

NACRA

North American Case Research Association

NEWSLETTER



Spring 2006

Northern Michigan University

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NACRA Newsletter

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The NACRA Newsletter is published twice yearly by the North American Case Research Association.

TEAM EFFORT PRODUCES NEW EDITION OF BOOK



Peggy and Bill Naumes

Bill and Peggy Naumes are pleased to announce that the new edition of their book, The Art and Craft of Case Writing, will be out this spring. Like the first edition, it takes a “do it yourself”, personalized approach, blending an informal, workshop type style with theory and practical advice learned in three decades of case writing. The second edition, however, is not just for case writers in the business disciplines. It includes issues and examples from fields such as nursing, health care management, education, chemistry, and law.

One significant change has been in the discussion of objectives. In addition to a revised chart based on Bloom’s taxonomy, learning objectives now include discussion of Fink’s taxonomy of significant

learning. This approach recognizes a variety of types of learning, including integration, caring, and learning how to learn.

Coverage of research cases has been expanded. The research case chapter focuses on the relationship between case-based research articles and development of pedagogical cases. It also covers the use of pedagogical cases as a research tool. Cases as a form of research are also included in the chapters on the Instructor’s Manual (IM), in recognition of the IM’s importance in establishing cases as legitimate publications in the tenure process. The role of Institutional Review Boards has also been added.

Other chapters have also been extensively updated. The IM chapters

have been expanded to include the importance of theoretical linkages and research methodology. Issues relating to case series and supplements and multimedia cases now include non-business disciplines and issues. However, the new edition still includes familiar features such as checklists, the Practice Session and extensive reference resources.

“This is the book for the novice who wants to write her or his first case, as well as for the experienced case writer,” Peggy and Bill explain. “Our major concern is to help case writers make their cases more teacher-friendly. We really enjoy working with other case writers – we look at our book as an extension of the NACRA workshops.”

Bill Naumes is Associate Professor of Management at the Whittemore School of Business and Economics at the University of New Hampshire. He received a Bachelor’s degree in Industrial and Labor Relations and Masters in Business Administration from Cornell University. He received a Ph.D. in Business from Stanford University. He has written over one hundred cases and

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**THE NACRA 2006 ANNUAL MEETING WILL BE HELD IN SAN DIEGO, CALIFORNIA
DETAILS FORTHCOMING AT WWW.NACRA.NET**

CRJ AUTHORS AND REVIEWERS – A NEW ACSARS FEATURE

We are always working to improve our Automated Case Submission and Review System (ACSARS) to make submitting and reviewing cases easier.

We have a new feature that I believe both authors and reviewers will like. When you go to the ACSARS site and accept a case for review, you can then download the case. Once you have done this, you should save the case as a MS Word file.

When you are ready to review the case, on the Word toolbar, select Tools/Track Changes. Once you do this, if you are reading the case and see an error you want to correct or, for example, a word you believe the author should add, you simply make that change. Word will make the change for you in a different color text and show any deletions you might make. Moreover, if you want to insert a comment at a certain point in the text, place the cursor there and go to the toolbar and select Insert/Comment. Word will then open a comment box in the right-hand margin. You can then type your comment. Once you have reviewed the case and made any changes or inserted any comments you wished to make, you just save the edited file. Before saving the file, you should go to the toolbar and select Tools/Options/Security. In the security dialog box, check the box marked “Remove personal information from this file on save.” Then, save the file. This last action removes any identifying information from your file and maintains the blind-review process.

Then, when you want to submit your review, you go to the reviewer Web site and select “review case.” The review form will appear. At the top of the form you will see instructions on how to upload your file. Follow these instructions, and your edited file will be appended to your electronic review form and sent with the form back to the *CRJ* Editor. When the Editor reviews the case and sends the reviews to the author, your uploaded file will go to the author as well.

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JAMES A. ERSKINE: A SHORT PROFILE

Sixty miles east of Port Huron, Michigan, lies the University of Western Ontario’s Richard Ivey School of Business (Ivey)—often referred to as the “Harvard of the North”. Since its inception in 1923, Ivey has built all of its programs (including undergraduate, graduate, Ph.D., and Executive Development) on the Case Method. From the beginning, Ivey has hired student research assistants and graduates as case writers, in order to maintain a continuous stream of new cases. It was at Ivey, in 1967, that James A. Erskine—Jim to those who know him—started his career writing cases.

Shortly after graduating from the MBA Program at Ivey, Jim was hired to write cases and teach an introductory business course. He still remembers writing—and rewriting—his first case seven times during the summer of 1967. Each time it came back from his advisor with more “changes required” than the previous time. Jim, and his colleague, Mike Leenders, said to one another: “There just has to be a better way to do this!” Three months later, they mounted a research project to discover the state of the art of case writing.

A thorough review of the existing literature and taped interviews with over 150 educators in Canada, USA, and Europe culminated in a book that Jim and Mike entitled Case Research: The Case Writing Process. This book, now authored by the team of Leenders, Mauffette-Leenders, and Erskine, is in its fourth edition and has been re-titled Writing Cases. Two additional books, Teaching with Cases and Learning with Cases, by the same team of authors have been added over the years. The European Case Clearing House group at Cranfield, England, among others, recommends this trilogy on the Case Method as a “must-have” on the book shelf of anyone interested in using cases: beginners and veterans alike.

One of Jim’s more memorable interviews was with Andrew Towl (“Andy”) at the Harvard Business School. Jim clearly recalls Andy using a “shovel” analogy to define the role of a case writer. Andy said that a case writer

first determines what organization to enter, then determines the size of the “shovel” to take in to that organization—from a small garden trowel to a large front-end loader, and finally determines where in the organization to stick the shovel. Beyond these judgments, the case writer’s role is to scoop up whatever information the shovel can hold, carry it carefully back to the classroom—as undisturbed as possible, and set it down gently before the students. The professor, in turn, then begins: “What do you think of this? Is there an opportunity, challenge, or problem here? If you were in the position of this person what options do you have? What would you do, why and how? What’s your evidence? Who agrees/disagrees?”

Armed with the advice and experience of Andy Towl and many others, Jim and Mike produced 15 field-based, released cases (with teaching notes) in 1968, while working in Kingston, Jamaica. Jim invested the next 38 years studying the three pillars of the Case Method: writing, teaching, and learning with cases. He has had the privilege of traveling to over 35 countries and working with multiple thousands of case learners. Jim has long argued that while cases are bound by time and context (and hence don’t “travel” well), the process of writing cases and the fundamentals of teaching and learning with cases are enduring and transferable across cultures.

The NACRA family, along with the WACRA group, has recognized Jim as a distinguished contributor for his work with cases and the Case Method. He has received the 3M Teaching Fellow Award, recognizing him as one of Canada’s outstanding university professors. The University of Western Ontario has also recognized Jim as one of their top professors with the Edward G. Pleva Award for teaching excellence.

When Jim is not in the classroom teaching his popular Operating Manager course to students, he conducts case method workshops across the globe. Last year, Jim was invited to conduct workshops in Canada, USA, Mexico, Australia, New Zealand, Germany, Switzerland, Spain, Czech Republic, and Japan. In October, he was part of our “Distinguished Contributors” panel at the annual NACRA meeting on Cape Cod.

THINKING ABOUT THINKING

Several years ago, I had the pleasure of attending Harvard Business School's three-day seminar on "Case Discussion Leadership." As the name implies, this session focused on teaching cases as opposed to writing them.

One of the course materials was a book entitled Teaching and the Case Method. The first chapter in this text is a reprint of John Dewey's article "Thinking in Education," which was chapter 12 in his 1916 work, *Democracy and Education*. Dewey was an education philosopher writing on the topic of education in general. I found this chapter to be especially helpful in thinking about writing and teaching cases. Let me present a few points from the chapter.

- "Thinking is the method of intelligent learning, of learning that employs and rewards the mind."

- "The initial stage of that developing experience which is called thinking is experience."

- "To realize what an experience, or empirical situation, means, we have to call to mind the sort of situation that presents itself outside of school; the sort of occupations that interest and engage activity in ordinary life.... They give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking, or the intentional noting of connections; learning naturally results."

- "The most significant question... about any situation or experience proposed to induce learning is what

quality of problem it involves."

- "There must be *data* at command to supply the considerations required in dealing with the specific difficulty... A large part of the art of instruction lies in making the difficulty of new problems large enough to challenge thought, and small enough so that, in addition to the confusion naturally attending the novel elements, there shall be luminous familiar spots from which helpful suggestions may spring."

- "The data *arouse* suggestions... [The suggestions] forecast possible results, things *to do*, not facts (things already done)."

- "Ideas... whether they be humble guesses or dignified theories, are anticipations of possible solutions."

- "Where schools are equipped with laboratories, shops, and gardens, where dramatizations, plays, and games are freely used, opportunities exist for reproducing situations of life, and for acquiring and applying information and ideas in the carrying forward of progressive experiences."

Dewey summarizes the requirements for generating thinking and learning:

- "They are first that the pupil have a genuine situation of experience—that there be a continuous activity in which he [sic] is interested for its own sake; secondly, that a genuine problem develop within this situation as a stimulus to thought; third, that he possess the information and make the observa-

tions needed to deal with it; fourth, that suggested solutions occur to him which he shall be responsible for developing in an orderly way; fifth, that he have opportunity and occasion to test his ideas by application, to make their meaning clear and to discover for himself their validity."

After reading this article, I realized that Dewey was not discussing what we call cases, but that he had perfectly described what we call cases.

The *Case Research Journal* seeks to encourage the development and dissemination of cases based on real situations that are interesting and with which the student will identify. Our cases provide a "laboratory." These cases should contain enough information such that, in combination with a student's own experience and learning, he/she can generate recommendations for action that the decision maker should pursue. Further, in the context of a case discussion, the student should have to present and defend his/her ideas, testing them against competing ideas and solutions.

Our cases should inspire thinking based on the application of concepts and theories from our fields of study. This thinking is the method of intelligent learning.

Dewey's work provides a solid theoretical underpinning for the field-research-based case as we know it, and testifies to the case's educational value.

Lew G. Brown
CRJ Editor

University of North Carolina
at Greensboro

TAKING BACK THE CLASSROOM

Are your students taking responsibility for their own educational process? Coming to class on time? Staying fully engaged while in class? Doing quality work? Would you like to learn how to make this happen?

Taking Back the Classroom: Tips for the College Professor on Becoming a More Effective Teacher was developed from questions and issues such as these raised at workshops on college teaching that Dr. Delaney Kirk has been teaching for a number of years.

The Book Contains:

- * Examples and tips based on 25 years of teaching at the college level.

- * Suggestions and "war stories" from faculty at a number of colleges and universities.

- * Sample forms, rubrics, and contracts that you can adapt for use in your own classroom.

- * Specific questions and answers on class management topics in the *Questions from Faculty* sections.

- * Unique student perspectives as to what makes for good or bad teaching in the *Comments from Students* sections.

You can order the book today through Amazon.com or at Dr. Kirk's website at:

<http://www.cbpa.drake.edu/kirk/classmanagement>
www.cbpa.drake.edu/kirk/classmanagement

MESSAGE FROM THE PRESIDENT-ELECT

Thank you for the privilege of being your program chair for the 2005 conference on Cape Cod. It was both more work and more fun than I expected! I appreciate so much the efforts of the program committee and the executive committee that made it possible, with special nods to David Wylie for the "fun" factor and Marilyn Taylor for convening the Distinguished Contributors including our newest honoree, Professor Michael Porter.

I would like to share Professor Porter's handwritten note with all of you:

"It was my pleasure to be part of the event, and I was very touched by the award and the warm reception. If I could spend all my days like that I would be even more blessed than I already am."

I also feel blessed to have been part of this organization and I look forward to many more productive and fun conferences to come, starting with next year in San Diego.

Your conference feedback suggested that many attendees felt energized to pursue your case writing with vigor. I hope to see many of your cases in print soon. Get those revisions done and submit your work to *CRJ* or other outlets. And start working on your new case for 2006!

Please let Mike Welsh know of your availability to help next year. And please let me or other executive committee members know what else is on your mind to make your NACRA membership more worthwhile.

Debbie Ettington
Pennsylvania State University

AUTHOR OF TOP SELLING CASE EARNS \$2,000

Royalty payments to NACRA by book publishers and case distributors were substantial in 2005. Of the two, case distributors contributed the largest total amount. The thirty-six members who shared in the royalties received a total of \$14,542. The largest check exceeded \$2,000.

It is important to maintain your membership in NACRA for two reasons: to support the organization and the case research profession and to share in royalties for your published cases. In order to be eligible for royalties, you must be a member in the year in which the royalty check was

received and the aggregate member's share must exceed \$50.

Membership runs by the calendar year. Those who attend the annual conference automatically receive membership for the year following the conference. Those who did not attend the conference should send their renewal form, available on nacra.net, together with \$50 to either of the following officers.

Woodrow Richardson
VP Membership
College of Business WB 309
Ball State University
Muncie, IN 47306

Robert Crowner, Treasurer
3719 Meadow Lane
Saline, MI 48176

NACRA CONFERENCE HISTORY

	2003	2004	2005
Registration	Tampa, FL	Sedona, AZ	Cape Cod, MA
Pre-registration (by deadline)	136	163	142
Pre-registration (after deadline)	16	12	11
Students	16	10	15
Complimentary			3
On - Site Registration	<u>20</u>	<u>10</u>	<u>7</u>
Total	188	195	178
Guests		49	46
Newcomers			70
Cases Submitted	137	130	120
Accepted (%)	124 (90%)	125 (96%)	111 (93%)
Presented (# tables)	119	108 (20)	106 (19)
Embryo cases	10	18	12
Papers (Fri. presentations)		5	12
Attendees			
No. of States + DC	37	38	40
No. Canadian provinces			5
No. Countries Outside N.A.			9*
No. Foreign Countries	12	10	
*Argentina, Australia, Brazil, Czech Republic, India, New Zealand, Scotland, South Korea, Spain			
Revenue	\$48,910	\$61,994	\$57,598
Expenses	<u>\$49,678</u>	<u>\$63,233</u>	<u>\$48,342</u>
Surplus (Deficit)	(\$768)	(\$1,239)	\$9,256

CRJ Authors and Reviewers -- continued from page 2

This feature allows you to post edits and comments directly in the case text, so you don't have to write things such as, "In the last paragraph on page 2, the 3rd line, you forgot to include the president's name" or "I believe on the third page, just below Exhibit 1, you need a discussion of the legal situation facing the company."

This new feature means also that authors who get edited files as a part of the review process will be able to

see exactly where in the text reviewers suggested edits or had comments.

We have been using this new procedure for a month or so now. It works well, and we believe you will find it enhances the review process.

Please feel free to make suggestions as to how we can continue to improve the ACSARS process.

Lew G. Brown, Editor
Case Research Journal
University of North Carolina
at Greensboro

THE POWER OF NETWORKING

In the past few months I have been reminded of one of the most beneficial aspects of being a member of NACRA—the networking opportunities the organization provides for case writers and case researchers.

I was first reminded of this when a student asked about a case I had assigned for discussion. It happened to be one of my own cases and the student wondered how a professor in Omaha, Nebraska happened to co-author a case with someone at San Diego State University (Anne Lawrence). I explained that Anne and I had met at a NACRA meeting and that the case itself had been inspired by a presentation that I had made at the Newcomer's Workshop at NACRA.

I also remembered being grateful that I was able to cite Peggy and Bill Naumes' book on case research and writing in my documentation for promotion to full professor. I might not have known about this publication if I hadn't met Bill and Peggy and heard about their book at NACRA meetings.

My third reminder came through a student's comments about a set of PowerPoint slides I used in class. I had gotten them from a NACRA member and had credited him on the opening slide. The student asked how I had come to know this professor at a very distant university from my own—once again it was someone I had come to know through NACRA.

Many of us belong to multiple professional organizations. They come in all shapes and sizes. I hope you'll agree that one of

NACRA's unique strengths is its ability to bring people together into lasting professional and social relationships. I know that I always return from the annual meeting energized to write new cases after having spent some "quality time" with others who are so passionate about case research and writing. I also come away with new ideas for teaching a topic or teaching a case more effectively. I'm also often inspired by the work that others are doing and I enjoy the camaraderie of the participants. I value the relationships I have formed through NACRA and the advice I have received. I sincerely hope that each of you find your membership in NACRA to be enriching and rewarding on both professional and personal levels. Our collective challenge is to ensure that this aspect of NACRA is preserved and nurtured as the organization grows. I welcome your ideas and suggestions as to how we might continue to foster an environment that encourages the formation of effective relationships among our members. I'll close with this quote:

"Call it a clan, call it a network, call it a tribe, call it a family. Whatever you call it, whoever you are, you need one."

-- Jane Howard

Glad to be a part of the NACRA family,

Rebecca Morris
President of NACRA
University of Nebraska-
Omaha

Peggy and Bill Naumes -- continued from page 1

instructor's notes published in journals and more than one dozen texts, including seven of his own books.

Bill got his start writing cases by listening to a neighbor talk about the small, supermarket chain he worked for and the growth issues it was experiencing. Bill asked whom he could contact about writing a case study about the company. That resulted in his first case study, *Clemens Supermarket*, which was subsequently listed as one of the top selling cases at the former ICCH at Harvard. The case was presented at an early Case Writers Workshop sponsored by ICCH. The discussions and camaraderie from that meeting led to the forming of the Eastern Case Association by Bill and several other of the case writers in attendance at that meeting.

His research is in the areas of Entrepreneurship, Strategic Management, and Corporate Social Responsibility. Professor Naumes has participated in numerous case workshops and case review panels throughout the world, including stints in Indonesia, Singapore, Denmark, Germany and Greece. He has served as the Program Chair, and President of NACRA. Bill also served as Editor of the *Case Research Journal*. Bill was the co-recipient of the Curtis E. Tate Jr. Outstanding Case Writer Award, the Emerson Award for the Outstanding Case in Business Ethics, and the Gold Award at NACRA. He is a Fellow of NACRA and the CASE Association.

Peggy Naumes is Adjunct Assistant Professor of Strategic Management at the Whittemore School of Business and Economics at

the University of New Hampshire, where she teaches Strategic Management, and Business, Government and Society. She received a Bachelor of Science in Economics from Connecticut College. She received a MA and PhD in Economics from Stanford University. She also received a MBA from Clark University.

She has published articles and case studies dealing with cross cultural management, entrepreneurship, management decision-making, and ethics. She has written several books in management and case writing. Her case, *Sustainable Harvest International*, written with Jill A. Kammermeyer, was the 2002 winner of the Curtis E. Tate Best Case Award at the annual meeting of NACRA. Peggy also has received the Emerson Award for the Outstanding Case in Business Ethics, and the Gold Award at NACRA. She has presented papers and workshops in the United States, Indonesia, Singapore, Germany, the Netherlands, France, Denmark, England, and Scotland.

Peggy started in case writing by helping Bill prepare case summaries for the Instructor's Guides for his early case books. She found that so interesting that she started writing her own cases and has been doing so ever since.

She has been active in the Decision Sciences Institute, NACRA, and the CASE Association at the regional and national levels. She has served as an officer in both organizations. Peggy is a Fellow of the CASE Association.

North American Case Research Association Appointed and Elected Officers (2005-06)

<u>Office</u>	<u>Person</u>	<u>Telephone #</u>	<u>E-mail address</u>	<u>Listserve</u>
Elected Officers (board members):				
President	Rebecca Morris	402-554-3542	rmorris@unomaha.edu	EC
Immediate Past President	Linda E. Swayne	704-687-4430	leswayne@email.uncc.edu	EC
President-Elect	Deborah R. Ettington	734-487-0160	dettington@psu.edu	EC
VP Programs	Michael F. Welsh	803-777-9118	mwelsh@gwm.sc.edu	EC
VP, Programs-Elect	James Fisher	314-977-3854	fisherje@slu.edu	EC
VP, Case Marketing	Aundrea (Kay) Guess	512-448-8562	aundreag@admin.stedwards.edu	EC
VP, Membership	Woody Richardson		wrichardson@bsu.edu	EC
Appointed Officers (board members)				
Secretary / Treasurer	Bob Crouner	734-429-5032	rpcnacra@verizon.net	EC
Editor, CRJ	Lew Brown	336-334-4539	lgbrown@uncg.edu	EC
Regional Directors				
Canada	Charles Mossman	204-474-9985	Mossman@ms.umanitoba.ca	BD
Eastern (CASE)	Tom Leach		tleach@une.edu	BD
Midwest (SCR)	Joe Thomas	615-898-5652	jgthomas@mtsu.edu	BD
Southeast (SECRA)	Robin Guill Liles	336-334-7916 x3232	rgliles@ncat.edu	BD
Southwest (SWCRA)	Marlene Reed		Marlene_Reed@baylor.edu	BD
West (WCA)	Asbjorn Osland	408-924-3574	osland_a@cob.sjsu.edu	BD
Director at Large	Mary Kay Sullivan	865-981-8234	marykay.sullivan@maryvillecollege.edu	BD
Director at Large	James W. Camerius	906-227-1245	jcameriu@nmu.edu	BD
Director at Large	Margaret Naumes	603-868-7080	margaret.naumes@unh.edu	BD
Newsletter Editor	James W. Camerius	906-227-1245	jcameriu@nmu.edu	BD
Editors, Proceedings	Patricia Holman	406-657-2035	pholman@msubillings.edu	BD
	Tom Hinthorne	406-657-2099	thinthorne@msubillings.edu	BD
Webmaster (06)	Louis Chin	781-891-2758	lchin@bentley.edu	BD
Elected by Advisory Council of Past Presidents				
Advisory Council	Anne T. Lawrence	510-836-2427	atlawrence@aol.com	BD

EC=Executive Board listserve; BD=Board of Directors listserve; year term ends in parentheses
All members of the EC are also members of the board of directors.

ANNOUNCEMENT BOARD

The Editor Encourages Your Input...

Scheduled events...courses, conferences, competitions, and reunions: any form of announcement that deals with case research, development, publication and teaching. Also individual news of innovations, articles, videos and computer programs on the same topics are welcome.

SECRA UPDATE

The Southeast Case Research Association (SECRA) will host its 14th Annual Conference, February 16-18, 2006, at the Ocean Reef Resort in Myrtle Beach, South Carolina. New and experienced case writers are invited to submit original, unpublished cases and articles related to the writing or application of case studies, case study embryos, or proposals for symposia. Current indications suggest that the Southeast Case Research Association 14th Annual Conference should prove both informative and enjoyable for everyone. Persons interested in attending the conference may contact Program Chair, Mick Fekula (MickF@usca.edu), Site Coordinator, Robin Guill Liles (rgliles@ncat.edu), or SECRA President, David Tarnoff (Tarnoff@mail.etsu.edu).

Cases and papers presented at this year's conference will qualify for review and possible publication in the *Southeast Case Research Journal*. The SECRA journal is a refereed publication that encourages and promotes practitioner and educational case research for use in applied and academic settings. It is published biannually and listed in *Cabell's Directory of Publishing Opportunities*. The *Southeast Case Research Journal* is edited by Michael Ritchie (MichaelR@usca.edu), and associate editor is Kathleen Wates (KittyW@usca.edu).

The purpose of SECRA is to serve as a channel for development and publication of case studies in all areas of business, education, and other disciplines, including engineering, technology, and health care. SECRA is an interdisciplinary organization dedicated to the case method of instruction and the development of teaching and research cases.

Robin Guill Liles
North Carolina A&T State University

ATTENTION ALL MEMBERS – VIEW ABSTRACT OF CASES

The abstracts of the cases from the *Case Research Journal (CRJ)* are now being loaded onto the *CRJ* website. All will not be available immediately but as we have time they will be loaded. We are excited to be able to furnish these to our members and others who visit the website. Lynn Southard, Lew Brown and are working on this project and we hope you find it helpful. Remember you are able to buy cases through XanEdu website now. Please use them as they are now the publisher of the *CRJ*. Let me know how we can better serve you in providing cases for your use.

Kay Guess
NACRA VP Marketing
St. Edward's University

ATLANTIC MARKETING ASSOCIATION ANNUAL MEETING

Call for Papers:
2006 Meeting

Conference dates:
September 27-30, 2006
Submission Deadline:
April 18, 2006

Charleston, SC - Francis
Marion Hotel
<http://www.francismarioncharleston.com>

Contact information:
Robin Self
Alabama State University
Dept. of Bus. Admin.
P. O. Box 271
Montgomery, AL 36101
Phone: 334-229-4130
Fax: 334-229-7494
rself@alasu.edu
www.atlanticmarketing.org

THE SOCIETY FOR CASE RESEARCH (SCR)

Spring Meeting
MBAA in Chicago
Palmer House
March 15-17, 2006

2006 Summer Case Writers
Workshop -- "Back Home
Again in Indiana"

Indiana Purdue Fort Wayne
July 6-8, 2006.

Contact Ed Leonard
Indiana Purdue Fort Wayne
Fort Wayne, Indiana 46805
phone: 219-481-6489
<http://www.sfcr.org>

WACRA 2006

23rd International Conference
on Case Method Research
and Application
2-6 July, 2006
Queensland
Brisbane, AUSTRALIA

Complete information on how
to submit can be found at
www.wacra.org.

Conference Office in North
Carolina
Denise M. Smith
WACRA Conference Office
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*"Success of many
leading business
schools has developed
in part from opportu-
nities provided by
field case research."*

*-- ecch Echo
Summer 2005*

North American Case Research Association

“Promoting Excellence in Case Research,
Writing, and Teaching”

MISSION STATEMENT

The North American Case Research Association (NACRA) is a nonprofit, voluntary professional association writing, and teaching in business and other academic disciplines. We seek to accomplish our mission through a set of interrelated activities, including the following:

- Sponsoring an annual meeting for the presentation and improvement of new, peer-reviewed cases and papers on issues related to case pedagogy;
- Publishing a quarterly peer-reviewed journal, the Case Research Journal, the premier journal for outstanding teaching cases grounded in research;
- Promoting the worldwide distribution and use of NACRA cases in multiple media throughout the world;
- Providing professional development seminars and activities aimed at enhancing skills in case research and pedagogy within academic institutions and professional associations; and
- Supporting the work of NACRA-affiliated regional organizations and collaborating with other professional organizations having complementary objectives.

NACRA Mission Statement
as approved by
the Executive Board
February 7, 2000

NACRA FEEDBACK

Name _____
 School/Department _____
 College/University _____
 Street Address _____
 City, State,
 Zip _____
 Campus phone _____
 Email _____

Description of Professional Activities:

Awards, Honors, and Accomplishments:

General:

Suggestions for Newsletter improvements:

Attach an additional sheet if more room is needed

RETURN TO:

Professor James W. Camerius,
NACRA Newsletter Editor
Walker L. Cisler College of Business
Northern Michigan University
1401 Presque Isle Avenue
Marquette, MI 49855

Please forward this form to interested colleagues:

NACRA New Member Application Form

Last Name	First Name	Initial	Date	
University/Organization		Title/Position		
Office Address	City	State/Province	Zip	Country
Office Telephone	E-mail address			

Annual dues are US \$50. Library subscriptions are \$75 [does yours carry CRJ?]. Return this form with payment (international money order or check drawn on a US bank, payable to NACRA), to: North American Case Research Assoc., Dr. Robert P. Crowner, 3719 Meadow Lane, Saline, MI 48176.