

DANIEL JOSEPH GREINER

Daniel Greiner joined Indiana University for the fall semester of 1997. He was hired to teach the most important of all undergraduate courses for the finance department in the most visible undergraduate teaching assignment in the Kelley School of Business (and, arguably, Indiana University Bloomington). For the past 20 years, Dan handled the finance component in the Integrated Core (I-Core) with distinction, winning the top Kelley teaching award and numerous Indiana University Trustees' Teaching Awards, Kelley Graduating Senior Teaching Awards, and Kelley student-voted teaching awards. Dan did this despite the fact that the finance component of I-Core is considered some of the most quantitatively challenging material by the students.

The Integrated Core is a set of four courses—finance, leadership, marketing, and operations—required of all business undergraduate students and taken simultaneously to emphasize the integrative nature of the various business disciplines within a successful modern-day business entity. Since it is a Kelley School of Business requirement, almost 2,000 students will experience I-Core this academic year. To make it an integrative experience, instructors must coordinate what they teach and when they teach it with three other instructors. They must be sensitive to the fact that instructors in each course rely on key material being conveyed to students in all of the courses. I-Core is a lynchpin in the Kelley experience that attracts large numbers of students to Bloomington and, for many students is the highlight of their undergraduate academic experience. Furthermore, I-Core is critical to attracting majors to the departments represented. Over the years, Dan created a unique academic experience for approximately 15,000 students; he is more responsible than most other finance faculty for making finance the most popular major on the Bloomington campus.

Not every faculty member can deliver a quality experience to students in large-lecture format. Dan delivered I-Core finance material to three 250-student sections every fall and to additional large I-Core sections in the spring or summer. In addition to the challenge of providing required material that will engage a large number of non-majors, the logistics of large sections can destroy the learning environment for students. Dan was extremely successful in both material delivery and course management in these large sections. He made substantial contributions to both curriculum and policy. Dan also worked to introduce technology to the classroom and the classroom material, including an early use of tablet devices.

Prior to Dan's arrival, the finance department frequently used advanced graduate students to provide this crucial instruction. This approach lacked the consistency and standardization that is vitally important to high-quality delivery of the material. Dan provided a degree of professionalism with a sense of high standards, integrity, and fairness to students. Soon after joining the I-Core team, Dan was chosen to coordinate the group effort. He emphasized standardized policies, material delivery, and examinations across the various sections of the course. Later, he was put in charge of the I-Core case experience. The culmination of I-Core is a real-world case exercise where the students must use the material presented in class to propose a solution to a business problem. Given the number of administrative obligations of the course coordinators, they do not have the bandwidth to focus much attention on this capstone experience. Dan stepped in, created new cases, reworked old cases, changed the student peer evaluation process, and altered the student-faculty communication process related to the casework. Throughout his time in Bloomington, he was perceived as an

advocate for the I-Core student experience. As interest in business as an undergraduate field of study grew over the years, Dan also was an active and enthusiastic mentor to develop new finance instructors to share the load. His willingness to guide these incoming core faculty made their lives easier, provided a uniform product for the students, and set the standard for passing along the instructional material and delivery quality into the future.

In addition, well before the current appropriate interest in financial literacy, Dan was a strong believer in providing students with finance material that they could use in their personal lives. He routinely used classroom exercises to which students could relate. For example, to illustrate the importance of cash flow timing, he would discuss the trade-offs involved in buying versus leasing an automobile, a choice many students will face in their personal futures.

Extending his student interaction beyond the classroom, Dan was a valuable advisor to students both formally and informally. On the formal front, he acted as the department's coordinator in the undergraduate program, dealing with issues related to student advising, class scheduling, and curriculum development. He also developed a new course for the department, F408: Real Options and Strategic Capital Investment. Possibly more importantly, he spent many hours counseling students with regard to their finance career aspirations.

As Dan and his wife, Sue, return to their geographic roots in the Southwest and their love of outdoor activities, we wish them the very best.

Bob Jennings