greatest opportunities, in my view, lie not in replacing managerial judgment but in enhancing it. Recently, I have also intensified collaboration with our high-tech industry ecosystem in the South of the Netherlands, particularly in the semiconductor industry.

Many novel supply chain problems have emerged, and in particular the volatile industry dynamics require a different approach, in my view.

6. What advice would you give to doctoral students, junior faculty, and early-career scholars who are trying to build a meaningful research career?

First, focus on important questions rather than fashionable methods. Methods evolve, but meaningful questions endure.

Second, cultivate curiosity beyond your immediate area of expertise. Some of the most interesting research emerges at the intersection of disciplines and through engagement with real-world problems.

Third, invest in relationships. Research is a social activity. Strong collaborations, mentorship, and intellectual communities often matter as much as technical skills.

Finally, be patient. Academic careers are marathons rather than sprints. Sustained curiosity and persistence are more important than short-term achievements.

7. How do you approach teaching, mentoring, and supporting the next generation of scholars in our field?

I view teaching and mentoring as among the most important responsibilities of an academic. My goal is not only to help students acquire knowledge but also to help them develop as independent thinkers and researchers.

With doctoral students in particular, I try to balance support with intellectual freedom. The most rewarding aspect of mentoring is seeing former students develop their own research identities and make contributions that surpass those of their advisors.

I have been fortunate to help graduate close to 40 doctoral students across multiple academic institutions. Beyond that, it has been really rewarding to mentor postdoctoral scholars and junior faculty that have worked with me, both at my own institutions and across the wider OM community.

8. How do you see the future of Production and Operations Management evolving, and what role do you think POMS can play in shaping that future?

Production and Operations Management is exceptionally well positioned for the future because many of the world's most pressing challenges are fundamentally operational in nature. Sustainability transitions, supply chain resilience, urbanization, healthcare delivery, humanitarian logistics, and the integration of AI into organizations all require the perspectives and tools developed by our field.

POMS can play a critical role by fostering intellectual diversity, encouraging engagement with practice, supporting young scholars, and maintaining high standards of rigor while embracing new methods and emerging topics. I believe the field's greatest strength lies in its ability to combine analytical excellence with practical impact, and POMS is uniquely positioned to continue leading that effort.

INTERVIEW WITH VIJAY MOOKERJEE

2026 POMS Society Fellow



Vijay Mookerjee

*Davidson Chair Professor of Information Systems
The University of Texas at Dallas*

1. Could you please tell us about your academic journey and how you entered the field of Production and Operations Management?

My academic journey has been unconventional and interdisciplinary. I began with a degree in Mechanical Engineering in India, followed by a postgraduate degree in management with concentrations in systems and marketing. After working as a systems analyst and teaching in India, I pursued a Ph.D. in Management Information Systems at Purdue University.

From the beginning, I was fascinated by the role of analytical models in improving managerial decision making. My early

work focused on expert systems, knowledge acquisition, and software development. As I explored these problems, I found that many of the fundamental questions were operational in nature: how to allocate resources, coordinate activities, manage uncertainty, design incentives, and optimize dynamic processes.

That naturally led me toward Production and Operations Management. Over time, my research expanded from software development and information systems into broader operational issues involving digital platforms, online advertising, supply chains, cloud computing, data monetization, financial technology, and marketplace design. What attracted me to POM was its ability to combine rigorous analytical modeling with practical relevance. The field offers a powerful framework for studying how organizations create value in increasingly digital and data-driven environments.

2. Who were some of the mentors, colleagues, or experiences that most influenced your career development?

I have been extremely fortunate to learn from outstanding mentors, colleagues, and students throughout my career. My doctoral advisor (Brian Dos Santos) and early collaborators (Kamran Moynadeh) taught me the importance of combining theoretical rigor with managerial relevance. They encouraged me to tackle important problems rather than merely fashionable ones. Throughout my career, colleagues from Information Systems, Operations Management, Economics, and Computer Science broadened my perspective and reinforced the value of interdisciplinary research. In my mid-career, Professors Suresh Sethi and Alain Bensoussan who introduced the world of Optimal Control Theory which proved to be an extremely useful problem-solving method in both Information Systems and Operations Management.

During this period, I also enjoyed and greatly benefited from my collaboration with Milind Dawande. I have also learned enormously from my collaboration with doctoral students and freshly minted Assistant Professors. Many of my most rewarding research projects emerged from collaborative interactions with students who brought fresh ideas, new methods, and different perspectives. Watching them grow into successful scholars has been one of the most gratifying aspects of my career. Some prominent examples are Yong Tan and Subodha Kumar. Another major influence has been service to the academic community through editorial work and professional societies. These experiences exposed me to a remarkable range of ideas and helped shape my understanding of how research fields evolve.

3. What does being named a POMS Fellow mean to you?

Being named a POMS Fellow is both a tremendous honor and a deeply humbling experience. POMS has been an intellectual home for many years. The society brings together scholars who are committed to advancing both rigorous research and practical impact, and I have benefited greatly from interactions with colleagues through conferences, editorial activities, and collaborative research. What makes this recognition especially meaningful is that it comes from a community that I deeply respect. I view it not only as recognition of past contributions but also as a reminder of the collective effort that underlies every academic career. I share this honor with my coauthors,

students, mentors, colleagues, and family members whose support made my work possible.

4. Looking back at your career, which papers, projects, or contributions do you consider especially meaningful or influential?

Rather than a single paper, I view several streams of research as particularly meaningful. One stream focuses on the management of software development and maintenance. These projects helped bring operations-oriented analytical methods to software engineering and demonstrated how dynamic optimization can improve development decisions. A second stream examines digital advertising and online marketplaces. This work explored topics such as ad exchanges, targeting, ad blocking, reputation systems, and platform competition. These studies addressed operational challenges arising in digital markets and helped connect Operations Management with emerging platform economies. A third stream involves data monetization and digital assets. As data became an increasingly important economic resource, I became interested in understanding how data should be priced, exchanged, and strategically utilized. I believe this area will remain important for years to come. I am also proud of work involving supply chains and societal impact, including research on dairy cooperatives, water allocation, and drone delivery. These projects demonstrated how analytical models can contribute not only to business performance but also to broader societal outcomes. Finally, I am particularly proud of my doctoral students and the scholarly careers they have built. Mentoring future researchers is, in many ways, the contribution that has the longest-lasting impact.

5. How has your research agenda evolved over time, and what current or emerging research directions are you most excited about?

My research has consistently focused on how information, incentives, and operational decisions interact. While the application domains have changed over time, that central theme remains remarkably constant. My early work examined expert systems, knowledge management, and software development. As the internet transformed business, my attention shifted toward e-commerce, digital advertising, online platforms, and information security. More recently, I have become increasingly interested in data marketplaces, financial technology, digital assets, and platform ecosystems. Today, I am particularly excited about research at the intersection of Operations Management, artificial intelligence, and digital platforms. AI is fundamentally changing how decisions are made, how information is created and processed, and how organizations interact with customers and markets. Understanding the operational and economic consequences of these developments presents an extraordinary research opportunity. I am also enthusiastic about mean-field models, mechanism design, and market design approaches that allow us to study increasingly complex digital ecosystems involving large numbers of strategic participants.

6. What advice would you give to doctoral students, junior faculty, and early-career scholars who are trying to build a meaningful research career?

My first advice is to focus on important questions rather than fashionable techniques. Methods evolve rapidly, but fundamental problems endure. Second, cultivate intellectual curiosity and avoid confining yourself to narrow disciplinary boundaries. Many of the most interesting research opportunities emerge at the intersection of fields. Third, be patient and persistent. Research is often a lengthy process involving setbacks, revisions, and failures. Success rarely comes from a single breakthrough. It is usually the result of sustained effort over many years. Fourth, invest in relationships. Strong collaborations often lead to the most rewarding and impactful research. Equally important, take time to mentor others and contribute to your scholarly community. Finally, remember that academic careers are marathons rather than sprints. Aim to build a body of work that remains relevant and meaningful over decades.

7. How do you approach teaching, mentoring, and supporting the next generation of scholars in our field?

I view teaching and mentoring as investments in the future of the discipline. My goal is not simply to help students learn techniques but to help them develop independent and creative ways of thinking. I encourage students to ask important questions, challenge assumptions, and connect theory with practical relevance. As a doctoral advisor, I try to provide both intellectual guidance and professional support. Every student has unique strengths and aspirations, and effective mentoring

requires recognizing those differences. I encourage students to develop their own research identities while maintaining high standards of rigor and integrity. One of the greatest satisfactions of my career has been seeing former students become successful scholars, educators, and leaders. Their accomplishments are among the most rewarding outcomes of my academic journey.

8. How do you see the future of Production and Operations Management evolving, and what role do you think POMS can play in shaping that future?

I believe Production and Operations Management is entering an exceptionally exciting period. The boundaries between operations, information systems, economics, computer science, and analytics are becoming increasingly blurred. Organizations now operate in environments characterized by digital platforms, AI-driven decision making, massive data availability, and highly interconnected ecosystems. These developments create new challenges and opportunities for operational research. Future advances will require rigorous analytical thinking combined with an appreciation for technological and societal change. Researchers will need to develop theories and methods capable of addressing issues such as AI governance, platform design, digital marketplaces, sustainability, resilience, and data-driven decision making. POMS is uniquely positioned to lead this evolution. The society has long been committed to methodological rigor, managerial relevance, and intellectual openness. By fostering interdisciplinary collaboration and supporting emerging scholars, POMS can continue to shape the research agenda of the field and help ensure that Operations Management remains central to addressing the most important challenges facing organizations and society.

INTERVIEW WITH DEHAI LIU

Winner of the 2026 Sushil K. Gupta Distinguished POMS Service Award



Dehai Liu

*Dean, School of Public Administration
Dongbei University of Finance and Economics*

Q1: Could you please tell us when and how you first became involved with POMS?

My journey with POMS began on June 26, 2016, when Professor Subodha Kumar visited Dalian to attend the CSWIM 2016 conference (June 25–26). On that occasion, I served as the local contact of DUFE and had the privilege of inviting Professor Kumar to visit Dongbei University of Finance and Economics (DUFE). This marked the beginning of a fruitful and enduring relationship with the POMS community. Since then, I have attended the POMS Annual Conferences every year, with the exception of the pandemic years of 2020, 2021, and 2022, when events were held online. Post-pandemic, I have attended the

annual conferences in Orlando, Minneapolis, Atlanta, and Reno. Beyond the annual meetings, I and my team have also participated in the POMS India Conference in Mumbai, the POMS Europe Conference in Stockholm, and the POMS Turkey Conference in Istanbul. These diverse experiences across continents have given me a profound appreciation for POMS as a truly global academic community. Building on these connections, I took the initiative to launch the inaugural POMS Chinese Summer School in 2019, which has since become one of my most significant contributions to the Society.

2. What motivated you to become actively engaged in service to POMS, and what has kept you involved over the years?

Three key motivations have driven my sustained engagement with POMS. First, the exceptional quality of POMS' academic activities. The Society consistently delivers high-caliber conferences, workshops, and publications that represent the cutting edge of production and operations management across all domains. Participating in these activities has been intellectually rewarding and professionally enriching. Second, POMS embodies a spirit of openness and inclusivity that I find deeply inspiring. As an academic family, the Society has actively established chapters and initiatives to support scholars from emerging economies and developing countries, providing them

with invaluable platforms for academic exchange and professional growth.

This commitment to global inclusion resonates strongly with my own values and aspirations. Third, and most importantly, the visionary leadership of POMS, particularly its founder, Professor Sushil K. Gupta, has consistently served as a source of inspiration and intellectual grounding for me. Professor Gupta's unwavering dedication, passion, and tireless efforts to advance the POMS mission have profoundly influenced my generation of scholars. His example has shown us what it means to serve a community with genuine commitment and enthusiasm. This spirit of service is what has kept me involved year after year.

3. Could you walk us through the major service roles, initiatives, or activities you have contributed to within POMS?

My most significant service contribution has been serving as the founding organizer of the POMS Chinese Summer School. Launched in 2019, this initiative was jointly established by POMS and the Chinese Society of Optimization, Overall Planning and Economic Mathematics (the "Double Law" Research Association), and hosted at Dongbei University of Finance and Economics in Dalian. The Summer School is held annually in late August and adheres to a free public-service model, enrolling approximately 200 doctoral students and early-career faculty members from around the world each year. The inaugural Summer School in 2019 was themed "Operations Management Transformation in the Era of Big Data" and featured distinguished faculty including Professor Sushil K. Gupta, Professor Subodha Kumar, and Professor Nagesh Murthy. Subsequent editions have explored themes such as "Digital Economy and Digital Governance: New Formats and New Paradigms" (2022), "The Endless Frontier of Optimization Technologies and Practice-Driven Approaches" (2023), "Smarter, Greener, and More Resilient Production Operations and Social Governance" (2024), and "Digital Technology-Driven Operations Management and Social Governance Transformation" (2025). The Summer School has grown steadily, attracting participants from leading universities across China and increasingly from institutions worldwide, including Temple University, the University of Edinburgh, the University of Glasgow, and many others. In 2025, we welcomed 160 participants from 51 universities.

4. Looking back, which service contributions or accomplishments are especially meaningful to you, and why?

Without question, organizing the POMS China Summer School each year since 2019 has been the most meaningful service contribution of my career. China and the broader Asia-Pacific region have emerged as one of the most dynamic areas in the world for AI-driven technological innovation and economic development. These transformations are fundamentally reshaping global operations management models and social governance paradigms, presenting profound challenges and opportunities. The region is rich with AI application scenarios and data, as well as vibrant and instructive cases of operations management practice. However, compared to the richness of this practical experience, young scholars in the Asia-Pacific region still face significant shortcomings in high-quality theoretical guidance and systematic knowledge integration. The

POMS Chinese Summer School was conceived to address this gap, to provide doctoral students and early-career faculty with a structured, institutionalized platform for engaging with frontier international theories and methodologies.

Our aspiration has been to establish the Summer School as a "Whampoa Military Academy" for nurturing young talent in the operations management academic community. The impact has been tangible and gratifying. In our inaugural cohort of 200 participants, over 60 have since entered academia as faculty members at various institutions across China. Each year, we continue to enroll between 120 and 200 students, building a growing network of young scholars who carry forward the POMS spirit and contribute to the advancement of our field.

5. Were there any challenges or unexpected lessons during your service journey, and how did you address them?

Two significant challenges stand out. The first was the COVID-19 pandemic. The inaugural Summer School was successfully held in 2019, but by the end of that year, the pandemic had brought all in-person academic activities to a halt. With the gracious guidance of Professor Sushil K. Gupta, we pivoted to an online format in 2022, which allowed us to sustain the Summer School through its critical early years and ensure its survival. This experience taught me the importance of resilience and adaptability in academic service, and the value of having wise mentors to guide us through difficult times. The second challenge has been maintaining the academic caliber of the Summer School year after year. To ensure that our curriculum remains at the forefront of production and operations management, we have been deliberate in inviting leading international scholars to teach. POMS leadership has been extraordinarily generous, traveling great distances to lecture in Dalian. We have also been fortunate to invite outstanding younger scholars, including Professor Tinglong Dai and Professor Tianshu Sun, who have brought fresh perspectives and cutting-edge research to our participants. These efforts have been essential in building and sustaining the academic reputation of the POMS Chinese Summer School.

6. What does receiving the Sushil K. Gupta Distinguished POMS Service Award mean to you?

This honor means more to me than words can adequately express. First and foremost, I see this award as a recognition not of my individual efforts alone, but of the collective work of the POMS Chinese Summer School as a whole, and of the generous support from the POMS community, the Chinese Society of Optimization, Overall Planning and Economic Mathematics, and Dongbei University of Finance and Economics. It is a testament to the power of collaboration and the shared commitment to nurturing the next generation of scholars. On a personal level, receiving this award, named after Professor Sushil K. Gupta, whose vision and dedication have inspired so many of us, is an immense honor and a profound privilege. It represents the POMS community's recognition of my contributions and, more importantly, its affirmation of the young Chinese scholars who are the lifeblood of our field. This award also carries a deep sense of responsibility. I am committed to continuing my work with the POMS Chinese Summer School, to expanding its reach and impact, and to welcoming more young Chinese scholars into the POMS family. It is my sincere hope that this platform will

continue to serve as a bridge between Chinese management practice and global academic excellence, and that it will inspire a new generation of scholars to embrace the spirit of service that defines this community.

What advice would you offer to doctoral students, junior faculty, and other POMS members who would like to become more involved in service to the Society?

I would offer four pieces of advice to those who wish to follow a path of service within POMS. First, embrace the spirit of service. Active engagement with POMS, whether through participating in conferences, serving as a reviewer for POM journal, or organizing academic events, requires significant time and effort. But as members of an academic community, we have an obligation to contribute to its growth and vitality. This is the legacy that Professor Sushil K. Gupta and other senior leaders have embodied throughout their careers, and it is a tradition we must carry forward. Second, ground your research in practice. In whatever domain you work, ensure that your research questions are motivated by real-world management needs and that your findings can generate meaningful social impact. Philosophers seek to interpret the world; as management

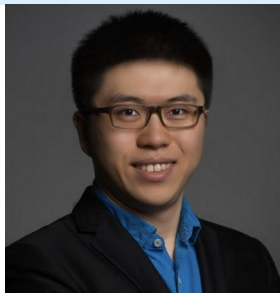
scholars, we must go further, we must lead and illuminate the future trajectory of management practice. Third, cultivate a spirit of collaboration.

The POMS community is built on teamwork and mutual support. Embrace opportunities for collaborative research and division of labor. Some of the most rewarding intellectual growth comes from working with others, learning from their perspectives, and contributing to shared goals. Fourth, uphold the highest standards of research integrity. In the age of AI, where data and images can be increasingly and convincingly manipulated, we must be more vigilant than ever. Misconduct not only pollutes the academic environment and distorts the scholarly ecosystem for undue gain. It can also mislead younger scholars and send entire lines of inquiry down the wrong path. Integrity is the foundation upon which all meaningful academic contribution rests.

To all young scholars: the POMS community is a welcoming home. Dive in, contribute your talents, and you will find both professional growth and lasting friendships. The rewards of service, like the honor I have been so fortunate to receive, are immeasurable.

INTERVIEW WITH SENTAO MIAO

Winner of the 2026 Chelliah Sriskandarajah Early Career Research Accomplishments Award



Sentao Miao

*Ruegg Family Faculty Scholar, Assistant Professor
Leeds School of Business, University of Colorado Boulder*

Could you please briefly describe your research area and the main themes that have shaped your work so far?

My research broadly focuses on data-driven optimization, with primary applications in retail and revenue management. The main topics I have worked on include dynamic pricing, assortment optimization, and inventory management. A common theme across my work is to build mathematical models that capture important features of real operational problems, and then develop algorithms that are both theoretically grounded and practically implementable. Ultimately, I hope my research can generate insights that are useful not only for the academic literature, but also for practitioners facing complex decision-making problems.

What motivated you to pursue these research questions, and how has your research agenda evolved over time?

I studied mathematics as an undergraduate, and I have always been interested in how mathematical models can help us understand the real world and make better decisions. I was later

introduced to operations research by a friend, and I quickly realized that this was exactly the kind of field I wanted to pursue: rigorous mathematical thinking connected to real decision problems. Over time, my research agenda has become broader in both methodology and application. I do not want to restrict myself to a single toolbox or a narrow application domain. Instead, I am interested in problems where data, optimization, and decision-making interact in meaningful ways. For example, as someone who has long been fascinated by cities and urban life, I have recently started thinking about how data-driven optimization can help design better neighborhoods and cities. That interest has led to two ongoing projects that I am very excited about.

Looking back at your early career, which papers, projects, or contributions do you consider especially meaningful or impactful?

Every paper and project has been meaningful in a different way, but one project that I would particularly highlight is my paper "Dynamic Pricing with Online Clustering," which was published in *Production and Operations Management* and received the inaugural Michael Pinedo Award for Best Revenue Management Paper. This project was meaningful to me for several reasons. First, it was one of my first experiences working closely with industry, through a collaboration with Alibaba Group, to solve a real business problem. Second, the algorithm we developed was not only theoretically interesting, but also implemented in a field experiment and led to a significant improvement in business performance. That combination of theory and real-world impact is something I am especially proud of. It showed me that rigorous academic research can still be directly connected to practice, and that has influenced how I think about research more broadly.

How do you see your research contributing to the field of Production and Operations Management, both conceptually and practically?

Conceptually, I hope my research contributes to the field by developing models and algorithms that help us better understand decision-making under uncertainty, especially when firms have access to increasingly rich data. Many traditional operations problems, such as pricing, inventory, and assortment decisions, are being transformed by data and machine learning. My work tries to understand how these new sources of information should be incorporated into operational decisions, and what kinds of performance guarantees we can provide. Practically, I hope my research contributes by producing methods that are not only theoretically elegant, but also simple enough to be implemented. In many real business environments, managers care about algorithms that are robust, interpretable, and operationally feasible. Therefore, I try to develop approaches that can bridge the gap between academic models and real-world decision systems.

Have collaborations with industry, organizations, data partners, or other stakeholders played a role in your research? If so, how have they shaped your work?

Yes, industry collaborations have played an important role in shaping my research. Because of my mathematics background, in the early stage of my career I was more focused on methodological development, with relatively limited exposure to real data or industry practice. However, through my internship at Amazon and my collaboration with Alibaba, I realized that there is often a significant gap between theoretical models and real applications. Real-world problems are usually much messier and more complicated than what an elegant model can fully capture. These experiences have influenced how I approach research today. I try to identify problems that practitioners genuinely care about, while also looking for broader managerial insights that can be developed through rigorous theoretical analysis. Of course, not every research project can be directly implemented in practice. But I am increasingly motivated by real problems, or at least problems inspired by reality, rather than purely fabricated problems designed only for publication. I think this is especially important in the AI era, when many new operational challenges are emerging from real systems and real deployment environments.

What current or emerging research directions are you most excited about pursuing in the coming years?

As many people would agree, AI is the major force shaping many research fields right now, including operations management. I am particularly excited about the new operations research problems emerging from AI systems themselves. These problems often have very unique structures that did not appear in traditional applications. For example, I have started to see researchers in our field work on LLM inference optimization, and this is a direction I am also interested in pursuing. Traditionally, much of LLM inference optimization has focused on system architecture and engineering design, while real-time decisions are often handled in a relatively reactive way. I believe there are many opportunities for OR researchers to develop more proactive decision-making tools within modern inference optimization frameworks. More broadly, I think AI will create

many new opportunities for operations researchers, not only as a tool we can use, but also as a complex operational system that we can study and improve.

What does receiving the Chelliah Sriskandarajah Early Career Research Accomplishments Award mean to you?

It is a great honor and also a very pleasant surprise to receive this award. When I submitted the application, I did not have high expectations, because I know there are many extraordinary researchers in my cohort, including some whose profiles I personally admire a lot. Receiving this award gives me a strong sense of encouragement. It motivates me to continue working hard and to follow the path of previous award winners, many of whom have become leaders in the OR and OM community. At the same time, it also gives me a stronger sense of connection and responsibility as part of this community. I feel very grateful for the recognition, and I hope to continue contributing to the field in a meaningful way.

What advice would you offer to doctoral students, junior faculty, and early-career scholars who are working to build a strong and meaningful research career?

My biggest advice is to work on research questions that genuinely excite you. I fully understand that doctoral students need publications for the academic job market, and junior faculty need publications for tenure — I am in that process myself. But I also think it is important to remember that publication is not the ultimate reason we chose this career. The real motivation should come from the research itself. Of course, we need to be strategic and realistic. But in the long run, I believe the best work usually comes from questions that we truly care about and are proud of. If you are genuinely passionate about your research, that passion will help you persist through the inevitable challenges and setbacks. And ultimately, strong and meaningful research is also more likely to lead to strong publications.

INTERVIEW WITH DEBJIT ROY

Winner of the 2026 Wickham Skinner Teaching Innovation Award



Debjit Roy

*Professor of Operations Management
Indian Institute of Management Ahmedabad*

1. Could you briefly describe the teaching innovation or pedagogical approach for which you received the Wickham Skinner Teaching Innovation Award?

My teaching innovation is an integrated, experiential, and practice-linked approach to Production and Operations Management education. Rather than relying on a single teaching method, I begin with the learning objective and select the pedagogy best suited to it. I use physical demonstrations to make operating systems visible, cases to introduce managerial dilemmas, games and computer simulations to create dynamic decision environments, and applied projects to help students transfer concepts to practice.

Examples include a paper-based production system, which is a student-driven classroom demonstration for understanding MRP, Kanban, and other material-control strategies; the Fleet Simulation Game for studying capacity and fleet-pooling decisions under uncertain demand; and other computer-based simulations to experience complex phenomena.

Simple visual demonstrations such as showing a physical bottle and emphasizing its neck can bring the bottleneck concept alive. I complement these experiences with teaching cases that I have written, weekly voice or video summaries, an AI-enabled tutor for customized practice, and personalized feedback in small groups. One example of a teaching case is titled “A Truck is not a Cookie: Matching Supply with Demand at Mahindra Truck and Bus Division.” I spent about four years to draft the case in such a way that a participant who is new to supply chain understands the complexities of matching demand with supply in a familiar setting “Cookie – a commodity, a functional product” and relate it to an unfamiliar setting “Truck with 20,000+ components – an innovative product.” I engage the students with a pre-class exercise (listening to a podcast and case reading), intense but participative class discussion and followed with a post-class reading (articles written in practitioner journals). The objective is to retain analytical rigor while making complex operational ideas intuitive, memorable, and actionable.

2. What motivated you to develop this teaching innovation, and what specific teaching or learning challenge were you trying to address?

My motivation was to create learning that would remain useful well beyond the completion of a course or degree. Operations Management can appear abstract, quantitative, and formula-driven, particularly to students without an engineering,

analytics, or operations background. At the same time, these students regularly encounter operational decisions in their professional and personal lives. Teaching diverse cohorts at IIM Ahmedabad, Rotterdam School of Management, and the Ross School of Business reinforced the need to build strong intuition without compromising rigor. These cohorts have included students from science, economics, history, theatre, sports, healthcare, and many other backgrounds. I therefore wanted to bridge the gap between theory and practice, help students see the operating system behind a real problem, and create an environment in which they could question, experiment, and learn without feeling intimidated. This reflects my broader philosophy of combining passion for teaching with compassion toward students’ learning difficulties.

3. How is your approach implemented in the classroom or learning environment?

Implementation varies with the concept and the student population. For material-control strategies, for example, students participate in a three-stage paper-partition manufacturing process using simple materials such as paper, scissors, and markers. By comparing MRP, Kanban, and CONWIP-type systems, they can observe bottlenecks, work-in-process inventory, upstream and downstream dependencies, and the effect of changing the number of control cards on throughput.

In the Fleet Simulation Game, teams begin with their own trucks and respond to uncertain customer demand by deciding whether to rent or purchase additional vehicles. Their cumulative decisions determine profitability, making the relationships among demand uncertainty, capacity, organizational incentives, and operating policy tangible. More than 700 logistics participants have played this game.

I also use Littlefield and other computer simulations, house-building and bucket-brigade exercises, and more than 25 teaching cases that I have written around specific learning objectives. In one course, students complete a ten-step process-driven capstone project with milestone-based feedback using real settings such as restaurants, healthcare, vaccine administration, shipping, warehousing, and manufacturing. Voice notes, short videos, practice questions, quizzes, office hours, AI-enabled practice, and meetings with individual project groups extend the learning beyond scheduled class time.

4. What makes this approach innovative or distinctive within Production and Operations Management education?

The distinctive feature is not any one game, case, or technology, but the deliberate alignment among the learning objective, the operational context, the student’s action, and the subsequent reflection and feedback. The activities are not added merely to make a class entertaining.

Each one is designed to reveal a particular relationship that can be difficult to understand through a lecture alone—for example, how variability affects waiting, how a bottleneck influences an entire system, or how a locally attractive capacity decision may

affect total profitability. Much of the material also emerges from my own research and engagement with industry. I convert real operational dilemmas into cases, simulations, projects, and classroom discussions and then adapt them to the cultural, professional, and academic backgrounds of different cohorts. The approach combines physical experience, analytical modelling, managerial judgement, digital tools, and individualized human support. Students therefore do not simply learn how to solve an equation; they learn to visualize a system, identify its constraints, evaluate trade-offs, make decisions, and explain those decisions. The learning also continues through the end exam, where the questions are based on contemporary scenarios that the participants can relate to.

5. What evidence of impact have you observed?

The quantitative feedback has been consistently strong across institutions and delivery formats. For the Setting and Delivering Service Levels course at IIM Ahmedabad (one-year MBA), average course-content ratings ranged from 9.48 to 9.86 out of 10 and course-delivery ratings from 9.65 to 9.95 between 2019–2020 and 2025–2026. At Rotterdam School of Management, overall course evaluations for Managing Performance of Manufacturing and Service Systems ranged from 4.4 to 4.9 out of 5. At the Ross School of Business, my median instructor ratings for Operations Management ranged from 4.75 to 4.80 out of 5 during 2023–2025.

The qualitative evidence is equally meaningful. Students repeatedly report that the approach helped them overcome an initial fear of Operations Management, develop an interest in the field, retain concepts, and apply the underlying mental models in consulting, healthcare, logistics, and other careers. Approximately 600 participants have attended the Warehouse Design and Management executive education program, and participants have reported implementing ideas such as storage-space optimization and warehouse zoning. The Fleet Simulation Game has reached more than 700 participants, while the Supply Chain Digitization Coursera course has attracted approximately 9,500 registrations, with a completion rate of 50 percent or higher. My teaching cases have also been adopted by other schools, with several becoming bestsellers on the Ivey and Harvard Business Publishing platforms.

6. Were there any challenges in developing or implementing this innovation, and how did you address them?

One recurring challenge has been covering a rigorous curriculum within compressed formats. Setting and Delivering Service Levels, for example, is taught in ten sessions for half a credit, and students have frequently commented that the course deserves 15 or 20 sessions. Some have also found the pace, assignments, and quizzes demanding relative to the available contact hours. Similar challenges arise in short-format courses at other institutions.

A second challenge is the diversity of prior preparation. Some participants have extensive operations experience, while others have not studied mathematics or management for many years. Online and hybrid teaching created an additional need to sustain interaction and engagement during the sessions.

I addressed these challenges by building from fundamentals and intuition before introducing analytical complexity; revisiting

concepts through start-of-class and end-of-class summaries; sharing voice notes, videos, practice sets, and quiz solutions; offering weekend and additional office hours; and meeting project groups individually. More recently, the AI tutor has provided students with customized practice at their own pace. Although contact-hour constraints cannot always be eliminated, these multiple learning channels help students prepare, practice, receive feedback, and consolidate their understanding outside the classroom.

7. What does receiving the Wickham Skinner Teaching Innovation Award mean to you?

Receiving the Wickham Skinner Teaching Innovation Award is deeply humbling and meaningful. It affirms my belief that rigor, experiential learning, accessibility, and compassion can coexist in Production and Operations Management education. It is especially meaningful because the approach has developed through interactions with students and practitioners across different countries, institutions, programs, and professional backgrounds.

I also view the award as shared recognition. My students have participated enthusiastically in experiments, simulations, cases, and projects; colleagues have supported and observed the development of these approaches; and organizations and practitioners have provided the real operational contexts that make the learning authentic. The recognition strengthens my responsibility to continue improving, to remain relevant to changing student and industry needs, and to share effective pedagogical practices with other educators. Above all, it reinforces the unified approach that has guided my career: linking research, teaching, and practice, while combining a passion for teaching with compassion for students' learning challenges.

8. What advice would you offer to POM faculty who wish to make their teaching more engaging, innovative, and impactful?

I would begin with the learning objective and the difficulty students are likely to face, rather than with a particular technology or classroom activity. Different concepts require different pedagogies. A case may be ideal for exploring a managerial dilemma, a physical demonstration for making process interactions visible, and a simulation for understanding decisions and consequences over time.

I would also recommend building intuition before introducing mathematical detail, using authentic operational contexts, and creating a complete learning cycle that includes preparation, participation, application, reflection, and feedback. Innovation does not have to be technologically elaborate; paper, scissors, and a carefully designed role-play can sometimes produce deeper insight than sophisticated software. Technology and AI can expand access to practice and support, but they should complement rather than substitute for an instructor's personal attention. Finally, listen closely to students, adapt to the cohort, remain accessible, and connect teaching continuously with research and practice. High standards and compassion are not competing choices; together, they create the conditions for meaningful and lasting learning.

INTERVIEW WITH STANLEY LIM

Winner of the 2026 Wickham Skinner Teaching Innovation Award



Stanley Lim

*Associate Professor
Michigan State University*

1. Could you briefly describe the teaching innovation or pedagogical approach for which you received the Wickham Skinner Teaching Innovation Award?

My teaching philosophy is grounded in a belief that students do not merely enroll in a course—they entrust me with a portion of their finite and irreplaceable time. My responsibility is therefore not only to teach operations and supply chain concepts, but to create learning experiences worthy of that investment. The innovations recognized by the Wickham Skinner Teaching Innovation Award are designed around three complementary goals: creating a strong sense of belonging, making complex ideas memorable, and helping students experience analytics as a practical managerial tool rather than a collection of formulas. This philosophy has led me to develop several complementary innovations, including learning every student's name before the first class, authoring *The Little Handbook of Logistics Haikus* to reinforce long-term retention, writing original teaching cases based on contemporary operational challenges, and developing interactive decision-support software that allows students to experiment with optimization models through managerial “what-if” analysis. Together, these innovations seek to develop students into confident operational thinkers who can apply analytical reasoning to real managerial decisions.

2. What motivated you to develop this teaching innovation, and what specific teaching or learning challenge were you trying to address?

Operations management is often perceived as technically demanding, and many students struggle not because they lack ability, but because they fail to see why the concepts matter or cannot retain them long enough to apply them later. I wanted to address three common challenges simultaneously: helping students feel comfortable participating in class, improving long-term retention of foundational concepts, and bridging the gap between analytical models and real managerial decision-making.

The motivation ultimately came from observing that information has become increasingly accessible, while judgment has become increasingly valuable. Rather than focusing on delivering more content, I wanted to design learning experiences that develop critical thinking, intellectual confidence, and decision-making under uncertainty. My

innovations therefore emphasize belonging, retrieval, experimentation, and application—helping students move beyond solving textbook problems toward thinking like future operations leaders.

3. How is your approach implemented in the classroom or learning environment?

I primarily implement these innovations in my undergraduate Logistics and Transportation Management course at Michigan State University, although many elements have also been incorporated into graduate and executive education. Classes begin with current industry events before progressing to structured analytical frameworks, supported by Socratic discussion, visual models, simulations, practitioner talks, facility visits, and company-sponsored projects. Students regularly analyze authentic managerial problems, conduct industry interviews, present consulting-style recommendations, and connect theory directly with operational practice. Several innovations reinforce learning throughout the semester. Before classes even begin, I memorize students' names to establish an inclusive learning environment from day one. I conclude many sessions with an original logistics haiku to reinforce key concepts through retrieval practice, integrate teaching cases that I have written on emerging operational challenges, and use custom decision-support software that enables students to explore how optimization solutions change under different assumptions. Rather than viewing analytics as static calculations, students experience them as tools for managerial experimentation and informed decision-making.

4. What makes this approach innovative or distinctive within Production and Operations Management education?

While many POM courses effectively teach analytical methods, my goal is to integrate cognitive science, experiential learning, and managerial decision-making into a coherent learning system. Each innovation reinforces a different aspect of learning: early relationship-building encourages participation, logistics haikus strengthen long-term memory through retrieval practice, original cases cultivate judgment under uncertainty, and interactive software transforms optimization models into environments for exploration rather than simply computation. I also intentionally blur the traditional boundaries between research, teaching, and practice. My own research, managerial articles, industry collaborations, and case writing continually feed into the classroom, allowing students to engage with current operational problems rather than historical examples alone. My objective is not simply to teach operations management, but to help students develop an operational way of thinking that remains useful long after graduation.

5. What evidence of impact have you observed?

The most rewarding evidence comes from former students who continue applying course concepts years after graduation. Many describe using ideas from the course to improve operations in their organizations, while others credit the experiential projects,

company visits, and guest speakers with shaping their career choices.

One former student reported contributing to approximately \$8 million in operational savings using concepts first encountered in class, while another described applying systems thinking learned in the course to operations leadership at Amazon. Within the classroom, the innovations have been associated with consistently strong student engagement and sustained teaching performance. I have received Michigan State University's Instructor of Excellence Award for five consecutive years, and earned recognition as one of Poets & Quants' Best 50 Undergraduate Business Professors. Beyond my own classroom, my teaching cases are published through Ivey Publishing and the Case Centre, among others, and colleagues have adopted or drawn inspiration from several of these teaching approaches.

6. Were there any challenges in developing or implementing this innovation, and how did you address them?

Perhaps the greatest challenge was convincing students that some unconventional approaches, such as handwritten note-taking and frequent questioning, were intentionally designed to improve learning rather than simply being different. These methods initially surprise students at my school because they differ from what many have previously experienced. Over time, however, consistent communication, student feedback, and observable learning gains helped establish trust in the process. Developing original teaching materials also required a substantial investment of time. Writing cases, creating software, and authoring supplemental learning resources involved years of iterative refinement beyond traditional teaching preparation. I viewed these efforts as long-term investments that could benefit not only my own students but also the broader POM education community by creating reusable educational resources grounded in contemporary operations practice.

7. What does receiving the Wickham Skinner Teaching Innovation Award mean to you?

Receiving an award named after Wickham Skinner is deeply meaningful because Professor Skinner fundamentally changed

how our discipline thinks about operations strategy. To be recognized in his name by colleagues whose work I have admired throughout my career is both humbling and tremendously encouraging. It affirms that teaching innovation deserves the same creativity, rigor, and continual improvement that we expect in research.

On a personal level, the award also reinforces my belief that meaningful teaching extends beyond delivering content. If students leave with greater confidence, stronger judgment, and a lasting curiosity about operations management, then the classroom has achieved something that extends well beyond a semester. I hope this recognition encourages continued experimentation with new ways of helping students learn and inspires others to view teaching itself as an ongoing process of innovation.

8. What advice would you offer to POM faculty who wish to make their teaching more engaging, innovative, and impactful?

A suggestion would be to begin by asking not, "How can I teach this topic?" but rather, "What kind of thinker do I want my students to become?" Once that goal is clear, every teaching decision, from assignments and cases to technology and assessment, can be aligned around developing that capability. Innovation does not necessarily require sophisticated technology; often the greatest impact comes from thoughtfully designing experiences that help students participate, retrieve, apply, and reflect. Faculty could also consider drawing more deliberately from their own research and industry collaborations. Our discipline is uniquely positioned to connect analytical rigor with practical decision-making, and students benefit enormously when they see that the concepts discussed in class are the same ones shaping today's organizations. Finally, do not underestimate the importance of relationships. Students are far more willing to engage, take intellectual risks, and grow when they know that their instructor genuinely knows them and believes in their potential.

VOICES OF POMS

Bringing POM Research to a Broader Audience



Shubham Gupta

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It is a pleasure to write this update on Voices of POMS, a podcast-style interview series we launched to bring POM research to audiences beyond academia. The series started with a simple

observation: much of the research in our field is read primarily by other researchers. A lot of this work is useful outside academia. The purpose of the series is to translate POM research and leadership insights for a wider audience. The format is a podcast-style conversation in which the guest discusses one paper and related research in plain language: what they studied, what they found, and what it means for people who make operational decisions. Episodes are published on the [POM Society YouTube channel](#) and shared on the Society's LinkedIn page.

The idea took shape ahead of the POMS 2025 Annual Conference, where I recorded the first set of episodes: conversations with POM article authors about research that speaks to practice. The video series builds on the Society's earlier audio interviews, led by Sriram Narayanan of Michigan State University and Carlos

Parra of Florida International University. Available on the POM Society SoundCloud page, those interviews include conversations with POMS presidents, Fellows, and special issue editors. Since then, the initiative has grown in two additional directions: conversations with editors of forthcoming POM special issues and conversations with POMS Fellows.

The interviews with POM article authors focus on research that speaks to practice. In a [conversation with Aravind Chandrasekaran](#) (Fisher College of Business, The Ohio State University) about his POM article “How to Sustain Healthcare Process Improvement in Heterogeneous Teams? Evidence from a Systems Dynamic Model,” he discussed why process improvement initiatives in healthcare often fade after early success. In his view, improvement survives when it becomes part of the daily routine of diverse clinical teams rather than a project owned by a single champion, and he offered practical guidance for managers working toward that goal. In a [conversation with Tor Netland](#) (ETH Zurich) about his POM article “Just-in-time for supply chains in turbulent times” and related work, he examined the criticism of just-in-time that followed the pandemic. He argues that much of this criticism misreads what just-in-time is, and that the approach remains sound when firms adapt it with better supply chain visibility and selective buffers.

The special issue editor conversations give prospective authors direct guidance on what editors are looking for and which pitfalls to avoid. This advice is usually shared informally at conferences, so only some authors get to hear it. Recording it makes it available to everyone, including early-career researchers and authors outside the main POMS networks. [Praveen Kopalle](#) (Tuck School of Business, Dartmouth College), a guest editor of the special issue “Generative AI (GenAI) and Agentic AI at the Operations–Marketing Interface,” discussed the types of submissions the issue hopes to attract and the research questions it seeks to address at the interface of marketing and operations. [Albert Ha](#) (HKUST Business School, Hong Kong University of Science and Technology), a co-editor of

the special issue “New Supply Chain in Times of Turbulence,” advised authors to start from problems that managers actually face.

The third strand consists of conversations with POMS Fellows. We have recorded an interview with POMS Fellow Scott Webster, and we expect these conversations to become a regular part of the series. The Fellows have spent decades shaping the field, and their reflections on how it has developed rarely make it into print.

The published episodes have drawn more than 1,000 combined views on the POM Society YouTube channel. Unlike a conference session, these episodes stay available and keep reaching new viewers long after they are published. For students, the series provides an accessible entry point into the field, and instructors can assign an episode when a journal article may be too difficult a starting point. For practitioners, it is a way to hear directly from the researchers behind the ideas. For the Society, it is a public voice between conferences.

Looking ahead, we plan to continue at a steady pace with more author conversations, special issue editor conversations, and Fellow conversations. We also see room to grow the reach of what already exists, for example by sharing short excerpts from published episodes and by recording new conversations at future POMS conferences. Production time, particularly editing, is the main constraint on our pace, and it is where help from the community would make the most difference. We welcome suggestions for future guests and offers to help with production. Please reach out at poms@temple.edu or shubham.gupta@njit.edu.

This initiative has been a team effort. I thank my co-host Carlos Parra, our guests Aravind Chandrasekaran, Tor Netland, Praveen Kopalle, Albert Ha, Scott Webster, and others whose episodes are yet to be published, for their time and openness. I also thank the POM Society for hosting the series on its YouTube channel and supporting the initiative throughout.