

# 1998 Instructional Innovation Award Competition

by Janelle Heineke, Instructional Innovation Award Coordinator,  
Boston University School of Management

**C**ongratulations to Professor Karen A. Brown of the Albers School of Business and Economics, Seattle University, winner of the 20th annual Decision Sciences Institute Instructional Innovation Award. This competition is jointly sponsored by Alpha Iota Delta and the Decision Sciences Institute. Authors of the four finalist submissions received certificates of recognition and honorary membership in Alpha Iota Delta at the President's Luncheon. Winners also shared a \$1,500 cash award, with \$250 being awarded to each of the other finalist entries.

The competition followed a two-step process. In the initial stage, each submission was evaluated along the following criteria: (1) content, (2) organization, (3) written presentation, (4) transferability, and (5) innovation. This phase of the review process identified the four submissions that advanced to the final round of the competition. The second stage consisted of presentations of these submissions at the special Instructional Innovation Award Competition session in Las Vegas.

Professor Brown's winning submission, "Making a Difference: The Community Service Project Management Class," described a project management course designed to teach project management skills through a hands-on community improvement project. As part of this unique course, students in the class learned and applied project management skills by completing a house renovation project for a low-income senior citizen.

The Innovative Education Committee, which serves as the review panel for the competition, also heard excellent presentations by the other three finalist entries. Barry Lawrence of Texas A&M University presented his submission, "Logistics Goes 'Live': Supply Chain Management in Industrial Distribution," which described a field-based company-sponsored project that taught students about the logistics function through a live case study.

Shashidhar Kaparathi, Rex Karsten, and Roberta M. Roth, described the innovative approach they use to teach Visual Basic programming at the University of Northern Iowa in their submission, "Innovative Design and Delivery of an Introductory Programming Course via the World Wide Web."

Peter Stonebraker of Northeastern Illinois University provided an overview of a new courseware platform used to provide all materials for instructor lectures, student self-study and preparation, and graded exercises, "The Asynchronous Learning Platform: A 'Course on a CD.'"

Abstracts of the four finalist submissions appear below. A full version of each submission will appear in future issues of *Decision Line*. Past instructional innovation award winners and the titles of their papers are available at the DSI web site:

<http://dsi.gsu.edu/iipast.htm>

The following individuals served as members of the 1998 Innovative Education Committee. They deserve a special note of thanks for their hard work and contributions to the award program:

Cliff Ragsdale (1999 Competition Coordinator),  
Virginia Polytechnic Institute and State  
University

Salwa Ammar, LeMoyne College

Timothy Paul Cronan, University of Arkansas -  
Fayetteville

Bruce Faaland, University of Washington

Janet L. Hartley, Bowling Green State University

Anil Khurana, Boston University

Brenda Killingsworth, East Carolina University

Timothy C. Krehbiel, Miami University of Ohio

David M. Lyth, Western Michigan University

Ina S. Markham, James Madison University

Winter Nie, Thunderbird American Graduate  
School of International Management

Brian J. Reithel, University of Mississippi

Vivek Shah, Southwest Texas State University

Dwight E. Smith-Daniels, Arizona State  
University

Ronald H. Wright, LeMoyne College

Katrina A. Zalatan, Hartwick College



Karen Brown, Instructional Innovation Award winner, with Ceyhun Ozgur.

## WINNER

### *Making A Difference: The Community Service Project Management Class*

KAREN A. BROWN, Seattle University

This paper describes a project management course in which students learn and apply project planning and management skills to a community service effort. The entire class renovates the home of a low income senior citizen in Seattle's predominantly African American Central District. The students are faced with the challenge of structuring, prioritizing, and scheduling a very loosely defined problem, and carrying it forward to completion on a short time horizon. The course blends the topics normally addressed in a project management class with the realities of an actual project environment. We cover problem definition, project mission and objectives, scope, work statements, risk, work breakdown structure, computerized project scheduling, estimating/budgeting, change management, resource allocation,

See INSTRUCTIONAL INNOVATION on next page

INSTRUCTIONAL INNOVATION from previous page

time-cost tradeoffs, supply management, teamwork, leadership, monitoring progress, and post-project assessment. The project itself becomes the greatest teacher and brings in learning opportunities that would be unlikely to arise in a traditional classroom setting.

## FINALISTS

### *Logistics Goes Live: Supply Chain Management in Industrial Distribution*

F. BARRY LAWRENCE,  
Texas A&M University

The Industrial Distribution program specializes in producing students for the distribution/logistics industry. TTI, Inc., a distributor of passive electronics parts, provided the class with a live case study. The purpose of the case study was to provide students with a real world example for their studies, to force students to reconcile theoretical constructs with workplace realities, to give students an opportunity to apply their studies to specific industrial problems, and to introduce student to industry information sources and their uses in problem solving. The project was built around the entire logistics discipline and industry executives came to the university to witness final reports. The effectiveness of the project was reflected in its results. The students found the project to be extremely challenging and eye opening. They also found that theory permeates the workplace and that poor theory implementation usually resulted in inferior performance. They also found that the presence of industry leaders at their final presentation drove them to perform far about their usual standards.

### *Innovative Design and Delivery of an Introductory Programming Course Via the World Wide Web*

SHASHIDHAR KAPARTHI, REX KARSTEN,  
AND ROBERTA M. ROTH,  
University of Northern Iowa

We have used the World Wide Web (WWW) to deliver a complete learning experience in programming business applications using the Visual Basic programming language. The course we developed is unique in that it makes use of a variety of methods of providing instructional material, including 'visual explanations' of key programming concepts integrated with textual explanatory material both on-line and 'off-line' instructional activities, enabling students to experience not only freedom from traditional time and place classroom restrictions, but also from the need for continual WWW accesses. The visual explanations developed and included in the on-line course materials provided students with self-paced, animated, visually oriented instruction in a number of fundamental programming constructs. These visual explanations conveyed the dynamics of program execution; were easy to access and use; were free of errors; included 'dynamic documentation' to clarify difficult concepts and 'sticking points;' and could be viewed as many times as desired by the students. This course was designed as an entry-level collegiate course in business application programming. The course has been offered in Fall 1997 (18 students), Spring 1998 (22 students) and Summer 1998 (24 students) by three faculty members who worked together to develop course materials and to deliver the course.

### *"The Asynchronous Learning Platform: A 'Course on a CD'"*

PETER STONEBRAKER,  
Northeastern Illinois University

Technology advances have notably improved the delivery of asynchronous courses, both in time or location; yet, to date, there has been little demonstration that such pedagogies enhance—or even assure—equal, learning outcomes. This paper describes the development and evaluation of a courseware platform for the operations management course, consisting of a hard-copy handout book and CD. The materials complement and supplement numerous texts and various course formats and topic sequences, and provide all materials for instructor lectures, student self-study, and graded exercises. The courseware, which has been evaluated by more than 350 undergraduate and graduate students, is easily transferable. Initially, students were permitted to miss one or two classes, then take a quiz based on self-preparation with CD materials. Little difference was found between scores of those who attended class and those who prepared with the CD. Asynchronous involvement was subsequently increased in steps; most recently, twelve volunteers were permitted to miss roughly two-thirds of class sessions. If replicated, the implication of this pedagogy for semi-autonomous, or asynchronous, study are profound. ■

# Highlights of the 1998 DSI Professional Development Program

Stanley E. Fawcett, 1998 Professional Development Program Coordinator,  
Brigham Young University

About five years ago, I heard Bud LaLonde, a distinguished professor of logistics at The Ohio State University, comment that newly minted managers would need to invest ten percent of their time on personal skill building throughout their professional life to avoid obsolescence in a mere five years. Given the fact that many of our young men and women spend five years just getting that first college degree, I found this forecast to be quite startling. A short time later, I came across some interesting statistics from the U.S. Department of Labor—new college graduates can expect to have eight to 10 jobs and as many as three careers in their lifetime. I also made a mental note of each major announcement of layoffs by a U.S. company. The evidence spoke loud and clear: While the U.S. had never been known for lifetime employment, the nature of the work environment had certainly become more dynamic and tumultuous.

Having recognized a substantial change in the workplace that our new graduates were entering, I decided to make two important changes to the classes that I taught. First, I designed a couple of beautiful Powerpoint slides that incorporated some of these statistics so that we could discuss them on the first day of class. Second, having clearly communicated to my students the urgency and challenge that awaited them, I adopted new activities and assignments that emphasized continuous learning. As far as I was concerned, “chalk and talk” was dead, replaced by active learning and dynamic participation. I had done my job and responded well to the changed workplace.

Unfortunately, my calm and quiet complacency was rudely interrupted by ever changing technology. The World Wide Web and e-mail started to encroach upon my peaceful surroundings. Moreover, the

ever present global economy started to go crazy, making modern business life a little more complex and stressful. Again, I responded by incorporating e-mail into my classes as a tool to create a virtual class schedule complete with key summary points, updated course questions, and a rolling planning horizon. I also adopted current event presentations that would help us stay at the cutting edge of technological and global change. I even hired a student to put my classes on the web—I had been overcome by the demands of technology. Suddenly I realized that I was spending way more than 10 percent of my time on a daily basis simply designing my classes to meet the changing needs of my students. My personal skill building time greatly exceeded Bud LaLonde’s estimate. Moreover, I had recently heard of a forecast by the eminent Peter Drucker—higher education would cease to exist in its current form within 30 years. Never again would academic life possess a calm and assured future.

Whether Drucker is correct in his forecast of 30 years (it might only take technology 15 years to radically change higher education), one point is clear in today’s academic culture—change is a fact of life. Moreover, almost all of the changes taking place are raising the bar of expected performance. The need to perform at higher levels permeates academic life. Today’s professor will need to be a better, more demanding, more popular, more relevant, and more involved teacher. At the same time, professors need to be more prolific,

more relevant, and more rigorous researchers. Citizenship requirements are also changing. Not only do all of the traditional assignments such as curriculum committees and student advising need to be fulfilled, but business professors are taking more active roles in working with professional organizations and acting as liaisons with the business community. Indeed, professors must take a more active role in this area to create scholarships, internship, and full-time placement opportunities for students as well as to generate research and other financial support for the university.

While the demands on a professor’s time can seem almost overwhelming, professional organizations like the Decision Sciences Institute are working to lessen the burden of upgrading our skills. The Institute has sponsored a professional development program for several years. This past year’s program in Las Vegas involved 16 professors sharing their expertise and experience in a variety of technological and pedagogical areas. For example, the following topics were all addressed:

- Swimming with the Sharks: Effective MBA Teaching
- Internet-Based Teaching
- Assessing and Improving Faculty Performance in a Small-College Environment

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See PROFESSIONAL DEVELOPMENT page 46

# 1998 Academic Administrator Program

by George Heitmann, 1998 Academic Administrator Program  
Coordinator, Muhlenberg College

This year, the Academic Administrator Program celebrated the tenth anniversary of the 1988 publication of *Management Education and Development: Drift or Thrust into the 21st Century*. Better known as the Porter-McKibbin report, it is widely acknowledged to be the most important prescriptive analysis of management education that has appeared since the 1959 publication of the Gordon-Howell and Pierson "Foundation" reports. "[T]he outcome of a three-year study commissioned by the American Assembly of Collegiate Schools of Business (AACSB) on the future of management education and development," it has served as a spur and guide to the significant changes in curriculum and perspective that have occurred over the past decade. After 10 years, its analyses, conclusions, and recommendations still are timely and relevant.

We were especially pleased to have Lyman Porter and Lawrence McKibbin as our guest speakers. The Academic Administrator Program now provides a full day of sessions, each attracting some 30 or so attendees. The first session, "The Way We Were," reunited Lyman and Larry for a first-hand discussion of the state of man-

agement education in the mid-1980s, the circumstances that led to the AACSB commissioning of the report, the changes that have since taken place, and the authors' speculations as to what remains to be done. The need for developing global perspectives in management education is a recurring theme in the Porter-McKibbin Report. The second session entitled "Internationalizing the Curriculum," addressed this theme. The session was organized and chaired by Bob Markland, associate dean for academic affairs at The Darla Moore School of Business, who has played a leadership role in The University of South Carolina's highly successful internationalization efforts. He was joined by Doug Elvers, of the University of North Carolina at Chapel Hill, and Doug Smith, of the University of Missouri-St. Louis, who provided informative summaries and analyses of their school's approaches to internationalization.

After a program luncheon, the third session was chaired by Darl Bien, who was joined by his University of Denver colleagues, Glyn Hanbery and Tom Howard. The session explored "The Expanding Definition of Scholarship," another important

Porter-McKibbin concern. Darl, Glyn and Tom described the innovative changes in The Daniels College of Business approach to management education, and both the rewards and concerns of doing things differently. In the concluding session, Lyman and Larry were joined by Keith Ord, of Pennsylvania State University, and G. W. Willis, of Baylor. This session reflected on the day's discussions and prompted a lively exchange of ideas with the audience. The discussion continued informally after the halt called by the program coordinator, who felt it time for a martini.

The 1999 Academic Administrator Program in New Orleans will be jointly coordinated by G. W. Willis (Information Systems Department, Hankamer School of Business, Baylor University, Waco, TX 76798-8005; gw\_willis@baylor.edu), who will take the lead role; and George Heitmann (Muhlenberg College, Allentown PA 18104-5586; heitmann@muhlenberg.edu). Suggestions for program sessions, and an interest in chairing such sessions, will be appreciated. There will also be an Academic Administrator Program, again featuring Lyman Porter and Larry McKibbin, at the DSI International meeting this July in Athens, Greece. ■



## Scenes from the 1998 Annual Meeting...



# 1998 Doctoral Student Consortium

by G. Keong Leong, Doctoral Student Consortium Coordinator, Ohio State University

The Institute's sixteenth annual Doctoral Student Consortium was held Saturday, November 21, at the Bally's Las Vegas Hotel. This professional development program for senior doctoral students was once again sponsored by Irwin/McGraw Hill. This year, 39 students were selected for participation, representing 30 colleges and universities. As in the past, students were invited to participate based on their progress in their doctoral work, a recommendation by their advisor or doctoral program director, and the quality of a description of their dissertation research.

The morning sessions in the consortium focused around issues related to the academic job market and placement. Michael Parent, Program Chair, welcomed the students to the annual meeting. Then Gary Klein, DSI Placement Director, started the program off with an overview of DSI Placement Services and trends in the academic job market. This was followed by a presentation by Ceyhun Ozgur on Alpha Iota Delta member benefits. Next, a panel of three faculty looked at the interviewing process. Amelia Carr, John McCreery, and Ina Samanta Markham offered hints as to how doctoral students can approach the interviewing process to make the most favorable impression on potential employers. The next panel, comprising John Anderson, Nancy Weida, Anthony Ross, and Steve Lunce, discussed the expectations of teaching, research, and service activities at their institutions.

Luncheon speaker Terry Rakes presented the benefits of being a member of DSI. Terry emphasized the value of DSI membership. He also encouraged the students to take advantage of networking opportunities at the annual meeting. After lunch, participants broke into small groups for a "Strategic Research Planning Workshop." The workshop, which was organized by Julie Kendall, Ken Kendall, Bob Mockler, and Dorothy Dologite, helps each

of the student participants develop a plan for how his/her research stream will unfold over the next few years. The students were encouraged to think about how their research activities would fit into a cohesive program. The other faculty involved with the research workshops were Bob Jacobs, Manoj Malhotra, Timothy Smunt, Urban Wemmerlov, and Clay Whybark.

Following the research planning workshop, attention turned to teaching. Harvey Brightman presented two sessions on teaching effectiveness. In the first session, Harvey summarized research on effective teacher attributes, and offered the participants tips on various ways to organize their classroom presentations to facilitate student understanding. Harvey's second session looked at methods for encouraging critical thinking and demonstrated the TAPPS (Thinking Aloud Paired Problem Solving) technique.

The next session of the day featured a panel of editors from three prominent academic journals sharing their insights regarding the "publication process." Lee Krajewski and Ram Narasimhan (*Decision Sciences Journal*), Jack Meredith (*Journal of Operations Management*), and Bob Zmud (*MIS Quarterly*) described the objectives and the review processes for their respective journals, and then offered the student participants practical tips on how to improve their chances of getting their work published in top outlets in a timely fashion.

In the last session, Chris Kydd (1998 DSI Dissertation Competition Coordinator) and Dorothy Dologite (1999 DSI Dissertation Competition Coordinator) were introduced to the students. In addition, Elena Katok discussed her winning dissertation in last year's competition.

Next year's Doctoral Student Consortium coordinator is Jim Hershauer of Arizona State University.

## Faculty Participants

John Anderson, University of Minnesota  
Harvey J. Brightman, Georgia State University  
Amelia Carr, Ohio State University  
Dorothy Dologite, City University of New York  
F. Robert Jacobs, Indiana University  
Elena Katok, Colorado School of Mines  
Julie E. Kendall, Rutgers – The State University of New Jersey  
Kenneth E. Kendall, Rutgers – The State University of New Jersey  
Gary Klein, University of Colorado - Colorado Springs  
Lee J. Krajewski, University of Notre Dame  
Chris Kydd, University of Delaware  
G. Keong Leong, Ohio State University  
Steve Lunce, Texas A&M International University  
Manoj Malhotra, University of South Carolina  
Ina Samanta Markham, James Madison University  
John McCreery, North Carolina State University  
Jack Meredith, Wake Forest University  
Robert Mockler, St. John's University  
Ram Narasimhan, Michigan State University  
Ceyhun Ozgur, Valparaiso University  
Michael Parent, Utah State University  
Terry R. Rakes, Virginia Polytechnic Institute and State University  
Anthony Ross, Texas A&M University  
Timothy Smunt, Wake Forest University  
Nancy Weida, Bucknell University  
Urban Wemmerlov, University of Wisconsin – Madison  
D. Clay Whybark, University of North Carolina – Chapel Hill  
Robert Zmud, University of Oklahoma

## Student Participants

Ravi Bapna, University of Connecticut  
Gerald F. Brown, University of Texas – Arlington  
Yong Suk Choi, University of Nebraska – Lincoln  
David T. Croasdell, Texas A&M University  
Xiaodong Deng, University of Toledo  
Liane Easton, Arizona State University  
Thomas F. Gattiker, University of Georgia  
Gerald C. Gonsalves, University of Kentucky  
Gary Hackbarth, University of South Carolina  
Russell Haines, University of Houston

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See DOCTORAL STUDENT on next page

**DOCTORAL STUDENT** from previous page

Traci J. Hess, Virginia Polytechnic Institute & State University  
James Hill, Ohio State University  
Soongoo Hong, University of Nebraska – Lincoln  
Stella Yan Hua, University of Wisconsin – Madison  
Kun-Shin Im, University of South Carolina  
Richard D. Johnson, University of Maryland – College Park  
Kellie Keeling, University of North Texas  
Taehwan Kim, Mississippi State University  
Fred L. Kitchens, The University of Mississippi  
Lori L. Koste, University of South Carolina  
Shailesh Kulkarni, University of Cincinnati

Jonathan Kumin Lazar, University of Maryland – Baltimore County  
Lal Divakaran Liginlal, University of Arizona  
Robert C. Mahaney, University of Kentucky  
Larry J. Menor, University of North Carolina – Chapel Hill  
Henry E. Newkirk, University of Kentucky  
Dat-Dao Nguyen, Concordia University  
John R. Olson, University of Nebraska – Lincoln  
B. Joon Park, Georgia Institute of Technology  
Jay Pope, University of Texas – Pan American  
Alan N. Pryor, University of North Texas  
Peruvemba S. Ravi, Washington University

Marcus A. Rothenberger, Arizona State University  
Benjamin B.M. Shao, State University of New York – Buffalo  
Changsoo Sohn, Southern Illinois University – Carbondale  
Samit Soni, University of Texas – Dallas  
Gary Stading, Texas A&M University  
Andrew Urbaczewski, Indiana University  
Elaine Winston, The City University of New York

## On-Line Membership Survey

from Terry Rakes' President Letter, in this issue

Meetings are only one facet of the Institute, we also want to expand and improve on the ways in which the Institute serves its members. Our new on-line member survey will help us to gather information about what you need most from the organization. As of the time of the 1998 Annual Meeting, I am pleased to say that over 400 members had responded to the survey. If you have not responded and are willing to do so, the survey will remain on-line until February 15. Just point your browser to:

<http://dsi.gsu.edu>

and follow the links to the survey. It only takes a few minutes to complete, and your input will be greatly appreciated.

**PROFESSIONAL DEVELOPMENT** from page 43

- A Team Learning Approach for Teaching Operations Management
- Higher Education in 2025: Preparing for Future Challenges
- The Year 2000 Computer Problem: A Workshop for Teaching, Consulting, and Managing
- Using Enterprise Resource Planning in Teaching
- Using Enterprise Resource Planning in Research
- Globalizing Business Education
- Teaching Principles of the Unified Services Theory
- Organizing a Course based on the Unified Services Theory
- Teaching Services Management: Tying It All Together

The caliber of presentations was quite high and participants came away with new ideas and new methods for making their lives better—both more productive and more effective. If we are going to meet the exigencies of today's evolving higher education environment, we will need to take greater advantage of professional development opportunities in order to leverage our scarcest resource: TIME. Professional devel-

opment at the annual meeting can and should become a very important part of the DSI experience. I encourage each of you to consider how you might participate in this year's professional development program, discussing important challenges facing your university, sharing newly acquired skills or newly designed programs, or simply coming and learning from your colleagues.

By the way, I recently saw Bud LaLonde again, and he suggested that by 2002, the new standard will be 20 percent of a manager's time to build new skills or face obsolescence in a short three years. ■

Stanley E. Fawcett  
Department of Management  
Marriott School of Management  
Brigham Young University  
668 Tanner Building  
Provo, UT 84602  
(801) 378-5890  
fax: (801) 378-5984  
email: sef@email.byu.edu