

# School of Business Reports



Volume 11, Fall 1994

## AACSB Candidacy Status for USI School of Business

The School of Business submitted a plan to the American Assembly of Collegiate Schools of Business (AACSB) in August 1994 and applied for candidacy status. In September the AACSB Candidacy Committee reviewed and approved the plan and admitted the School to candidacy status.

### What does AACSB candidacy mean?

AACSB answers that question this way: "Candidacy status is an indication that an institution has voluntarily committed to participate in a program of self-improvement and is actively progressing toward accreditation; candidacy status is not accreditation and does not guarantee eventual accreditation."

### How is the USI School of Business going about self-improvement?

The School reviewed the mission, identified areas in need of improvement, and established time lines to accomplish these improvements. As a result, a definable continuous improvement environment has been developed.

In the fall of 1992, faculty took part in a formal TQM training. Over the last two years, fourteen faculty have attended the fall AACSB conferences on Continuous Improvement where they listened to presentations from other schools of business and to leaders from business and industry involved in continuous improvement endeavors.

### How is the School actively progressing toward accreditation?

The School has developed formal ways to listen to our constituencies.

The Board of Visitors was established in 1989 and today has a membership of 32 senior executives of area businesses which have a stake in the USI School of Business. They advise the School in areas of curriculum, interaction with the business community, and fund raising.

They have worked with the School on graduate and undergraduate curriculum revisions over the past three years; representatives from this Board and from the community served on an advisory committee to assist in formulating the new CIS major (see story later in newsletter); they are working with the accounting department to develop curriculum to meet the 150-hour CPA requirement that must be in place for graduates in the year 2000; and they assist in reviewing and refining the mission.

The Board by its very existence is a strong link to the business community. In addition, the Board has helped identify classroom speakers, advised in the area of internships, developed a faculty associates program in which a faculty member and a board member with similar interests meet informally over the course of the year, and reacted to assessment surveys the School is preparing to send to employers of our graduates. The Board is also developing an ethics component to help the School further incorporate business ethics issues into the curriculum.

The Board's finance committee assists the School in increasing both the base and the amount of contributions from area businesses. Primarily, these contributions have made access to the most important electronic databases available for both faculty and students. This has broadened the School's horizons for research and information.

An alumni survey to learn alumni perceptions of the value of their educational experiences at USI was developed and administered by Dr. Larry Arp, chair of the Department of Information Systems and Business Education. Alumni critiques and suggestions have been taken seriously. The School plans to regularly survey alumni as a measurement of progress. In addition, a plan for establishing a recent-graduate advisory group is on the agenda.

The Dean's Student Advisory Group was established last year. The students in this group represent a cross

## Board of Visitors

The USI School of Business Board of Visitors was established in 1989 to provide direct and effective communication between the practitioner and the theorist. These senior business executives serve on the Board of Visitors:

Roxy M. Baas, Geo. S. Olive & Co  
John J. Bolger '80, Commercial Credit Corporation  
Alan R. Brill, Brill Media Company, Inc.  
James R. Dodd, Citizens National Bank  
John W. Flock, GE Plastic  
Norman D. Gee, Atlas Van Lines  
Carolyn Georgette, Doncaster Consultant  
Robert E. Griffin, Escalade, Inc.  
David E. Gunn '73, Harding Shymanski & Co.  
Michael R. Hinton, Old National Bank  
S. Mark Kerney '76, SIGECO  
Daniel Leitch III, American General Finance  
John D. Lippert, National City Bank  
Thomas O. Magan, Kahn, Dees, Donovan & Kahn  
James R. McKinney, Regency Associates  
Allen R. Mounts '74, Old National Bancorp  
Jerald A. Newhouse, Newhouse & Associates  
Lawrence D. Prybil, Daughters of Charity National Health System  
Ronald D. Romain '73, Romain Automotive Group  
J. Steven Rudolph, J.H. Rudolph & Co., Inc.  
David H. Russell, Shoe Carnival, Inc.  
J.C. "Pete" Ruthenburg, Red Spot Paint & Varnish Co., Inc.  
Steven J. Schenck '72, NBD Indiana, Inc.  
William E. Schmits, ALCOA  
Pamela Sue Schrecker, Bristol-Myers Squibb  
Kenneth L. Sendelweck, Kimball International, Inc.  
Russell W. Sherlock, Acordia Business Benefits  
Richard M. Stivers, Deaconess Hospital  
Richard W. Strenkowski, Lawson Mardon Thermoplate  
Robert W. Swan '72, Kemper CPA Group  
Albert J. Umbach, Jr., Umbach and Associates  
Michael J. Weber '72, McCurdy Healthcare Center

section of business students who are serious about getting a good education. They meet regularly with Dean Fisher to discuss specific subjects, i.e. the best and worst experience while being enrolled in the School of Business. Summaries of their comments and concerns are given to the faculty for consideration. In addition to the Student Advisory Group, a student

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Phil Fisher

## Dean's Letter

In my first dean's letter, written in April of 1991 and before I arrived on campus, I identified five areas which would have to be addressed in order for us to make significant improvements in the School and gain accreditation by the American Assembly of Collegiate Schools of Business (AACSB). These were (1) more full-time faculty, (2) higher faculty salaries, (3) more library books and journals, (4) faculty and student access to electronic data bases, and (5) faculty access to computers.

Since that letter was written, (1) full-time faculty have been increased from 28 to 35; (2) while faculty salaries are still in the third quartile when compared to regional accredited schools in this area, we are able to make

competitive offers to new faculty and have been able to improve salaries for some faculty whose salaries had fallen behind; (3) increased state appropriations in support of the M.B.A. program and the Give-a-Book program have helped us increase our library holdings; (4) we have used contributions from area businesses to provide faculty and student access to the most important electronic data bases; and (5) all faculty have networked computers and access to Internet. For our part, we updated the undergraduate and graduate curriculums, included more assignments to build communication and leadership skills into the course requirements, and increased our research activity.

Support from the University, support from alumni and area business, and hard work by the faculty brought us to a point last year where we believed we were ready to begin the formal process of AACSB accreditation. In October of 1993, we entered the AACSB candidacy program. We then submitted a self-study to our AACSB-appointed advisor, were visited by the advisor in April, and wrote a detailed plan to complete the accreditation requirements. The AACSB Candidacy Committee reviewed and approved our plan in September of this year.

Our task this year is to complete the installation of the continuous improvement practices described in the cover article. We have benchmarked best practices and already made very significant changes in the way we do things. Students notice the changes; and while the assignments involve more work, for the most part students applaud them. Our plan is to prepare a self-study for accreditation next year; if that is accepted, we will have the final on-site visit during the 1996-97 academic year.

We still have much to do, but accreditation is within our powers. We have managed to obtain the staff, the resources, and the programs we envisioned. Now we have to assure that the improvements we have made are not the end but rather way stations on a journey of continuous improvement.

## Dean's Student Advisory Board

- Charles Anslinger
- Joseph Coffman
- Chris Denton
- Sherry Duff
- Richard Dziubich
- Terri Gilham
- Michael Greenwell
- Farley Heldt
- Brad Hobgood
- Jennifer Holcombe
- Misty James
- Heather Ketenbrink
- Tristan Lengacher
- Vicky McCluskey
- Jenny Medcraft
- Rafael Morales
- Shawn Otto
- Polly Reynolds
- Tammy Shourds
- Christine Thomas

### AACSB continued...

survey is being prepared to garner student input, and an assessment instrument for graduating seniors is being investigated.

**An advising task force** chaired by Bill Henderson, assistant dean and assistant professor of computer information systems, and made up of School of Business and University faculty and personnel has looked closely at the advising process and has made recommendations to improve the outcomes. Procedures to streamline freshman pre-registration and allow more student-faculty interaction during pre-registration were recommended by the task force and have been adopted by the University. The changes include greater emphasis on earlier completion of placement testing, more days scheduled for new student pre-registration, and a more effective presentation of class options for new freshmen.

A study to assess the dimensions of advising quality in the School of Business is being conducted by Dr. Peggy Shields, assistant professor of marketing. A survey has been sent to 1,200 undergraduate business majors and to 33 faculty advisors to determine student and faculty perceptions of the advising process. The data gathered from the survey will be used as a benchmark and to highlight areas for improvement in advising procedures.

The implementation of a computerized degree audit reporting system (DARS) will free faculty to spend more time for career advising. The School of Business is piloting DARS for the University. In conjunction with this pilot, a small group of business advisors will be trained in techniques and procedures to emphasize career advising and course selection. As faculty and students adapt to DARS, less effort should be spent on scheduling and more in productive career planning.

**The research task force**, chaired by Dr. Marwan Wafa, chair of the Management and Marketing Department and associate professor of decision sciences, established policies and practices to serve as general guidelines to continuously improve the quality and quantity of research output and other scholarly activities.

The guidelines include requesting each faculty member to prepare an annual development plan, encouraging all faculty to attend and/or participate in at least one professional meeting a year, establishing a faculty development fund to allocate a certain amount of discretionary money to assist faculty in research efforts, awarding summer research grants to support promising research projects (a second summer research grant will be in place this summer), developing an in-house mentoring program to facilitate research skill development, initiating reassignment of time for pursuit of a meritorious project, providing additional student worker time to work on a specific project, and encouraging informal scholarly support activities.

The task force also has recommended establishing faculty excellence in teaching, research, and service awards as well as publication incentive awards.

A colloquium lecture series has been established to explore general publication strategies and to develop a cooperative research environment. Nine sessions are on the agenda for 1994-95. The first three have been well attended and have dealt with (1) increasing research output and generating research ideas, (2) conducting literature research reviews and identifying research hypotheses, and (3) collecting

data. The remaining topics are (1) survey preparation and sample design and screening, (2) introduction to INTERNET, (3) statistical techniques, (4) data analysis, (5) writing and completing a paper, and (6) paper submission and follow-up and an editor's perspective.

**A teaching improvement task force**, chaired by Dr. Daniel Wade, associate dean and associate professor of accounting, researched teaching improvement programs, adapted a program used by the University of Kentucky for its community college system, attended training sessions conducted by the University of Kentucky, and put into place this fall a three-part program. The program involves at least one seminar per semester on teaching excellence, a series of informal discussion sessions on teaching strategies, and a formal colleague-to-colleague teaching improvement program.

During the annual fall business faculty retreat, a seminar on experiential teaching and learning was led by Ron Thomas, assistant director of Executive Education at Indiana University Graduate School of Business. In early October a seminar on active learning

was led by Dr. Charles Bonwell, director of the Center for Teaching and Learning from the Saint Louis College of Pharmacy. This seminar was a cooperative effort with the School of Education.

The second part of the program is a series of lunch-time informal discussion sessions. The first one dealt with reaction to the active learning seminar and discussion of how faculty use active learning methodologies (two-thirds of the faculty voluntarily attended). The second one will be a panel discussion of specific teaching strategies used by three recognized effective instructors.

The third part, the Colleague-to-Colleague Teaching Improvement Program, involves three pairs of faculty who are following a formal system involving classroom observation and video taping, identification of specific areas to improve, development of improvement strategies, and assessment of student perceptions before and after the strategies have been instituted. Faculty pairs work together to learn from one another with the assistance of a member of the teaching improvement committee.

The School has started a teaching library housed in the suite of business

faculty offices and has subscribed to a monthly publication on the teaching professor which is made available to each faculty member to further foster an emphasis on teaching initiatives and improvements.

### **AACSB accreditation is a benchmark.**

It is a standard of excellence that the USI School of Business aspires to attain. Only 304 United States and two Canadian schools of business have AACSB accreditation. Business schools are accredited with the application of stringent standards measuring how well the school carries out its mission, proof of continuous improvement programs in place, and assessment of the attainment of identified goals. The USI School of Business candidacy plan targets accreditation in the 1996-97 academic year, admittedly an ambitious goal.

The USI School of Business is pleased to have been granted candidacy status and is acutely aware that obtaining and then maintaining accreditation is an on-going process of continuous improvement which will benefit the students, faculty, university, employers, and community.

## Success Stories

### Mary Hollars

In 1985 **Mary Hollars** came to USI—back to school after several years of being mom and community volunteer.

Her goal was to get an education. After a couple of semesters, she decided to become a teacher and declared a major in business education. Then she entered an accounting class and became fascinated with accounting. She was asked to organize the tutorial accounting lab for students struggling with accounting principles. Mary was successful with helping those students.



*Mary Hollars, B.S. '90,  
M.B.A. '91*

She graduated with an accounting degree in 1990 and immediately entered the USI M.B.A. program. She was more than a student; she was the first M.B.A. administrator. During the 1992 tax season, Mary went to work for a local CPA firm. Then came the opportunity to combine her two passions—education and accounting. In the fall of 1992, Mary became assistant professor of accounting at Vincennes University.

In the fall of 1993, Dr. David Ford, Vice President of Vincennes University, submitted Mary's name to the National Institute for Staff and Organizational Development (NISOD) in recognition of excellence in teaching. To Mary's credit, she was one of the national recipients of the NISOD award.

In 1994, Mary was awarded a Vincennes University Exemplary Service Award. This award recognizes faculty and professional staff for extra-mile, outstanding, and exemplary service. Criteria include excellence in teaching or service, special activity on behalf of the university, and extra service to students or clients.

Mary chaired the Enrollment Management Committee for the Business Division and coordinated a number of retention and recruitment strategies for the division including the development of a new brochure and organization of the annual business forum, Dads' Weekend activity, and high school visitation. She helped spearhead the effort to bring the teaching consulting program to the campus and is one of three original participants in a program designed to assist the development of improved teaching methods. She initiated the on-campus VITA (Volunteer Income Tax Assistance) program and chaired the Professional

Development Committee for the Indiana Business Education Association.

### Jill Padgett

The USI School of Business is proud of Mary Hollars' accomplishments and wishes her every success.



*Jill Padgett, B.S. '79*

Business education major **Jill Padgett** graduated from USI in 1979 dreaming of teaching and coaching at the college level. She recalls, "I wanted to grow up to be a women's athletic director."

Toward that goal, she obtained a teaching assistant-ship at Eastern Kentucky University and earned a master's degree in sports administration. As part of that program she interned in Washington, D.C., with AIAW, the women's counterpart of the men's NCAA which has now been absorbed by the NCAA. Following the internship, she became the assistant women's basketball coach at George Mason University in Fairfax, Virginia, where, she says, "I learned the value of working well with people."

After a year and a half, she returned to the Evansville area and assumed the role of assistant athletic director at Oakland City College, where she also taught

### Success Stories continued...

physical education, worked with the Title III Educational Talent Search program, and developed adult degree traditional and telecourse programs in business. Jill says, "On the day before the opening of school, a position became available to teach marketing. Because of my business background obtained at USI, I was presented with this opportunity. I loved it and knew I wanted to teach marketing on the college level."

Jill became a part-time student at Webster University's Jeffersonville campus and earned an M.B.A. with a marketing emphasis in 1992 and started work toward an Ed.D. degree in educational leadership at Spalding University in Louisville. At this point she decided it was time to get experience at a state school and came to Ivy Tech in Evansville where she is a marketing instructor.

In 1994 Jill was awarded the Evansville Ivy Tech President's Award for Excellence in Instruction and subsequently the Glenn W. Sample Award for Excellence in Instruction, a statewide award. When presenting the award, Ivy Tech State College President Gerald I. Lamkin said, "...she challenges and encourages her students to achieve excellence. She cares about all aspects of students. In her unselfish manner, she shares her teaching methods of marketing strategies with both her peers and her students."

Jill Padgett shared her insights with

students at USI this fall when she served as Alumni-in-Residence for the School of Education. Her topic was "Building a Teacher of the Year." She is continuing her studies toward an Ed.D. degree. Perhaps one of Jill's secrets to success is that she continues to dream of what she will become.

### M.B.A. Students

Four USI M.B.A. students, Dennis Staley, Jim Robinett, Tom Bartleman, and Stan Barron, won third position in the Donald W. Fogarty International Student Paper Competition. This competition is organized by the Education and Research Foundation, a component of APICS. The research paper entitled "Cost of Quality: Juran or Taguchi?" was a requirement of Production and Operations Management, a course taught by Dr. Marwan Wafa last spring.

### Center for Economic Education

The Center for Economic Education was accredited in 1994 by the National Council on Economic Education and the Indiana Council for Economic Education for a five-year period. These accreditations ensure program quality within the Indiana and National Council Network.

**Jerry Crawford**, CEO of NBD Southwest, is the 1994 regional recipient of the Paul Samuelson Award for Business Leaders in recognition of his efforts in the field of economic education. Mr. Crawford is a member of the USI

Center for Economic Education Advisory Board. He was one of the original members of the organization task force and has helped shape the focus of the center. Through his efforts, the Evansville Bank Clearing House continues to give financial assistance to the Center for Economic Education in the form of tuition scholarships to teachers for intensive training during a two-week summer economic issues workshop.

**Shelia Meyers**, principal of Haubstadt Community Schools, is the 1994 regional recipient of the Lawrence Senesh Award for School Administrators. This award is given in recognition of her efforts in curriculum development in the area of economic education. As the result of her efforts, eight elementary and eight middle school teachers received two days of intensive training in economic education on simulations which were developed for use in specific classroom settings.

**Pam Lené**, economics teacher at Castle High School in Paradise, is the 1994 regional recipient of the Olin W. Davis Award for Exemplary Teacher of Economics in recognition of her efforts in bringing economics into the classroom. Ms. Lene' is one of two economics teachers at Castle who uses simulations such as The Stock Market Game; The Commodity Challenge; and Energy, Economics, and The Environment to increase the economics literacy of the students.

## Mike Weber

### 1972 Graduate and 1993-94 Board of Visitors Chair

I would like to tell you a story about a young man from the West Side of



Mike Weber '72

Evansville. Having just graduated from high school in the late 1960s, he was not unlike the generation "X" students of today, searching for the future and the meaning of life, expecting lights to come on, doors to open, and opportunity to be bestowed upon him. What he discovered, instead, was an intimidating world that he was not totally prepared to enter. His high school education was geared toward college preparation; he was a prospective first-generation college student; he hoped to be a first-generation college graduate. Unfortunately, there were a few "roadblocks" ahead. Even 25 years ago

college was expensive, and his parents could only afford to provide partial financial assistance. An out-of-town school was out of the question; it would be difficult enough to fund tuition and book expenses. Room and board, meals, etc., were simply not in the budget.

A strange thing happened to this young man on the way to the "real world." The opportunity for an affordable, quality education suddenly was available—at Indiana State University Evansville (now USI). All of a sudden the lack of direction and the absence of goals and objectives changed to a constructive, pro-active, and organized path to a four-year college degree.

Looking back some 20-plus years, this young man, who graduated in 1972 with a B.S. in accounting and went on to a rewarding 18-year career in public accounting in Indianapolis, credits his foundation for success in business to the availability of the affordable, quality education he received at the University of Southern Indiana.

After 18 years, he found himself investing in businesses back in his hometown of Evansville, Indiana. In 1992 he relocated his family and once again called Evansville

"home." The Southern Indiana business climate has allowed him to attain the usually difficult-to-define role of an entrepreneur. To attain a level of success is sweet, hard to achieve, and even more difficult to keep—but very gratifying.

I am most pleased and very proud to tell you as the immediate past chair of the USI School of Business Board of Visitors that the 1972 graduate is me—the first USI alumnus to be chair of the Board of Visitors.

I thank my predecessors who have served as chair of the Board of Visitors, Robert Griffin, Rich Strenkowski, and Robert Leich. They laid the groundwork for the Board of Visitors. Serving the School of Business in an advisory capacity has been very rewarding for me, and I hope mutually beneficial. Thanks, also, to Dean Phil Fisher for his exceptional patience and his foresight in guiding the School of Business and to the faculty and associates for their dedication and hard work.

USI is a very important part of Southwestern Indiana and the Tri-State's higher education system. As business men and women, students and residents, we are most fortunate to have this resource available to us.

## New Faculty

### **Peter Cashel-Cordo, Ph.D.,** Assistant Professor of Economics

Dr. Cashel-Cordo earned his doctorate in economics in 1988 from the University of Houston. His M.A. and B.S. are also from the University of Houston. His studies and research reflect a strong interest in international economics. This interest was developed when he served as a Peace Corps volunteer in West Africa.



*Peter Cashel-Cordo, Ph.D.*

His primary research interests and teaching responsibilities continue to evolve around international economics, particularly in the area of foreign aid. His works are frequently cited in this area. His articles have appeared in the *Journal of Development Economics and Development and Management* as well as national and international proceedings in economics. Dr. Cashel-Cordo has also written a chapter, "Donors, Development, and Debt: The Role of External Assistance and Internal Indebtedness," in Kluwer Academic Publisher's 1989 text, *Development Economics: Theory, Practice, and Prospects*.

Dr. Cashel-Cordo teaches international economics, developmental economics, and microeconomics, as well as principles courses. He has developed USI's new Global Economics Issues course.

He previously served on the faculties of University of Houston and Canisius College in Buffalo, New York.

### **Morry Ghingold, Ph.D.,** Associate Professor of Marketing

Dr. Ghingold came to USI from the University of Toledo where he was an associate professor in marketing. Previously he taught at the University of Cincinnati. In 1993 he was honored with an opportunity to teach at the University of Michigan-Ann Arbor. He earned



*Morry Ghingold, Ph.D.*

his B.Comm. and M.B.A. degrees from McGill University in Montreal, Canada, and his Ph.D. from Pennsylvania State University.

Dr. Ghingold's primary research interests are in business and industrial marketing, with particular emphasis on the transfer of new products and/or technologies. He is presently researching information source effects and the role of marketing communications in the diffusion of industrial innovations.

Dr. Ghingold has presented papers at many national conferences and meetings. Most of these papers have been published in conference proceedings. Dr. Ghingold has also published his work in refereed journals including articles in *Journal of Business Research*, *Industrial Marketing Management*, *Journal of Business and Industrial Marketing*, *Journal of Pricing Management*, and *Journal of Purchasing and Materials Management*.

At the University of Southern Indiana, Dr. Ghingold's teaching responsibilities include Principles of Marketing, Marketing Channels, Strategic Marketing (undergraduate and graduate), Professional Selling and Sales Management, and Business and Industrial Marketing. Dr. Ghingold is an accomplished case method teacher and has a strong track record in teaching the more applied and managerial courses in the field of marketing.

### **Cynthia Beier Greeson,** Instructor of Accounting

Cynthia Greeson is no stranger to the USI campus. She earned her M.B.A. from USI in 1993 in addition to completing the requirements for professional certification through the Post-Baccalaureate Certificate in Professional Accountancy program. Her undergraduate work in biology was completed at Central Michigan University. Additionally, she completed two years of graduate study at Indiana University School of Medical Sciences.



*Cynthia Beier Greeson*

Most recently Ms. Greeson has been a staff accountant and the medical services coordinator at Kemper CPA Group in Evansville. Prior to joining Kemper, she taught anatomy and physiology at Henderson Community College. During the early part of her career, she was a pharmaceutical representative for Warner-Lambert and a researcher/grant coordinator for the Pennsylvania State Medical Center.

While working on her M.B.A., Ms.

Greeson received a USI Student Faculty Research Award. She presented the paper, "Activity-Based Costing: One Manufacturer's Experience," with Dr. Mehmet Kocakulah at the 1993 Midwest meeting of the American Accounting Association. A follow-up paper, "Activity-Based Costing System Implementation for Efficiency and Quality," has been accepted for presentation at the 1994 annual meeting of the Decision Sciences Institute.

### **William A. Sodeman, Ph.D.,** Assistant Professor of Management

Dr. Sodeman received his doctorate in business administration at the University of Georgia in 1993. His areas of research include social investing, the natural environment, and business ethics. He has presented his research at various academic conferences, including the annual meetings of the Academy of Management and the International Association for Business and Society. His dissertation was one of three finalists in the 1994 Best Dissertation competition of the Academy of Management's Social Issues in Management division.



*William A. Sodeman, Ph.D.*

Since 1989, he has taught a variety of undergraduate and M.B.A. courses at the University of Georgia and Marquette University. These courses include Strategic Management, Business and Society, Principles of Management, and Organizational Behavior. At the University of Georgia, he won two consecutive university awards for teaching and research.

Dr. Sodeman obtained his M.B.A. from Rollins College in 1988. As an undergraduate, he majored in art at the College of William and Mary in Virginia and received a B.A. in 1986. He is a member of several national honor societies, including Blue Key, Sigma Iota Epsilon, Beta Gamma Sigma, and the Society for Collegiate Journalists.

Dr. Sodeman obtained his M.B.A. from Rollins College in 1988. As an undergraduate, he majored in art at the College of William and Mary in Virginia and received a B.A. in 1986. He is a member of several national honor societies, including Blue Key, Sigma Iota Epsilon, Beta Gamma Sigma, and the Society for Collegiate Journalists.



# 1994 Faculty Publications

## Refereed Journals

- Gillard, Sharlett**, and James Price, "The Academic Background of Effective Project Managers," *The International Journal Theoretical and Practical Aspects of Management* (Moscow, Russia), pp. 125-127, January, 1994.
- Hall, Jr., Ernest H.**, and Caron H. St. John, "Methodological Note on Diversity Measurement," *Strategic Management Journal*, Vol. 15, pp. 153-168, 1994.
- Hemaida, Ramadan S.**, and N. K. Kwak, "A Linear Goal Programming Model for Trans-shipment Problems with Flexible Supply and Demand Constraints," *Journal of the Operational Research Society*, Vol. 45, No. 2, pp. 215-224, 1994.
- Jermakowicz, Eva K.**, and **Walter W. Jermakowicz**, "Business Valuation in the Privatization Process: The Case of Poland," *Multinational Business Review*, Vol. II, No. 1, Spring 1994.
- Jermakowicz, Walter W.**, "Debt Workouts. The Polish Experience," *Turnarounds & Workouts. News for People Tracking Distressed Businesses*, Vol. 3, No. 4, pp. 1-8, November, 1994.
- Khayum, Mohammed F.** and J. Baffoe-Bonnie, "Intertemporal Consumer Behavior in Developing Countries," *Applied Economics*, Vol. 26, pp. 775-784, 1994.
- Kocakulah, Mehmet, Dan Wade** and Keith Jewel, "The Medicare Prospective Payment System: Implications for Strategic Hospital Management," *The Journal of Management Systems*, Vol. 6, No. 3, pp. 53-69, 1994.
- Gardner, William, **Joy Peluchette** and Sharon Clinebell, "Valuing Women in Management: An Impression Management Perspective of Gender Diversity," *Management Communication Quarterly*, Vol. 8, No. 2, pp. 115-164, 1994.
- Quddus, Munir**, "Entrepreneurship in the Apparel Export Industry of Bangladesh," *Journal of Asian Business*, Vol. 9, No. 4, pp. 24-46, Fall 1993 (came out in 1994).
- Quddus, Munir**, and Salim Rashid, "The Overuse of Mathematics in Economics: The Nobel Resistance," *Eastern Economic Journal*, Vol. 20, No. 3, pp. 251-266, Summer 1994.
- Emery, Doug R., Mai E. Iskandar-Datta and **Jong C. Rhim**, "Capital Structure Management as A Contributing Motivation for Calling Convertible Debt," *Journal of Financial Research*, Vol. 17, No. 1, pp. 91-104, Spring 1994.
- Rhim, Jong C., Mohammed F. Khayum** and **Timothy J. Schibik**, "Composite Forecasts of Inflation: An Improvement in Forecasting Performance," *Journal of Economics and Finance*, Vol. 18, No. 3, Fall 1994.
- Sodeman, William**, Abstract of "Social Investing: The Role of Corporate Social Performance in Investment Decisions," *Business and Society*, Vol. 33, No. 2, August, 1994.
- Valentine, Gregory P.**, "Economics for Grades K-9," *The Social Studies Journal*, Vol. 85, No. 5, pp. 218-221, September/October, 1994.

## Proceedings

- Bizal, Nancy F.**, "Dinnerview: An Interview over Dinner," *Proceedings of the Twenty-Fourth Annual Conference of the International Society for Exploring Teaching Alternatives*, Tempe, Arizona, October, 1994.
- Choe, Sang T.**, and Glenn A. Pitman, "Sexual Preference as a Market Classification Variable: Gay and Lesbian Consumers," *Midwest Marketing Association 1994 Proceedings*, E. Wayne Chandler, Eastern Illinois University, pp. 128-133.
- Cox, Steven R., Tim J. Schibik** and **Mohammed F. Khayum**, "The Impact of Two Curricular Changes on Student Achievement in Economic Principles: Some Evidence from an Open Admissions University," *Proceedings of the 5th Annual Robert Morris-McGraw Hill Conference*, Pittsburgh, February, 1994.
- Greeson, Cynthia B.**, and **Mehmet Kocakulah**, "Activity-Based Costing System Implementation for Efficiency and Quality," *Decision Sciences Institute Annual Meeting Proceedings*, Honolulu, November, 1994.
- Hemaida, Ramadan**, and S. Wathen, "Risk Assessment Technique to Internal Audit Planning: A Multifactor Approach," *1994 Proceedings of Decision Sciences Institute*, Honolulu, November, 1994.
- Jermakowicz, Eva K.**, and Dolores F. Rinke, "The New Accounting Standards in Central and Eastern Europe vis-a-vis the International Accounting Standards and the European Community Directives," *Proceedings of the 17th Annual Congress of the European Accounting Association*, Venice, Italy, April, 1994.
- Rinke, Dolores F., and **Eva K. Jermakowicz**, "Investigation of Financial Reporting Issues in Hungary, Poland, Czech and Slovak Federal Republics," *Proceedings of the International Academy of Business Administration, World Business Trends*, London, June, 1994.
- Michaels, Pavlos, **Eva K. Jermakowicz** and LuAnn Bean-Goldman, "The Single European Market: Macroeconomic Issues and Prospects," *Proceedings of the 1994 Mid-South Academy of Economics and Finance*, Nashville, February, 1994.
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## New Computer Information Systems Major Added to School of Business Offerings

Beginning with Fall Semester 1994, USI students have the opportunity to declare a major in Computer Information Systems. The CIS major is designed to make students better prepared to enter information systems occupations and to offer more opportunities for employment.

The new major includes 30 hours of CIS classes (24 hours of CIS required classes and 6 hours of CIS electives) and 6 hours of Computer Science electives.

## Two Faculty Earn Doctorates

Jennifer J. Williams, assistant professor in computer information systems, successfully defended her dissertation in April. Dr. Williams' study, "Critical Success Factors: A Study of the Content and Characteristics," involved a nationwide survey and additionally included interviews with 45 top computer executives across the United States. The survey examined the current use of critical success factors (CSFs) as a methodology for information systems planning, design, and implementation, while the interviews focused on the executives' perceptions of criticality.



Dr. Jennifer J. Williams

To meet the occupational needs of industry, several new classes have been developed for the major. The new classes include Introduction to Programming Logic, Data Communications, Advanced Microcomputer Applications, End User Computing, 4th Generation Languages, and Special Topics in CIS.

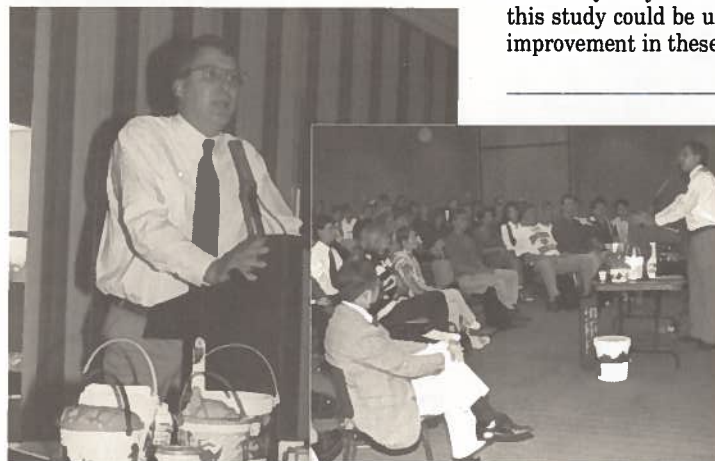
The new major was developed in consultation with an advisory committee composed of USI faculty and CIS professionals from the region. Members of the advisory committee who helped develop the curriculum include: Brian Arvison, IBM; Doug Bobo, IBM; Derek Faughn, Bristol-Myers Squibb; Jerry Gilpin, American General; Jim Keller, Keller, Schroeder and Associates; Wayne Kinney, Daughters of Charity; Jerry Newhouse, Newhouse Consulting and retired from Bristol-Myers Squibb; and Ken Steftenagel, Kimball International.

Craig R. Ehlen, assistant professor of accounting, successfully defended his dissertation in October. Dr. Ehlen's dissertation is entitled "An Empirical Examination of the Fairness of the AICPA—Mandated Peer and Quality Review Decision-Making Procedures and Their Effects on Reviewees' Attitudes Toward the AICPA and the Reviewer."



Dr. Craig R. Ehlen

The study examined whether the fairness of decision-making procedures embodied in the AICPA's practice-monitoring programs affect reviewees' attitudes about the AICPA and the reviewer. Survey instruments were distributed to a nationwide random sample of approximately 3,800 CPA firms which are subject to AICPA Peer or Quality Review programs. Potentially this study could be used to identify areas for improvement in these programs.



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