

Wednesday, March 23

- 8:00 - 5:00 **Crossroads 2016 Conference** (*optional*)  
MIT's Samberg Conference Center, Chang Building (E52), 50 Memorial Drive, 7<sup>th</sup> floor
- 5:30 - 7:00 **Supply Chain Management Directors' Welcome Reception**  
MIT's Samberg Conference Center, Salon West, 7<sup>th</sup> floor

Thursday, March 24

The Porter Center for Management Education Building (E62), 100 Main St., Rm 233 (2<sup>nd</sup> floor, facing the river)

- 8:00 - 8:30 *Conference Check-in and Informal Networking*
- 8:30 - 8:45 **Welcome Remarks**  
Prof. Sanjay Sarma – Dean of Digital Learning, MIT
- 8:45 - 9:30 **Keynote Presentation**  
Prof. Yossi Sheffi – Director, CTL and Founder, MIT Global SCALE Network
- 9:30 -10:30 **Panel 1: Creating, Managing, and Sustaining Academic SCM Centers**  
Prof. Anthony Ross, University of Wisconsin, Milwaukee  
Mr. Joel Sutherland, University of San Diego  
Prof. Hugo Yoshizaki, University of São Paulo  
Prof. Donna Davis, University of South Florida  
*Moderator: Prof. Yossi Sheffi, MIT CTL*
- 10:30 -10:45 *Break and Informal Discussion*
- 10:45 -12:15 **Panel 2: Developing, Running, and Marketing Academic SCM Programs**  
Dr. Carlo Smith, Central Washington University  
Prof. Teresa McCarthy, Bryant University  
Prof. Kevin O'Neill, State University of New York – Plattsburgh  
Prof. Michelle Rodríguez, Universidad del Pacífico  
Prof. Paul Brown, Clark Atlanta University  
Prof. Curt Grimm, University of Maryland  
*Moderator: Dr. Shawn Alborz, University of Texas – Dallas*
- 12:15 - 1:15 *Lunch and Informal Networking*
- 1:15 - 1:45 **MicroMasters**  
Dr. Chris Caplice – Director, MicroMaster's Program in Supply Chain Management, MIT CTL
- 1:45 - 3:15 **Panel 3: Digital Learning and Online Certifications**  
Prof. Vidyaranya Gargeya, University of North Carolina – Greensboro  
Prof. Ian Langella, Shippensburg University  
Prof. Arash Azadegan, Rutgers University  
*Moderator: Dr. Chris Caplice, MIT*

3:15 - 3:30 *Break and Informal Networking*

3:30 - 5:00 ***Panel 4: Engaging Student and Faculty on Projects with Companies***

Prof. Teresa McCarthy, Bryant University

Prof. Burak Kazaz, Syracuse University

Dr. Nada Sanders, Northeastern University

Mr. Eric Olson, University of Michigan

*Moderator: Dr. Bruce Arntzen, MIT CTL*

5:30 *Dinner* – Location to be announced

Friday, March 25

MIT's Samberg Conference Center, Chang Building (E52), 50 Memorial Drive, 6<sup>th</sup> floor, Dining Room 4

8:30 - 8:45 *Continental Breakfast*

8:45 -10:00 ***Panel 5: Industry Relations: The Role of Advisory Board***

Prof. Vidyaranya Gargeya, University of North Carolina – Greensboro

Mr. Joel Sutherland, University of San Diego

Mr. Dan Carroll, Indiana University

Prof. Ian Langella, Shippensburg University

*Prof. John Fowler, Arizona State University*

10:00 -10:15 *Break and Informal Discussion*

10:15 -11:15 ***Panel 6: Experiential Learning in SCM Education***

Prof. Amit Arora, Savannah State University

Prof. Anshu Arora, Savannah State University

Prof. Thomas Corsi, University of Maryland

Mr. David Malenfant, Texas Christian University

*Dr. Roberto Perez-Franco, MIT CTL*

11:15 -12:00 ***Gartner's SCM Rankings***

Dana Stiffler, Gartner

12:00 -12:15 ***Closing Remarks***

Dr. Roberto Perez-Franco, MIT

Dr. Shawn Alborz, UT Dallas

12:20 - 1:30 *Lunch*

# 5<sup>TH</sup> ANNUAL SUPPLY CHAIN MANAGEMENT DIRECTORS' CONFERENCE

PARTICIPANTS

MARCH 23-25, 2016

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# 5<sup>th</sup> Annual Supply Chain Management Directors' Conference

## *Creating, Managing, and Sustaining an Academic Supply Chain Center*

March 24, 2016

Joel Sutherland  
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# Industry Background

70's



Industrial Engineer

80's



Operations Manager



VP Operations

90's



(U.S.)

Vice President / Managing Director



(Europe)



VP Logistics



VP Logistics



VP Logistics

00's



VP Logistics



SVP Supply Chain



President & COO

2006

NEXT???



OK, So I've had a few jobs...

# Academic Background

2006



- At Lehigh University 2006-2011
  - Contacted by *redhead* Teresa McCarthy
  - Center for Value Chain Research (CVCR)
  - Inactive Center - needed help
  - <\$50,000 to work with
  - 3 days/week; admin support = 0
  - Academic to Industry focus

2011



- At University of San Diego 2011-2016
  - Connected with *redhead* Lauren Lukens
  - Supply Chain Management Institute (SCMI)
  - Active Center - wrong focus
  - ~\$100,000 to work with
  - 4 days (then full time); admin support = 1/3
  - Academic to Industry focus

# Lessons-Learned

- Re-creating more challenging than creating
- Not-for-profit  $\neq$  No profit
- Never asking for \$ = tenure
- ROI difficult to justify - but not value
- Activity - Marketing - Activity - Marketing
- Global reach
- Focus on what you do best

# Lessons-Learned

- Be known for something
- Not all SC Centers are (or should be) the same
- Size doesn't matter...that much
- Board members are companies, not people
- There is no free ride
- If you build it (right), they will come
- More admin than executives are used to

...and the best for last

**Always trust the redheads - they ROCK!**





# Questions?





# CISLog

*Center for Innovation in  
Logistics Systems*

**2016**



ESCOLA POLITÉCNICA DA UNIVERSIDADE DE SÃO PAULO



**Universidade de São Paulo**  
Brasil

# Universidade de São Paulo

- Public university
- 300 undergraduate courses
- 222 graduate programs
- 95,000 students (30,000 graduate)
- 6,090 faculty and full time researchers
- 11 campi
- 23% of Brazilian scientific production
- 1<sup>st</sup> in Latin America



# Escola Politécnica

- Engineering School
  - 16 undergraduate courses
  - 12 graduate programs
- Founded 1893 (123 years)
- 15 departments
- **100+ labs**
- 466 faculty
- 4,964 undergraduate students
- 1,830 graduate students



# CISLog – Center for Innovation in Logistics Systems

**Mission:** congregate, integrate, organize and consolidate different skills and capabilities in logistics and *supply chain* at Escola Politécnica, USP.

- ✓ Inspired by MIT *Center for Transportation & Logistics* (CTL).
- ✓ Created Oct 2010.
- ✓ Oriented to deal with real problems in society and companies.

## Graduate

- Master Eng. (MLog)
- PhD

## Undergraduate (Eng.)

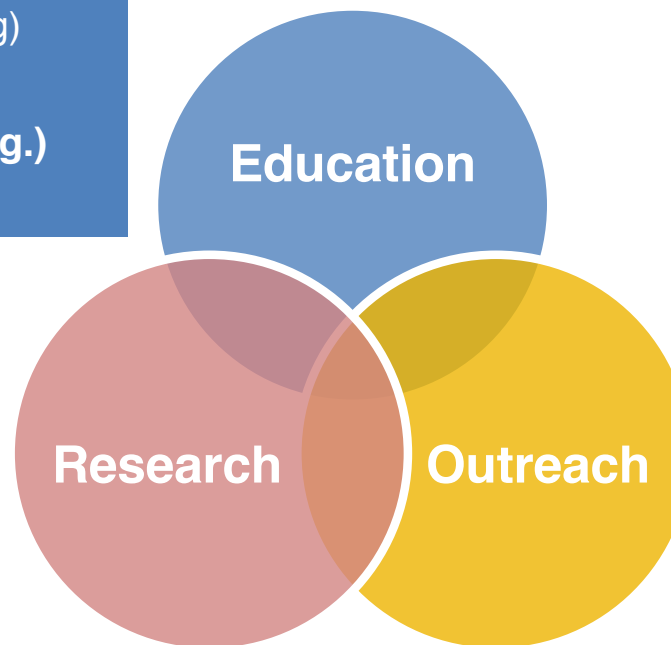
- Final reports

## Urban Logistics

- Night deliveries
- Data analysis of Vehicle Tracking Data

## Sustainable Logistics

## Humanitarian Operations



## Partner companies

## Continuous education

- CELOG (400 h)
- CCOL (120 h)

## Conferences and workshops

## Studies and projects



# CISLog team

- **Directors**

- Prof. Dr. Hugo T. Y. Yoshizaki
- Prof. Dr. Cláudio Barbieri da Cunha

- **Researchers and graduate students**

- Dr. Irineu de Brito Jr.
- Celso M. Hino, PhD cand.
- Fabiano G. Stringer, M.Eng.
- Tábata Bertazzo, PhD cand.
- Renato O. Arbex, PhD cand.
- Patrícia Laranjeiro, ME cand.
- Pedro Dias, ME cand.
- Raquel Buzogany, ME cand.
- Luiz Felipe Moura, ME cand.
- Ricardo David Araújo, Eng. & IT

- **Jr Researchers**

- Lina Sohn
- Rayane Cechim
- Talita Lancha Moreira

- **Administrative staff**

- Fabiana Rivas



# Academic network



MIT Center for  
Transportation & Logistics



VREF'S CENTER OF EXCELLENCE FOR  
**SUSTAINABLE URBAN  
FREIGHT SYSTEMS**



**Rensselaer**



Università  
della  
Svizzera  
italiana



ESCOLA POLITÉCNICA  
UNIVERSIDADE DE SÃO PAULO  
BRASIL



# Company partners

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raízen

ambev

MONSANTO



 *Grupo Pão de Açúcar*

**SETCESP**

SINDICATO DAS EMPRESAS DE TRANSPORTES DE CARGA DE SÃO PAULO E REGIÃO



ESCOLA POLITÉCNICA  
UNIVERSIDADE DE SÃO PAULO  
BRASIL





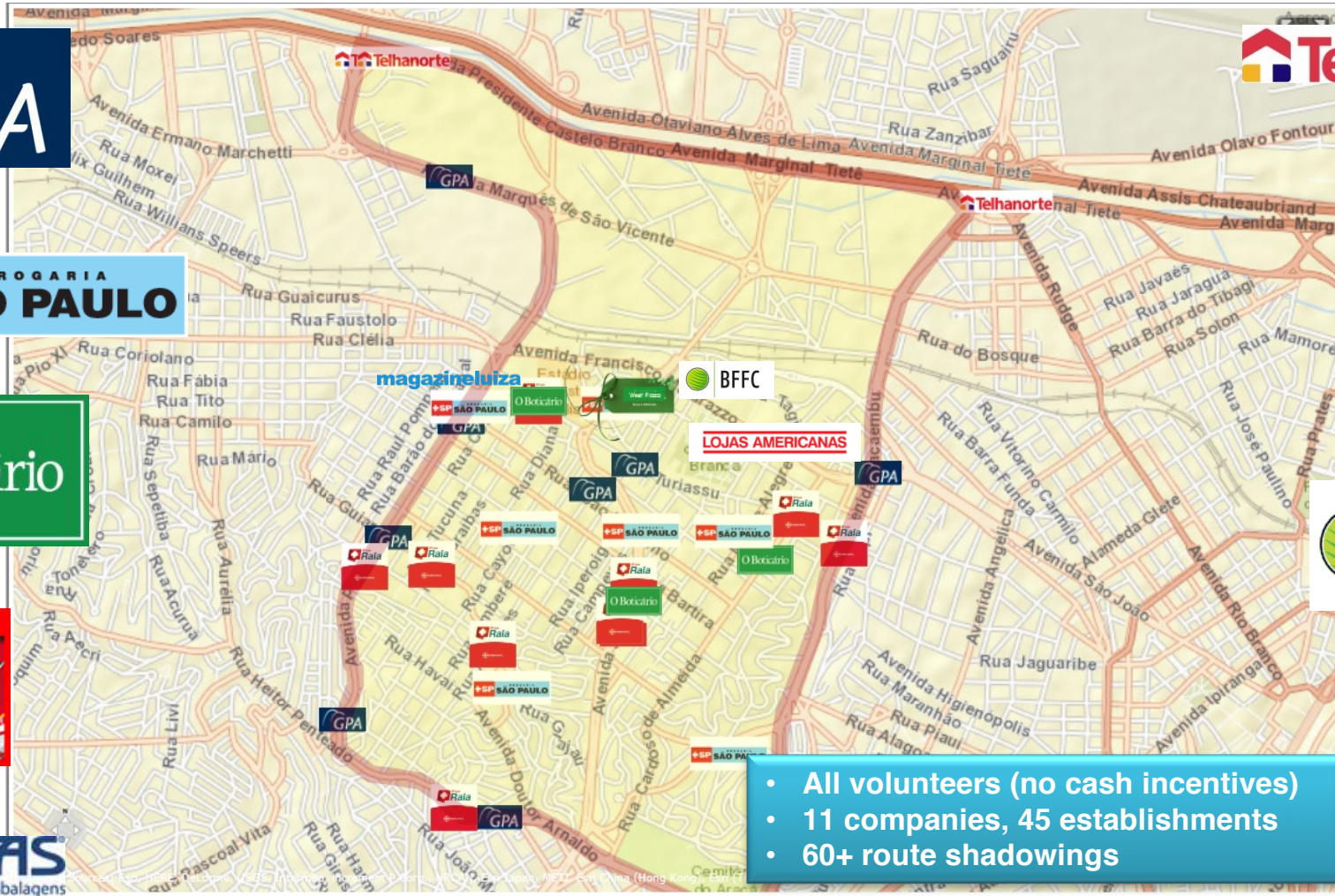
# Why create a logistics center at USP?

- To understand CISLog
  - USP: most prestigious university in Brasil
  - EPUSP: one of the top engineering schools in Brasil
  - Some of top supply chain professors in Brasil
  - Long relationship with big companies
  - Traditional funding not flexible
- The quest for independent funding
  - Seed money for innovation
  - Networking
- Leverage significant lab activities and impact

# Night deliveries pilot in São Paulo



WORLD BANK



BFFC

- All volunteers (no cash incentives)
- 11 companies, 45 establishments
- 60+ route shadowings

**LOJAS AMERICANAS**



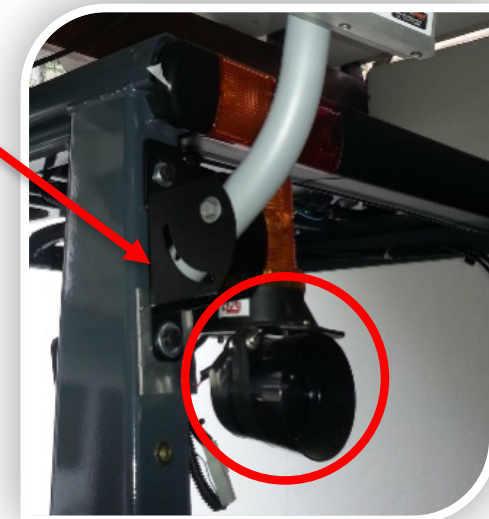
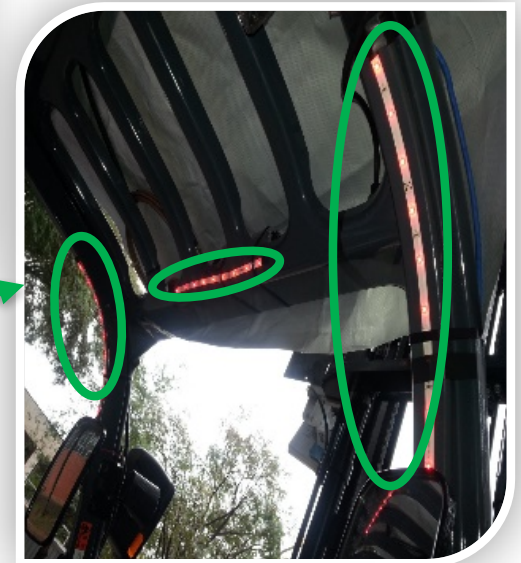
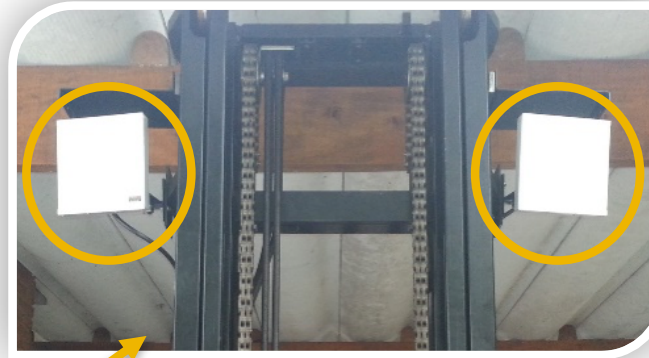
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# Forklift RFID safety system

- RFID – Passive (forklift)
  - 4 antennas (protection)
  - 1 reader
  - 1 buzzer
  - 1 warning light
  - 1 clutch actuator
- RFID – Passive (worker)
  - 5 tags (helmet)
  - Access card





# Master of Science in Supply Chain Management

Online Delivery

Supply Chain Management Department  
Rutgers Business School

***Supply Chain Director's Conference***  
***MIT Sloan School of Business, Cambridge MA***  
***March 24 2016***

## **Online Boot camp**

- Synchronous and Asynchronous Format
- Strategies for Success
  - Plan and Execute the plan
- Access to Help Desk and professors
- Office Hours
- Exams – Proctored
- Case Base and Case Assignments

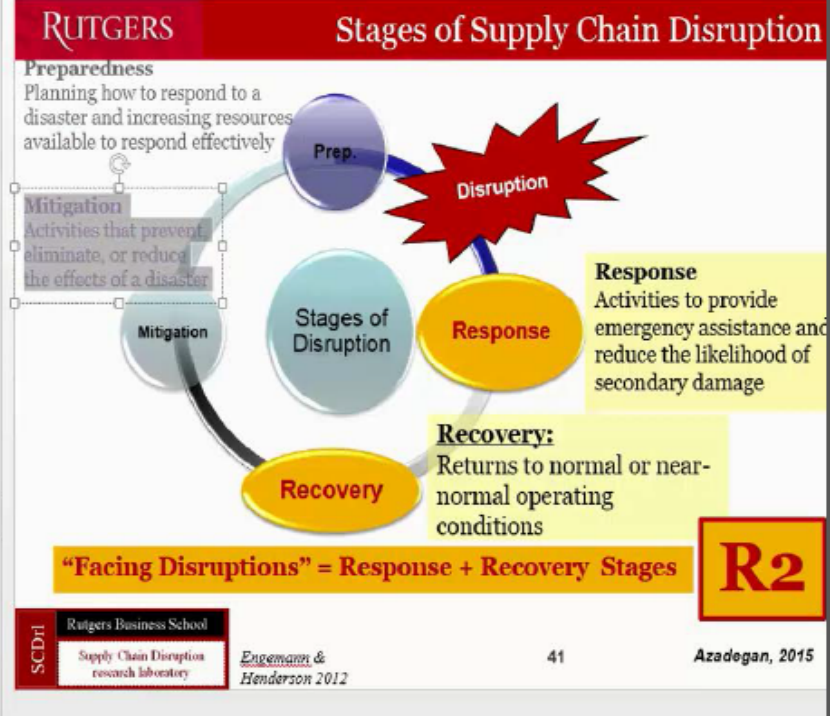
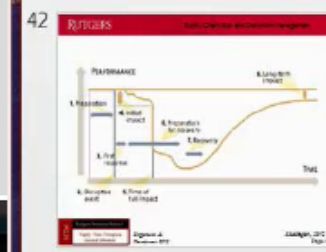
# Classes

- Operations Analysis (Sp15)
- Supply Chain Management Strategies (Sp15)
- Global Procurement and Supply Management (Sp15)
- Demand Management (Su15)
- Global Logistics Management (Su15)
- Supply Chain Risk and Disruption Management (Su15)
- Supply Chain Sustainability
- Lean Six Sigma
- Introduction to Project Management
- Supply Chain Finance
- Supply Chain Governance
- B2B Marketing



### Delivery & assessment

- Recorded Lectures
- “Threaded” discussions
- Focus on weekly assignments
- Online lab
  - (equivalent to office hours)
- Proctored Exams



Ch5-2



RUTGERS  
Rutgers Business School  
Newark and New Brunswick

Recent events/expert interviews embedded

Course	Author
Course Home	
Syllabus	
Discussions	
Case Study (Full) related	
Case Study Analysis Video	

**Why are more top managers recognizing the importance of supply management?**

Top managers recognize the importance of supply management because they realize that they can achieve reductions in cost, improve quality of products, and likewise have a significant impact on a firm's total cost thus much attention and emphasis has been granted towards building a good supply base which will draw a final good or service that has great value and satisfy all customers. As a result, building a good supply base is a recent years that benefit both parties.

**Do you think organizational purchasing is more like entrepreneurs? Why or why not?**

I think organizational purchasing is more like entrepreneurs because it lets them explore and have a mentality that is more flexible and open. There are always innovating new techniques and trying to look out not only in purchasing/supply management but in all the functions of a business. As an entrepreneur I think an individual is a little more ambitious and has the look out to innovate and make changes which will improve the process for purchasing to take place. Organizational purchasers tend to be more relaxed and systematic and lose that risk taking enthusiasm which entrepreneurs display more of.

Threaded Discussions

Course	Author
Course Home	
Syllabus	
Discussions	
Case Study (Full) related	
Case Study Analysis Video	

Week 1

Week 2

Week 3

Week 4

Week 5

### Live (Synchronous Tools)

Chat

ClassLive

### Chatrooms

Add Chatroom

Room name/description

Main

This is the main discussion room for this course

Laboratory- Thursday 1/29

Lab Tuesday 1/22

STEVE CHEN

1/22/2015 6:43:32 PM

Purchasers should behave like entrepreneurs because it makes the buyer think and act like an owner of their own money and not the company's money and will tend to spend it more wisely. As an entrepreneur, I think an individual is a little more ambitious and has the look out to innovate and make changes which will improve the process for purchasing to take place. Organizational purchasers tend to be more relaxed and systematic and lose that risk taking enthusiasm which entrepreneurs display more of.

SOHAM TRIVEDI

1/24/2015 8:52:54 AM

Within the area of expertise in their industry, suppliers have more chances than not of finding mutually benefit.

Instructor Azadegan

1/21/2015 8:33:39 AM

STEVE CHEN

1/22/2015 7:21:11 PM

FERNANDO PEREZ

1/24/2015 10:39:43 AM

JONAIID LONE

1/24/2015 2:52:22 PM

LISEITE NAQUICHE

PATRICIA CHEN

Weekly Online lab (equivalent to office hours)

Room Options People Themes Links Help

> Welcome to the weekly laboratory for procurement

Instructor: Azadegan

Select a name for the profile. Double click a name for private chat.



Home | New Brunswick | RBHS | Newark | Camden | Online

SEARCH  Websites

**RUTGERS**  
Center for Online and Hybrid Learning and Instructional Technologies

Home About Us **24 Hr help Desk (Pearson-Rutgers Online)** Class Login Contact/Help Faculty Conference

Pearson eCollege Login

Instructor Login

Helpdesk

Technical Requirements

Faculty Resources

Contact Us / Help

**Contact Us / Help**

For general assistance:

Email: [help@ecollege.rutgers.edu](mailto:help@ecollege.rutgers.edu)  
Pearson LearningStudio (eCollege) helpline: 877-778-8437 (24/7/365)

**Registration issues (course rosters, student login information) & Technical Support (browser not working properly, video not playing, document not loading):**

Email: [help@ecollege.rutgers.edu](mailto:help@ecollege.rutgers.edu)  
Online Learning helpdesk: 848-932-4702 (M-Sa 8:30AM-1AM)

[? Student FAQs](#) [? Faculty FAQs](#)

Contact Us

Full Name \*

Email \*

Phone #

Login ID

RUID

What can we help you with today? \*

**MAHWAH PUBLIC LIBRARY**  
Building Community. Enriching Lives.

CATALOG

100 Ridge Road, Mahwah, NJ 07430

CATALOG ONLINE SERVICES PROGRAMS & EVENTS TEEN ZONE CHILDREN'S ROOM SERVICES

### Proctoring

Mahwah Public Library staff will serve as proctors for exams taken by distance learners within the following guidelines:

- Proctoring is a free service.
- A minimum of one-week advance notice is required. In addition, all test taking requirements must be received from the issuing educational institution before any tests are taken.
- Exams will be scheduled during normal library hours of service.
- Proctoring consists of:
  - Checking identification of student taking the exam.
  - Noting the time that an exam was started and completed in the Library.
  - Signing the required school supplied documentation.
  - Direct supervision during the exam is not provided.
  - Examinations will be taken in a quiet area of the library.
  - The exam proctor will be the librarian in charge at the time the exam is taken.
- The Library cannot proctor online exams that require public access computer settings to be modified.
- Staff will seal the envelope of the completed exam and place in library outgoing mail.
- The Library does not keep copies of completed exams.

**Student responsibilities:**

- It is the student's responsibility to confirm that this proctoring policy meets the requirements of the institution giving the examination.
- The service must not involve any direct cost to the Library. Students or the administering institution will be responsible for providing postage and any other expenses incurred.
- It is the student's responsibility to ensure that the library's computing resources are adequate for their test taking requirements. MPL accepts no responsibility for Internet connections.
- Completed exams will be returned to the testing institution via the U.S. Postal Service in postage paid envelopes provided by the student or institution.

**Proctored Exams**

**Hours**

**Winter Hours**

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

Today is Sunday 1pm to 5pm. h

**MAP & E**

**Your**

Check your a 24/7 with you

Library Card:

## Challenges and Preparations for online learning

Students face 2 particular challenges in online learning environments: loss of motivation and separation from academic assistance. In an online course you aren't physically in a classroom and surrounded by fellow students. It doesn't feel like your attending school and you can easily slip into bad habits, like zoning out during lectures or rushing through homework. This will lead to poor academic performance which may result in expulsion from the program.

The isolation of an online course separates students from academic assistance. If you have trouble understanding something in a normal college environment, there are numerous resources to help you. You can ask your friends, use peer tutoring, or go to office hours. In an online course, your only option is asking the instructor for assistance. And explaining certain concepts through email exchanges is almost impossible.

*I've noticed so far that getting set-up is quite a challenge. I didn't receive my Net ID or this homework assignment until this morning. I'm excited to get everything set-up so that I can just focus on the challenges of the courses themselves.*

*The biggest challenge in comparison to a classroom environment will probably be the lack of networking and relationship building that I've done in previous Rutgers graduate classes. I learned a lot from the other students in those classes and will really miss that part of the experience.*

*Another challenge is the ability to ask the professor questions in-person and being able to ask questions about the lecture as it is being given. It is also easier to overlook things if they are online as opposed to having them being talked about in class.*

## Challenges and Preparations for online learning

### Student responses...

*The first step would be to mirror the same with online learning where I use a calendar for a particular week in order to set the time aside for each section and each class.*

*The second step is to ensure I set aside extra time each week for those days that unexpected issues may arise. This time will allow me to adjust quickly to make certain I do not fall behind, by allowing me the time to contact the help desk or professor to guarantee I have the course content and materials at full. Should I not need the extra time for issues, this time will be used to go back and study the content to help acquire mastery of the section.*

*The third step is to assure I stay motivated. I believe this is the 2<sup>nd</sup> biggest challenge for students next to time management. Students often lose motivation especially when not in a class room setting. My motivation is my drive to complete the program not only for myself, but for my family. This is what will continue to drive me week by week to assure that my maximum effort is being given to this program and my success.*

Lastly, I'll make sure to keep all of my classes very organized. Organization is key for me to be on time with assignments and accurately meet the requirements of each assignment. Each class has a folder on my desktop as well as in my filing cabinet which will help me keep all of the assignments and their details together.



**1. Confirm technical requirements:** Online classes can benefit students with busy schedules, but only if they can access the materials.

"You're going to need to understand what the technical requirements are," advises Andrew Wolf, coordinator of online learning at the [University of Rochester School of Nursing](#). "Make sure before the course starts that your computer will work with [all the online tools], and that you know how to navigate them so that you don't have to spend time during the course trying to figure out the technology."

**2. Connect with instructors early:** After taking online courses in the past, Finley says he assumed his previous experiences would dictate future successes at Wake Forest.

"I know initially for me, I didn't contact my instructor because I felt like [the course] was going to be really easy for me," he acknowledges. But after multiple writing assignments were returned to him to revise, he says that he quickly changed his approach to the course and reached out for help.

"Once I started coordinating with [my instructor], I realized I needed to change my writing style," Finley says. "You have to really stay in contact; it's extremely important."

**3. Create a schedule:** Quality online instructors will create courses that are easy to navigate and have clear expectations, notes Wolf. "Really good professors will help you put the framework in place," he says. "If you don't have that type of framework in place, you'll have to do it yourself."

When Finley began his online course, he says he needed to dedicate two-to-three hour time blocks to log in and complete assignments. "I had to change around my entire schedule to complement my course," he adds. "I'm using Microsoft Outlook more than ever to set up when projects are due and to stay on track with the assignments. You have to dedicate time to this."

**4. Stay organized:** Students enrolled in traditional courses usually have a consistent schedule to follow each week, with in-class instruction followed by out-of-class assignments. For online courses, students may have to find their own ways to stay on top of their work, notes Karen Stevens, chief undergraduate adviser of the [University of Massachusetts—Amherst's University Without Walls](#) program.

"Students really, really need to be organized from the beginning to be successful in an online course," Stevens wrote in an E-mail. "All assignment due dates should be in their calendar, online or paper folders should be created for each week, [and] the work area should be not only quiet but clean—keeping all coursework materials together."

**5. Have a consistent workspace:** One thing online and in-class courses have in common is that students still need a place to study or complete assignments, whether that's at a coffee shop, the school library, or at home. Wherever students choose to study and complete assignments, they should make it a consistent location that's free of outside interferences, notes Rochester's Wolf.

"I've actually had students who have told me that they've been in the middle of an exam and their 2-year-old starts crying," he says. "You need a place to study that's quiet for a time that's set aside where you can focus on your work without distractions."

# Where to get Help

Professors & Instructors

IT Help Desk

Registrar's

## For general assistance:

Email: [help@ecollege.rutgers.edu](mailto:help@ecollege.rutgers.edu)


Pearson LearningStudio (eCollege) helpline: 877-778-8437 (24/7/365)

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& Technical Support (browser not working properly, video not  
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 [Student FAQs](#)

 [Faculty FAQs](#)

## University Contacts

 [Rutgers Registrar Office](#)

 [Offices of Summer and Winter Sessions](#)

 [Rutgers Office of Student Accounting, Billing, and Cashiering](#)

 [Rutgers Office of Information Technology \(OIT\)](#)

 [Class Live & Turnitin](#)

## PROCTORING EXAMS

### **Finding a Proctor**

Here are some simple ideas and limitations that will help you find a proctor easily and quickly. Following the Proctoring Guidelines will help you have a smooth exam process. To protect the integrity of examinations personal laptops are not allowed and exams may not be administered in a private residence; only in a professional proctored environment.

### **Acceptable Proctors**

- Official testing center at a college/university - Including, but not limited to those listed on NCTA (*\*those listed on NCTA are not the only testing centers available. Many schools not listed offer testing services*).
- Certified librarians at a library, college/university, or school.
- College/university administrators, instructors, or academic advisors
- ProctorU (online exams only, not an option for paper exams)
- Learning/tutoring centers
- Educational officers of a corporation, military installation, or correctional facility
- County extension offices
- All proctors must have an professional email address and be able to provide a computer with internet access for up to 2 hours, and monitor the student during the exam -- no wireless connections. All proctors must be approved by Ecampus Testing and this approval can be revoked at any time.





Rutgers Business School  
Newark and New Brunswick

Supply Chain Management & Marketing Sciences  
Rutgers Business School  
Rutgers, The State University of New Jersey  
1 Washington Park, Newark, NJ 07102-3122

### PROCTORING EXAMS

#### Unacceptable Proctors

- Relatives or spouses/partners/significant others
- Friends and/or roommates
- Co-workers, supervisors or business associates
- Peers
- Undergraduate students
- Athletic coaches
- Anyone who does not have a professional email address (Gmail, Hotmail, Yahoo, etc. are unacceptable)
- Anyone who cannot provide a computer with internet access for up to 2 hours
- Anyone who cannot monitor the student during the exam.

Students are responsible for securing their own proctor and paying any fees charged by the proctor.

#### Directions:

**STUDENTS:** Complete Section 1 on the following page and give the form to your proctor.

**PROCTORS:** Complete Section 2 and write or type the following statement, signed and dated, on a copy of your organization's letterhead: **"I agree to serve as proctor for (Student's Name). I certify that the information I provided on the Proctor Request Form is correct."**

Keep this page for your reference. Continue to proctor request form on page 2.





Rutgers Business School  
Newark and New Brunswick

Supply Chain Management & Marketing Sciences  
Rutgers Business School  
Rutgers, The State University of New Jersey  
1 Washington Park, Newark, NJ 07102-3122

### Proctor Request Form

#### **SECTION 1: STUDENT AND COURSE INFORMATION**

Student EMPLID: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Courses to be proctored: \_\_\_\_\_

Email Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

Your signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **SECTION 2: PROCTOR INFORMATION**

Proctor's Name: \_\_\_\_\_ Title: \_\_\_\_\_

Organization: \_\_\_\_\_ Work phone: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Country if not in United States: \_\_\_\_\_

Organizational Email Address: \_\_\_\_\_

(Exams will not be sent to personal email addresses such as yahoo and hotmail.)

**Please complete both of the following:**

- (1) Email a scanned copy of **THIS COMPLETED FORM, THE PROCTOR'S STATEMENT ON LETTERHEAD**, TO: [aazadegan@business.rutgers.edu](mailto:aazadegan@business.rutgers.edu)
- (2) USPS mail to: Professor Azadegan, 991 One Washington Park, Newark, NJ 07102





# **On-Line Learning at UNCG: The Seven Year Journey**

**Vidyaranya B. Gargeya**

**March 24<sup>th</sup>, 2016 (Thursday)**

***Panel 3: Digital Learning and Online Certifications***

**5<sup>th</sup> Supply Chain Management Directors'  
Conference (Cambridge, MA)**

# **Mission and Vision of**

# **The University of North Carolina at Greensboro (UNCG)**



**The University of North Carolina at Greensboro will redefine the public research university for the 21st century as an inclusive, collaborative, and responsive institution making a difference in the lives of students and the communities it serves.**

# Mission and Vision of UNCG (Continued)



**UNCG is:**

- **A learner-centered, accessible, and inclusive community fostering intellectual inquiry to prepare students for meaningful lives and engaged citizenship;**
- **An institution offering classes on campus, off campus, and online for degree-seeking students and life-long learners;**
- **A research university where collaborative scholarship and creative activity enhance quality of life across the life span;**
- **A source of innovation and leadership meeting social, economic, and environmental challenges in the Piedmont Triad, North Carolina, and beyond; and**
- **A global university integrating intercultural and international experiences and perspectives into learning, discovery, and service.**
- **The University of North Carolina at Greensboro will redefine the public research university for**
- **the 21st century as an inclusive, collaborative, and responsive institution making a difference in**
- **the lives of students and the communities it serves.**

# **Mission of the Joseph M. Bryan School of Business and Economics**

**In the Bryan School of Business & Economics, we create and disseminate knowledge about the theory and practice of business. In addition to our courses and research, we accomplish this through hands-on projects, global experiences, and outreach to the community. Our work produces principled leaders and exceptional problem solvers who have a global perspective, an innovative mindset, a broad understanding of sustainability, and a commitment to improve the organizations in which they work and the communities in which they live.**



# **Facts About the Bryan School of Business and Economics**

- **One of seven units at The University of North Carolina at Greensboro**
- **Six Departments (Accounting and Finance; Consumer Apparel and Retail Studies; Economics; Information Systems and Supply Chain Management; Management; and Marketing, Entrepreneurship, Hospitality, and Tourism)**
- **Three Ph.D. degree programs, Five Master's degree Programs, two Undergraduate degree programs (with 13 major areas of study), and several graduate certificate programs**
- **Accredited by AACSB since 1982**

# Mission of the Department of Information Systems and Supply Chain Management

*Our mission is to provide high quality programs in information systems and supply chain management. We achieve this through the integration of quality education with relevant research and professional service for industry and academe. This endeavor produces principled leaders and exceptional problem solvers with an innovative mindset and a commitment to improve and sustain organizations in a global environment and the communities in which they live.*



# Enrollment in ISSCM Department Programs (Fall 2009)

- **Ph.D. in Information Systems (11 students)**
- **Master of Science in Information Technology and Management (38 students) --- “on-line” program**
- **“On-line” Graduate Certificates in Information Systems (34 students)**
- **“On-line” Graduate Certificate in Supply Chain, Logistics, and Transportation Management (12 students)**
- **Undergraduate Major in Information Systems and Supply Chain Management with concentrations in**
  - **Information Systems (181 students) --- “face-to-face” program**
  - **Supply Chain Management (12 students) --- “face-to-face” program**
- **Undergraduate Minor in Information Technology (59 students)**

# Enrollment in ISSCM Department Programs (Fall 2015)

- **Ph.D. in Information Systems (13 students)**
- **Master of Science in Information Technology and Management (87 students) --- “on-line” program**
- **“On-line” Graduate Certificates in Information Systems (45 students)**
- **“On-line” Graduate Certificate in Supply Chain, Logistics, and Transportation Management (15 students)**
- **Undergraduate Major in Information Systems and Supply Chain Management with concentrations in**
  - **Information Systems (201 students) --- “face-to-face” program**
  - **Supply Chain Management (107 students) --- “on-line” degree completion program**
- **Undergraduate Minor in Information Technology (87 students)**



# **Support of Auxiliary Programs by the ISSCM Department**

- **3 required courses (in Quantitative Analysis for Decision Making, Operations for Competitive Advantage, and Technology and Innovation) offered in the Bryan MBA program**
- **3 concentrations (in Business Analytics; Information Systems; and Supply Chain, Logistics, and Transportation) offered to students in the Bryan MBA program**
- **3 required courses (in Business Computing, Business processes and Information Technology, and Operations Management) offered for all the undergraduate majors in the Bryan School**
- **Minor in Information Systems for students in other Ph.D. programs**

# Growth in Enrollment in ISSCM Department



- **Total Students**  
347 students in Fall 2009  
555 students in Fall 2015
- **“On-line” Students**  
84 students in Fall 2009  
254 students in Fall 2015
- **Students in Supply Chain Management Undergraduate Concentration**  
12 students (“face-to-face”) in Fall 2009  
107 students (“on-line”) in Fall 2015
- **Students in Supply Chain, Logistics, and Transportation Graduate Certificate (“on-line”) program**  
12 students in Fall 2009  
15 students in Fall 2015

# Structure of the ISSCM Department in Fall 2009



- **13 Tenured and Tenure Track faculty members (including the Head of the Department and the Director Graduate Programs)**
- **2 Full-Time Lecturers**
- **5 Part-Time Faculty Members (professionals working in business and industry)**
- **Eleven (11) Ph.D. students teach or assist in teaching undergraduate courses**
- **ISSCM Department Office: Administrative Support Associate, and Part-time Administrative Support Specialist**
- **Annual budget is about \$ 2 million (more than 90 percent is funding from the state)**



# Structure of the ISSCM Department in Fall 2015



- **11 Tenured and Tenure Track Faculty Members (including the Head of the Department and the Director Graduate Programs (2 more faculty members in Fall 2016))**
- **7 Part-Time Faculty Members (professionals working in business and industry)**
- **Thirteen (13) Ph.D. students teach or assist in teaching undergraduate courses**
- **ISSCM Department Office: Program Manager of Graduate Programs, Administrative Support Associate, and Part-time Administrative Support Specialist (being hired)**
- **Annual budget is about \$ 2 million (more than 90 percent is funding from the state)**



**Thank You!**



#1 in the U.S. for innovation



#4 in the U.S. for supply  
chain management  
graduate education

# The Network for Value Chain Excellence (NVCE)



# Mission & Vision

## **Vision:**

A community of supply chain executives and experts focused on advancing value chain excellence and promoting ASU as a leading provider of supply chain talent, research, and thought leadership.

## **Mission:**

To provide a forum and network for supply chain executives, ASU SCM faculty, experts, students, alumni and supporters **to work together** to advance supply chain education and practice.

# Benefits for Network Members

- Work on critical business issues collaboratively with ASU faculty, student teams and experts
- Capture thought leadership from ASU's world-leading SCM department and the WP Carey School of Business
- Identify and Develop Talent—The world's best supply chains are made up of the world's best people
- Learn from Network colleagues, companies and ASU faculty



# Network Members

- Amazon\*
- APL Logistics\*
- Bank of America\*
- Bechtel\*
- Boeing
- Chevron
- Cisco
- ConocoPhillips\*
- Chrysler\*
- Dell\*
- E&J Gallo\*
- Henkel\*
- HP
- Hess\*
- Intel\*
- JDA Software
- Mastercard\*
- Mondelēz
- Northern Trust\*
- Phillips 66\*
- Starbucks\*
- Tesoro\*
- Trax Technologies\*
- U-Haul
- Union Pacific Railroad
- Williams-Sonoma
- WL Gore\*

\* Executive Member

## Roles of the NVCE

- Advising us on the undergraduate, graduate, and executive education curricula
- Providing guest speakers for our undergraduate and graduate classes
- Providing projects for our capstone classes
- Identifying experts within the company to assist faculty and doctoral student research efforts
- Identifying opportunities for executive education within the company
- Recruiting new members to the NVCE

# Key Contacts

Dr. John Fowler—Supply Chain Department Chair

[John.Fowler@asu.edu](mailto:John.Fowler@asu.edu)

Dale Rogers—Supply Chain Department

[Dale.Rogers@asu.edu](mailto:Dale.Rogers@asu.edu)

Todd Taylor—Managing Director

[TWTaylor@asu.edu](mailto:TWTaylor@asu.edu)

Christin Burek (Amazon)—Member Co-Director

[BurekC@amazon.com](mailto:BurekC@amazon.com)

# Industry Board Effectiveness

---

Dan Carroll  
dc25@Indiana.edu



**KELLEY SCHOOL OF BUSINESS**

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INDIANA UNIVERSITY



## Typical Industry Board Roles

- Industry Outlook
  - Guest Lecturer
  - CEO Roundtable
  - Curriculum Advice
- Fundraising

Willingness

- Student Support Network
  - Student Mentor
  - Recruiter / Advocate
- Experiential Learning
  - Project Sponsor

Capability






INDIANA UNIVERSITY

## How the Transportation Board started...

A black and white thought bubble with a scalloped border and two small circles at the bottom left.

Another  
waste of  
time

Me

A black and white thought bubble with a scalloped border and two small circles at the bottom right.

Want to see  
progress  
this time

Transportation  
Executive



INDIANA UNIVERSITY

“I’m honored to be leading this board because everyone who is on the board is excited and wants to make it not only effective but also wants to give back to IU”



“A non-wavering focus on the effectiveness of our organization is very important”

“Scorecard to guide decisions, show progress”

“Long term benefit to promoting logistics/supply chain careers at a top rate business school”

KELLEY SCHOOL OF BUSINESS



## What is our purpose?

We help students achieve their full potential so that Kelley will be recognized as a world class source of talent

Metrics:

- Student Satisfaction – Net Promoter Score
- Recruiter Success – Placement Office Recruiter Scores
- Kelley Recognition – Various Program Rankings



## What makes us unique?

We invest in Kelley's professional and leadership development program so that our students can drive our progress.

### Metrics:

- Funds Raised vs Goal
- Board Demographics vs Student Demographics
- Industry Support – # of Leaders in Support Roles
- Student Support – # of Students in Support Roles



## **What specifically do we do?**

We increase student interest in Transportation, provide meaningful professional and leadership developmental experiences, create employment opportunities for students and raise industry awareness of Kelley's program

### Metrics:

- Planned vs Approved vs Actual Spend
- Progress on Student Development Initiatives with ROI
- Functional and Leadership Skills Needed by Industry
- Marketing Initiatives with ROI





## Key Learnings

- Start with Purpose
- Choose your members carefully
- Accountability, don't be afraid to fire your Board
- Ensure effectiveness with a scorecard
- Direct Board member / student connections are important
- Assign roles for Board members (funding, recruiting, treasury)



INDIANA UNIVERSITY



# Shippensburg University

Ian M. Langella, PhD

Professor of Supply Chain Management

Chair of Finance and Supply Chain Management Department

John L. Grove College of Business

Shippensburg University

# Overview of the University

- Public university in PA, one of 14 state owned
- Approximately 7K undergrad students and 2K grad students
- AACSB accredited since 1982... first of the 14
- SCM program was also first of the 14
- In 2008, we had around 40 majors...
- ... now we have around 150...
- Lots of distribution and manufacturing in South Central PA... virtually 100% placement
- 6 full time tenured and tenure track faculty



# Who?

- Some are alums....some are not... just very supportive
- Usually Director, GM, or C-level... senior folks only
- Manufacturers
  - Boeing
  - Hershey
  - Volvo
  - Martin's Potato Rolls
  - TE Connectivity
- Logistics and Transportation
  - Exel/DHL
  - Roadway
  - Jacobson Companies (acquired by Norbert Dentressangle in 2014)
  - Target

# Why?

- Benefits for stakeholders (Hey, what's in it for me...)
  - (Generally, a network of people and resources... two-way street)
  - University
    - Students and alums often receive mentoring, jobs, internships
    - Faculty receives good connections, advice, guest lectures
    - University and program receives financial support
      - Local CSCMP Roundtable hosts monthly dinners and tours... great for students and alums...
  - Board members
    - Opportunities for involvement (meetings, networking events, relationships, impact!!)
    - Access to students (recruiting, cherry picking or bird dogging, projects, internships)
    - Access to faculty (brain picking, consulting, executive education, etc.)



# What?

- Meetings twice a year... Friday mornings... today coincidentally!
- Dean and Chair make short remarks (update, challenges, numbers)
- Foundation Major Gift Director remarks (thanks for time, talent, treasure)
- (Often Career Center or Continuing Education folks give remarks)
- Student presentation (Budget, Activities, Facetime)
- Always some goal for meeting:
  - Curriculum review (major required classes and electives)
  - Experiential Learning
  - Development of new programs




# **Advisory Board: Sounding Board or .....**

**Vidyaranya B. Gargeya**

**March 25<sup>th</sup>, 2016 (Friday)**

***Panel 5: Industry Relations: The Role of Advisory  
Boards***

**5<sup>th</sup> Supply Chain Management Directors'  
Conference (Cambridge, MA)**



# **Mission and Vision of The University of North Carolina at Greensboro (UNCG)**

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- **A research university where collaborative scholarship and creative activity enhance quality of life across the life span;**
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- **“On-line” Graduate Certificates in Information Systems (34 students)**
- **“On-line” Graduate Certificate in Supply Chain, Logistics, and Transportation Management (12 students)**
- **Undergraduate Major in Information Systems and Supply Chain Management with concentrations in**
  - **Information Systems (181 students) --- “face-to-face” program**
  - **Supply Chain Management (12 students) --- “face-to-face” program**
- **Undergraduate Minor in Information Technology (59 students)**

# **Enrollment in ISSCM Department Programs (Fall 2015)**



- **Ph.D. in Information Systems (13 students)**
- **Master of Science in Information Technology and Management (87 students) --- “on-line” program**
- **“On-line” Graduate Certificates in Information Systems (45 students)**
- **“On-line” Graduate Certificate in Supply Chain, Logistics, and Transportation Management (15 students)**
- **Undergraduate Major in Information Systems and Supply Chain Management with concentrations in**
  - **Information Systems (201 students) --- “face-to-face” program**
  - **Supply Chain Management (107 students) --- “on-line” degree completion program**
- **Undergraduate Minor in Information Technology (87 students)**



# **Support of Auxiliary Programs by the ISSCM Department**

- **3 required courses (in Quantitative Analysis for Decision Making, Operations for Competitive Advantage, and Technology and Innovation) offered in the Bryan MBA program**
- **3 concentrations (in Business Analytics; Information Systems; and Supply Chain, Logistics, and Transportation) offered to students in the Bryan MBA program**
- **3 required courses (in Business Computing, Business processes and Information Technology, and Operations Management) offered for all the undergraduate majors in the Bryan School**
- **Minor in Information Systems for students in other Ph.D. programs**

# **Structure of the ISSCM Department in Fall 2009**



- **13 Tenured and Tenure Track faculty members (including the Head of the Department and the Director Graduate Programs)**
- **2 Full-Time Lecturers**
- **5 Part-Time Faculty Members (professionals working in business and industry)**
- **Eleven (11) Ph.D. students teach or assist in teaching undergraduate courses**
- **ISSCM Department Office: Administrative Support Associate, and Part-time Administrative Support Specialist**
- **Annual budget is about \$ 2 million (more than 90 percent is funding from the state)**

# **Structure of the ISSCM Department in Fall 2015**



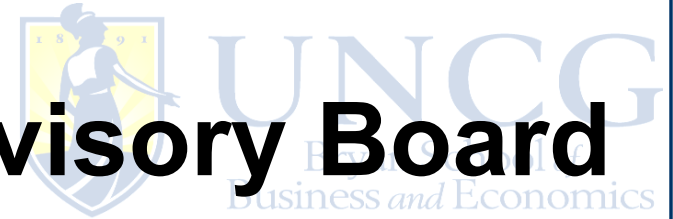
- **11 Tenured and Tenure Track Faculty Members (including the Head of the Department and the Director Graduate Programs (2 more faculty members in Fall 2016))**
- **7 Part-Time Faculty Members (professionals working in business and industry)**
- **Thirteen (13) Ph.D. students teach or assist in teaching undergraduate courses**
- **ISSCM Department Office: Program Manager of Graduate Programs, Administrative Support Associate, and Part-time Administrative Support Specialist (being hired)**
- **Annual budget is about \$ 2 million (more than 90 percent is funding from the state)**





# **Purpose of the ISSCM Department Advisory Board**

***To Create (and Sustain) A Partnership  
Between (for Profit and Not-for-Profit)  
Organizations and the Information  
Systems and Supply Chain  
Management Department to Enhance  
Programs, Quality of Graduates,  
Research, and Resources***



# **ISSCM Department Advisory Board**

- **22 Members**
- **Information Systems and Supply Chain Management functions**
- **Large-, medium-, and small-sized organizations**
- **Meets twice a semester**
- **“Inside-Out” Working Group**
- **“Outside-In” Working Group**
- **Active Contributions (Projects, Internships, and in Teaching Courses)**

# **“Inside-Out” Working Group**



- **Focus on**
  - **Projects**
  - **Internships**
  - **Externships for students (for study) and faculty (for research)**
  - **Job opportunities**
  - **Fundraising**
- **How do we market our products (student competencies and faculty capabilities)?**
- **Visiting Scholars; Post-Doctoral Fellows; Executives-in-Residence**

## **“Outside-In” Working Group**



- **How do we become and remain more relevant to the community we serve?**
- **How do we improve on**
  - **Informing the Department**
  - **Advising on content**
  - **Getting external speakers and relevant topic experts**
  - **Co-teach/Coach/Mentor students in specific areas**

# Metrics from “Inside-Out” Working Group



- **Six Month Metrics**

- One Presentation (with “Business Speak” Documents) by the ISSCM Department at an Association for Information Systems
- One Presentation by Students of the ISSCM Department at a Company/Organization
- Networking Event with ISSCM Students/Alumni/Industry Executives

- **One Year Metrics**

- Number of Internships and Presentations (by Students and Faculty Members)
- Number of Business Partners (Friends of ISSCM Department)

- **Three Year Metrics**

- Number of Hires by Organizations where Alumni Work
- Funding (Gifts and Contracts) from Alumni and Organizations

# **Metrics from “Outside-In” Working Group**

- **Six Month Metrics**

- Establishment of a Repository of External Resources for One Course
- One ISSCM Department Course to be Revised Based on Input from Members ISSCM Department Advisory Board

- **One Year Metrics**

- Establishment of a Repository of External Resources for Three Courses
- Three ISSCM Department Courses to be Revised Based on Input from Members ISSCM Department Advisory Board

- **Three Year Metrics**

- Establishment of a Repository of External Resources for all Courses
- All ISSCM Department Courses to be Revised
- Number of Joint Research Projects



UNCG  
Bryan School of  
Business and Economics

**Thank You!**



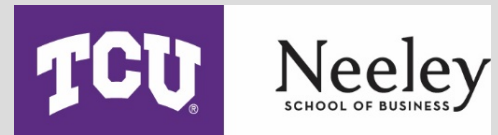
# Supply Chain Management Directors' Conference

## *Experiential Learning in SCM Education*

Dave Malenfant,  
TCU Neeley School of Business  
March 25, 2016



Center for Supply Chain Innovation



# Experiential Learning At TCU Supply Chain Education

- TCU SCM Program designed for “active” or “experiential” learning in both undergraduate and graduate
- Three programs have proven to be effective.
  - *Links Simulation\**
  - *Supply Chain Executive Apprenticeship Program*
  - *Experiential trip to Vietnam and Hong Kong (MS)*
  - *Experiential trip to China (Undergraduate)*



# Center for Supply Chain Innovation



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# Links Simulation

- **Goal is to improve your firm's overall financial, operating and marketing performance by making decisions within the integrated Supply Chain**
- **Simulation firms manage procurement, manufacturing, distribution and warehousing, transportation, service, generate demand, forecasting, information technology, and research studies.**

## **Experiential Learning**

- Present the results to a Board of Directors at the end of the Simulation Game (typically 8 weeks) – The Board is composed of Supply Chain Executives and professionals from Local Companies
- Teams have 15 minutes to present the results of their firm relative to the industry, benchmark metrics, and other teams.
- Must answer probing insightful questions ***during the presentation. This requires the students to think “on their feet” and defend their supply chain strategy and decision***



Center for Supply Chain Innovation



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# Supply Chain Executive Apprenticeship Program

Approximately 8 years old, the top 10% supply chain students were selected through a rigorous interview process by the Faculty Advisor and representatives from the sponsor company.

Together, we designed a two-semester accredited course:

## First Semester:

- Identify and map a supply chain for the sponsor company.
- Interview all key stakeholders in the integrated supply chain
- ***Deliverable is a presentation to the company executives at the end of the semester showing the mapped supply chain with recommendations for improvement.***

## Second Semester:

- Identify, plan, and execute a project as agreed by the students, Faculty Advisor, and the sponsor company.
- ***Deliverable is a presentation to the project stakeholders and company executives on the findings and recommendations. The end result is of value to the company and the improvements are implemented resulting in a tangible benefit to the company.***



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# Experiential Trip for Master Students

This year, an international trip to Vietnam and Hong Kong

## ***Pre-Trip classes***

- Understanding the culture
- Global Business Sourcing
- Case Study – “Selling Ready to Drink Tea” in Southeast Asia
- Global Business and Stability
- Second Case study

## ***Pre-Trip Assignments***

- Presentation on Vietnam/China business issues
- Briefs on Companies to be visited
- Individual case analysis on Vietnam's embrace of ICT (information & communications technologies)



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# Experiential Trip for Undergraduate Students

Past 8 years have been taking undergraduate students to China: “Global Supply Chain Management”

## ***Pre-Trip classes***

- Understanding the culture
- Supply Chain implication in sourcing from China
- China: Doing Business in the Middle Kingdom
- Global Business and Stability
- Import, Export, and INCO terms
- Case studies
- Guest Lecture Director of Asian Studies

## ***In-Country***

- Company visits in Shanghai
- Company visits in Beijing
- Cultural visits
- Visit to village barefoot Doctor and hiking the Great Wall!



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# Questions?

Center for Supply Chain Innovation



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# **‘Supply Chain – Marketing Shark Tank’ Experiential Lab Game in Interdisciplinary Business Education: Qualitative and Quantitative Analyses**

***Anshu Saxena Arora***

***Associate Professor of Marketing,  
Savannah State University***

***Amit Arora***

***Assistant Professor of Logistics / SCM,  
Savannah State University***

**The 5th Annual SCM Directors’ Conference, Boston, MA  
March 23-25, 2016**

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# Agenda

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- Motivation
- Teaching Innovation Objectives
- SC-Marketing Shark Tank Strategic Experiential Game
- Analysis and Results
- Discussion

# Motivation

- Challenge for academia to teach the subjects of marketing / advertising and SCM, and sensitize students (from different backgrounds and subject interest areas) about the interaction between the areas of SCM and marketing.
- Inter-disciplinary.



# Motivation

- Academic training of students graduating from Historically Black Colleges and Universities (HBCUs) is often perceived as insufficient by Predominantly White Institutions (PWIs) (*Joseph, 2012; Kim and Conrad, 2006*).
- Cross-cultural.





# Five-Phased Approach

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# Phase 1: Evaluate Learners

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- We used the Felder-Silverman model and Index of Learning Styles (Felder & Silverman, 1988) because students can self-administer this questionnaire at no cost.
- In addition, the four learning style dimensions are numerically coded and easily quantified for analysis.
- Index of Learning Styles has been validated (Zwyno, 2003), (Litzinger, Lee, Wise, & Felder, 2005), (Felder & Spurlin, 2005) and used in this research study.

# Learning Styles

Active



Reflective

Sensing



Intuitive

Visual



Verbal

Sequential



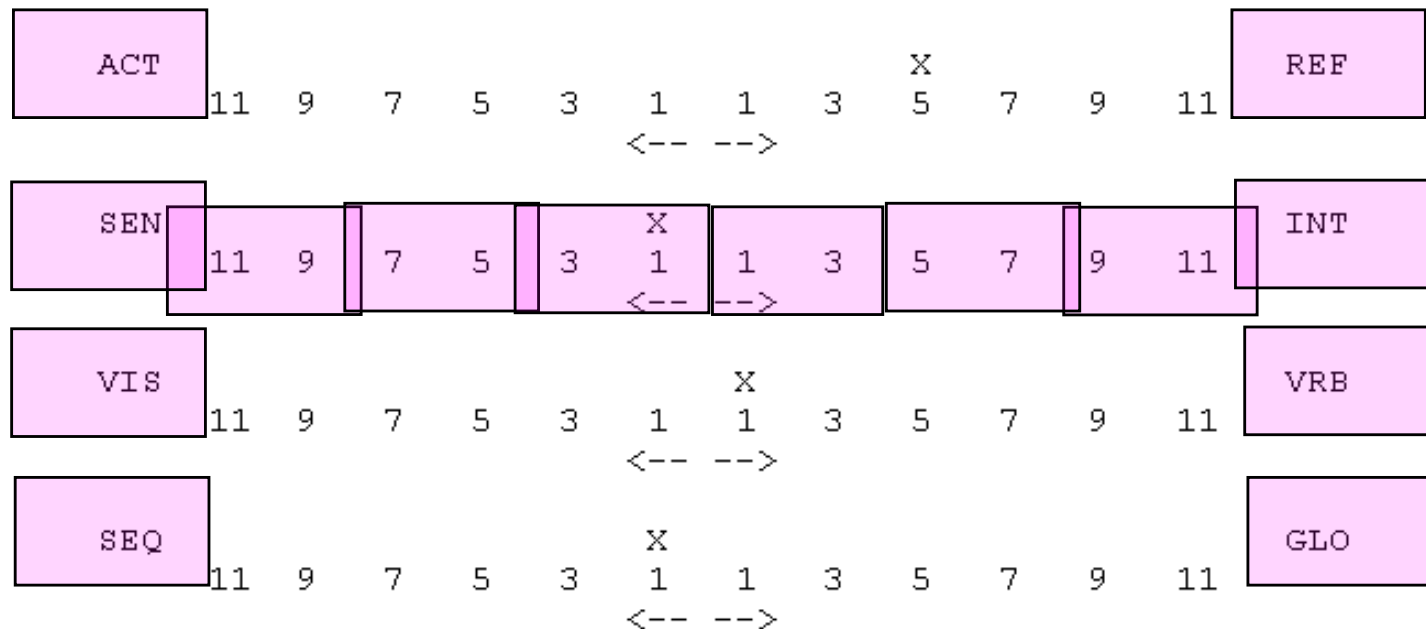
Global



# Learning Styles Results

Very strong preference    Fairly well balanced    Moderate preference

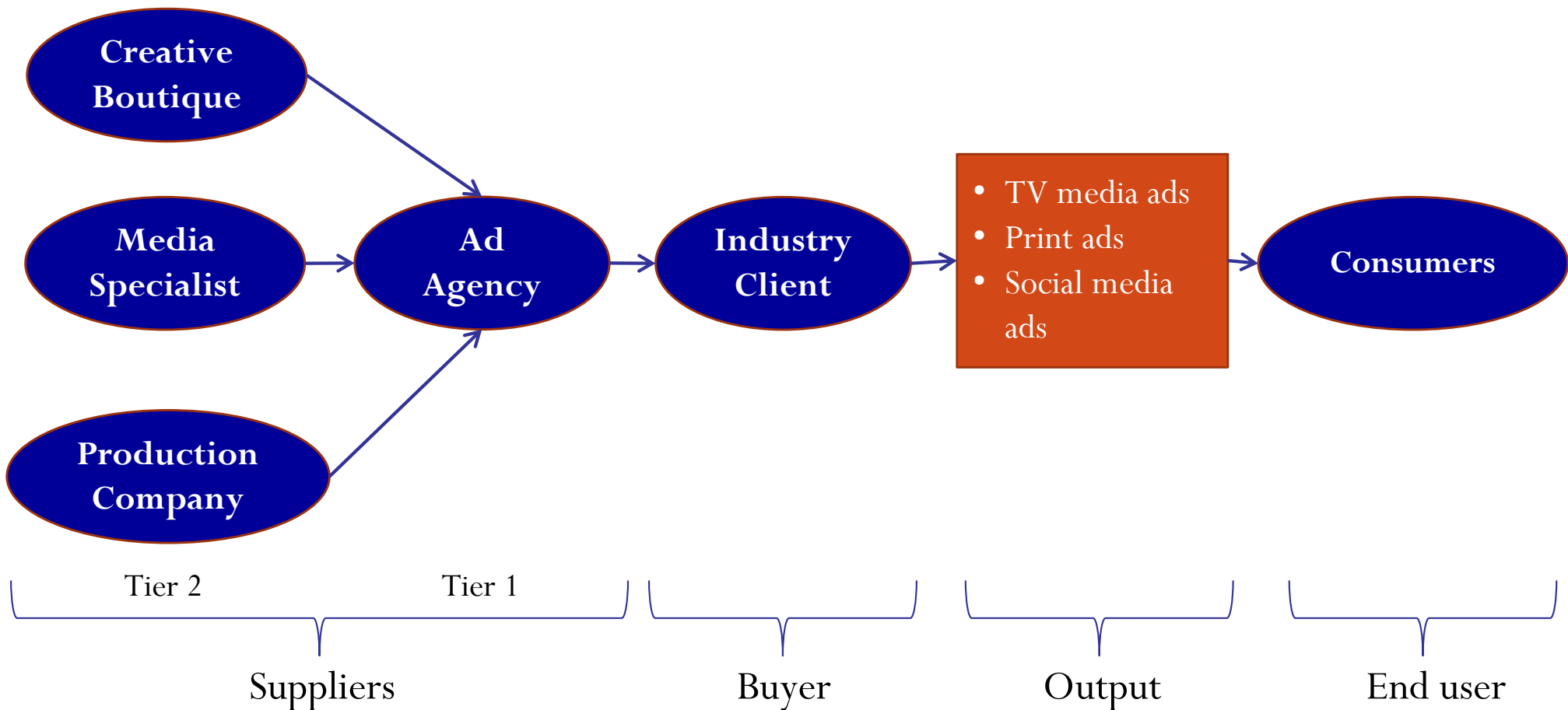
Results for: Michael Shaw



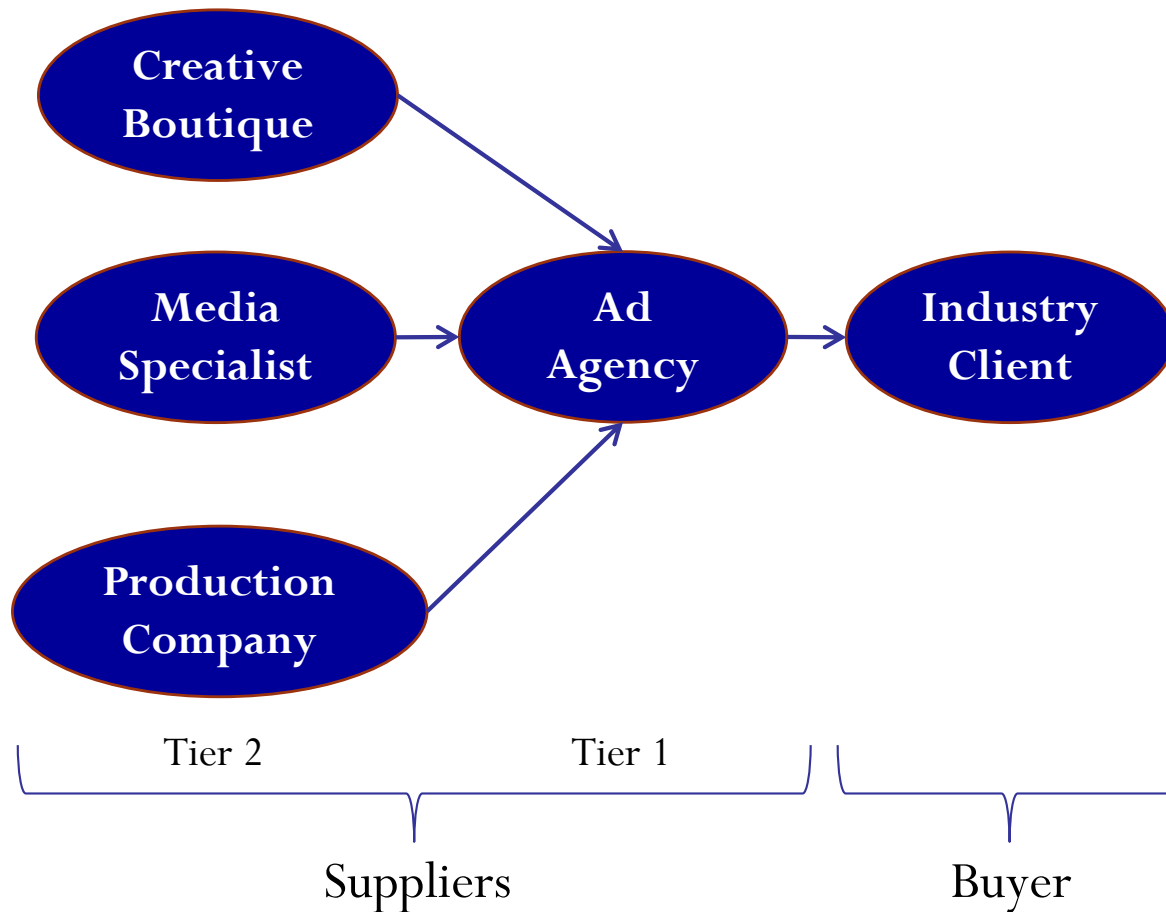
- If your score on a scale is 1-3, you are fairly well balanced on the two dimensions of that scale.
- If your score on a scale is 5-7, you have a moderate preference for one dimension of the scale and will learn more easily in a teaching environment which favors that dimension.
- If your score on a scale is 9-11, you have a very strong preference for one dimension of the scale. You may have real difficulty learning in an environment which does not support that preference.

# Phase 2: Team Formulation & Research

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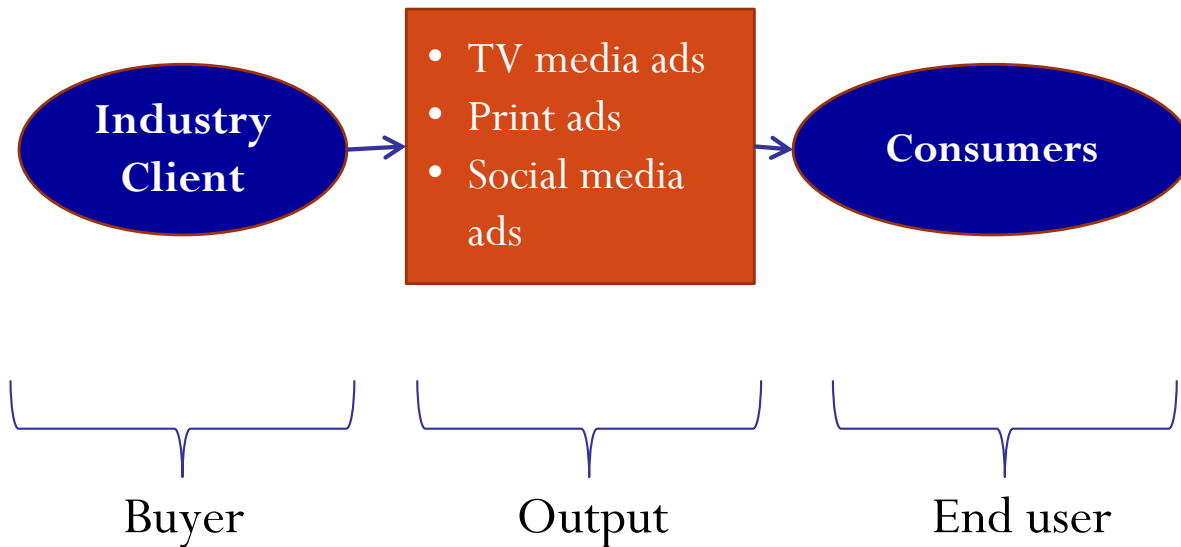
# Phase 3: Communication, Negotiation & Collaboration



Advertising Development and Conceptualization; Teams' Interactions, Collaboration, Trust, Relationship Building, Team Dynamics and Overcoming Team Challenges



# Phase 4: Implementation – Go Live



Advertising Presentations to target consumers (audience);  
Team work evaluation; Team ranking by consumers and judges



# Phase 5: Data Analysis

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- Data source: Qualitative feedback regarding learning outcomes collected from students at the end of exercise.
- Sample size = 161 students.
- Student feedback consisted of three categories:
  - Team experience (3 questions).
  - Team effectiveness (5 questions).
  - Overall feedback (2 questions).

# Phase 5: Sample

Males	Females	TOTAL
75	86	161

Ethnicity	
African-Americans	79
Caucasians	70
Asians	10
Hispanics	2
TOTAL	161

Learning Style	Males (%)	Females (%)
Active- Reflective	38	24
Sensing- Intuitive	26	43
Verbal- Visual	53	45
Sequential- Global	33	35

Preferred Teaching Style	Applied concept	Enactive processing	Understanding learning	Co-op groups
%age	40	41	40	54

# Questionnaire

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- **Team Experience**

- What did you learn while designing creative and media strategy for the client?
- What did you learn while presenting creative and media strategy for the client?
- What did you learn from other teams' creative and media presentations?

- **Team Effectiveness**

- What was the biggest challenge involved in the SC-Mark project?
- What was particularly effective in your team's work on creative and media strategy?
- What was particularly effective in your team's delivery on creative and media strategy?
- What was effective regarding your team, especially in terms of winning approval of clients and customers?
- What was effective regarding the other teams, especially in terms of winning approval of clients and customers?

# Questionnaire

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- **Overall Feedback**

- What was the most intriguing and effective part of your SC-Mark project?
- How did your SC-Mark work help you to better understand the two subject areas – Advertising and Supply Chain Management?

Structured content analysis for this research project focused on overall student learning outcomes (322 statements)

# Sample Statements

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- *“One of the more difficult aspects of advertising supply chain management is trying to understand the full capabilities of your business partners and/or suppliers”*
- *“Nothing can replace face-to-face communication; by fostering personal relationships with both customers and suppliers, the entire supply chain process will be embraced by all”*
- *“If you maintain your advertising supply chain metrics and lessons learned from the past, you’ll avoid making partnership errors with both suppliers (business partners) and clients”*
- *“We understood the concept of CPFR – Collaborative Planning, Forecasting and Replenishment. CPFR creates a win–win scenario, tying the client and agency together so that their goals are compatible”*

# Research Method

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- Structured content analysis methodology to analyze student feedback statements.
- This methodology has been used in SC and communications literature (*e.g., Montabon et al. 2007; Tate et al. 2010; Hofer et al. 2012*).
- Centering Resonance Analysis (CRA) technique using Crawdad software.
- CRA relies not just on frequency count of words in text but also on inter-connectedness of text based on network analysis (*McPhee et al. 2002; Hofer et al. 2012*).

# Research Method

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- The focus of CRA is to identify those keywords that have a high influence level in a text.
- Mathematically, the influence (I) of a keyword in a text (T) is represented using social network metric as follows (*Corman et al. 2002*):

$$I_i^T = \frac{\sum_{j < k} g_{jk}^{(i)} / g_{jk}}{\left[ \frac{(N-1)(N-2)}{2} \right]}$$

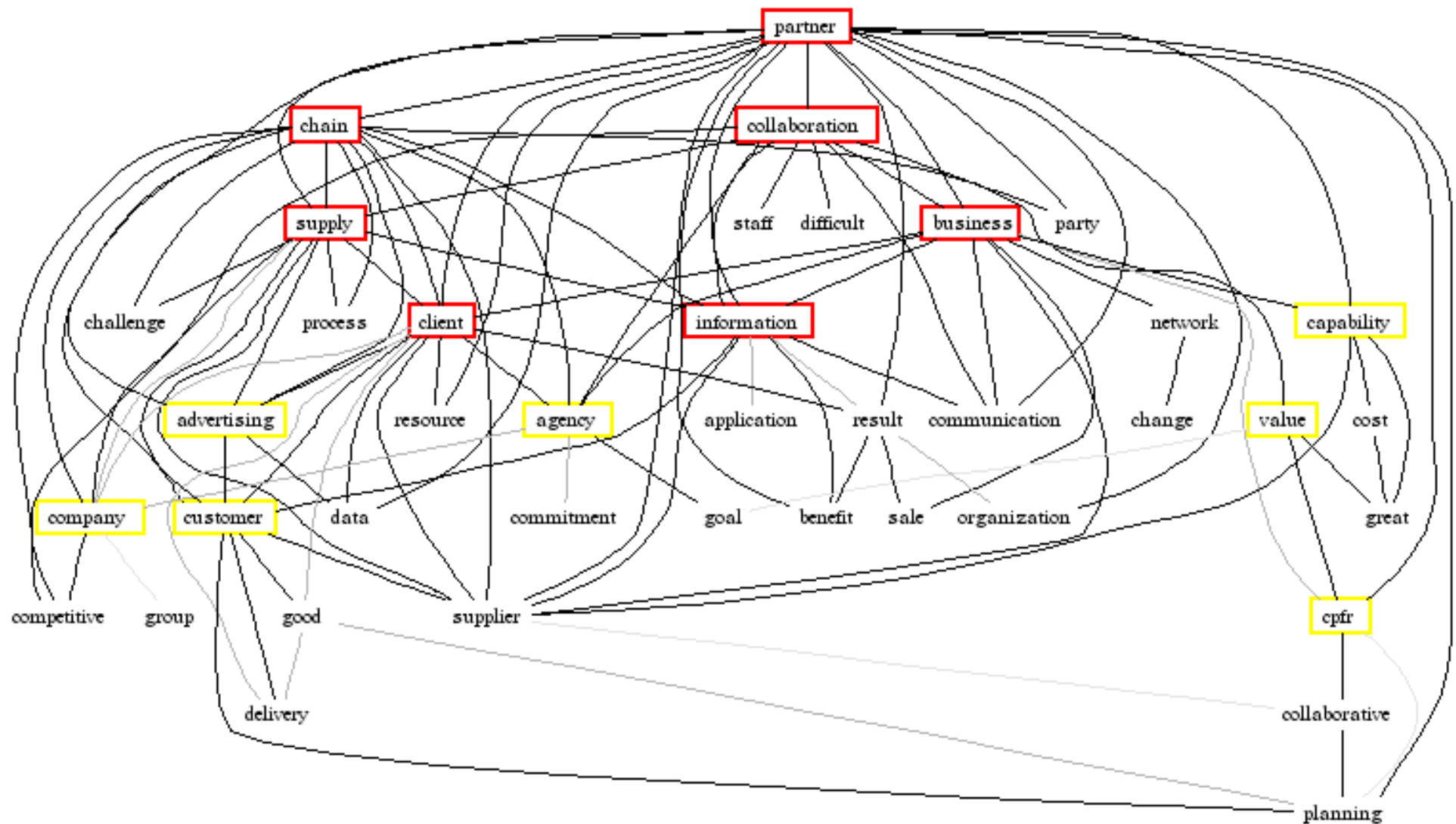
$I_i^T$  = influence of a word  $i$  in text  $T$

$g_{jk}$  = number of shortest paths connecting  $j_{th}$  and  $k_{th}$  words

$g_{jk}^{(i)}$  = number of those paths containing word  $i$

$N$  = numbers of words in the network

# Word Network Map



File: Student Learning outcomes.cna Cutoff: 0.015



# Themes and Associated Words

Supply Chain		Buyer Supplier Relationship		Consumer focus and orientation		Advertising and SC Risk Management		Community focus (learners & institutional focus)	
supply	0.11615	partner	0.19132	information	0.10858	advertisin	0.07796	business	0.11931
chain	0.16448	collaborat	0.15322	customer	0.0679	cpfr	0.06404	company	0.05076
value	0.09697	client	0.10088	network	0.02459	capability	0.06136	organization	0.04716
supplier	0.04727	agency	0.08022	communicat	0.02132	result	0.04835	staff	0.01801
resource	0.02062	collaborat	0.02581	data	0.01768	cost	0.02894	benefit	0.01775
planning	0.01653	party	0.01712	commitmen	0.01703	group	0.02825	good	0.01726
goal	0.0159	situation	0.01287	process	0.0161	difficult	0.02263	great	0.01575
delivery	0.01519	relationsh	0.00782	consumer	0.00826	competiti	0.02045	big	0.01181
revenue	0.0124			marketplace	0.00813	applicatio	0.01762	service	0.01113
managem	0.00949			win-win	0.00797	challenge	0.01727	common	0.01109
inventory	0.00875					change	0.01646	industry	0.01073
issue	0.00927					sale	0.0159	community	0.00837
able	0.00903					time	0.01389	beneficial	0.00826
						incentive	0.01372	right	0.00621
						effort	0.01258	economy	0.00503
						performar	0.00653		
						effect	0.01035		
						element	0.0103		
						technolog	0.0098		
						forecastin	0.00683		
						ad	0.00584		
						initiative	0.0056		
						lesson	0.00557		
						term	0.00521		
						price	0.00826		

# Average Theme Values

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<b>Buyer – Supplier Relationship</b>	<b>Supply Chain</b>	<b>Consumer focus and orientation</b>	<b>Community focus (learners and institutional focus)</b>	<b>Advertising and SC Risk Management</b>
0.074	0.042	0.030	0.024	0.022

His Glasses Might Be Off, But His Vision Is Still Clear



His Legacy Continues...

His Legacy Continues...

iPhone 4 



Fast Food  
Fast Life??

Good Food  
Good Life



**SAMSUNG** Gear™



**Do you have the Best Gear?**





### THE FEATURES ARE ALMOST UN-REALISTIC

The Galaxy Gear and Note 3 enable you to be more connected but less distracted. When you purchase the Galaxy Gear you can receive calls, emails and texts all from your wrist — so no matter what situation you're in, you'll never be out of touch with what's important. \*Multi Window does not support all applications. © 2013 Samsung Telecommunications America, LLC. Samsung, Galaxy Note, Galaxy Gear, Multi Window, Air Command, S Finder and Super AMOLED are trademarks of Samsung Electronics Co., Ltd. All other company names, product names and marks are the property of their respective owners and may be trademarks or registered trademarks. Screen images simulated. Appearance of the device may vary. **Samsung**



Man enters hospital for operation



He's checked in & changed into scrubs, he's very nervous



He's put to sleep



Surgery begins and he fades into bright light and his life begins to flash b4 him



family together enjoying the holidays



family birthdays



He realizes that Stouffers has been an important part of many of his most fondest memories



He awakes after a successful operation with a new grateful outlook on his life and his family who shared it with him, and also knows that Stouffers was at the center of his special moments

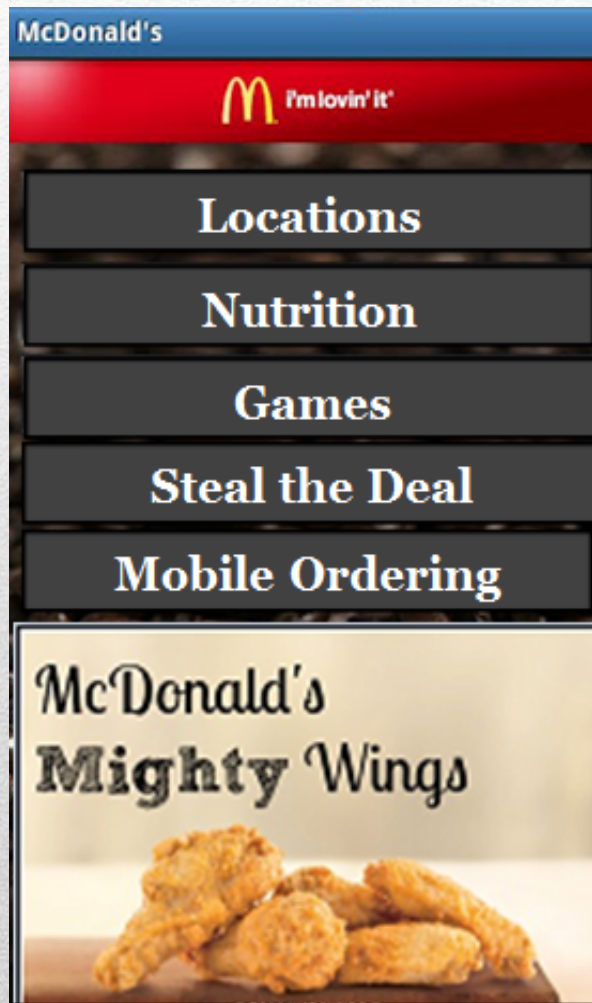
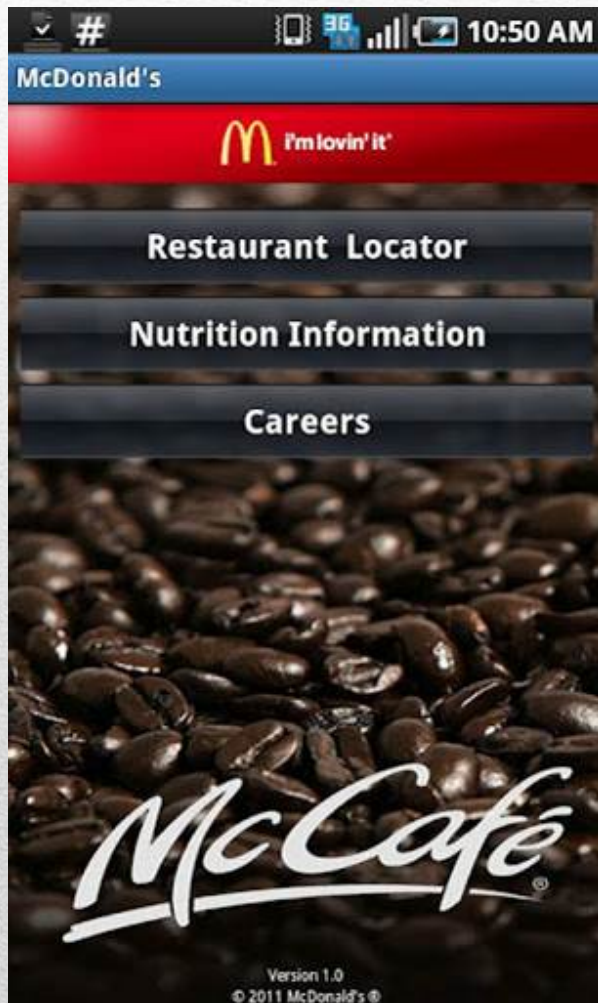






**i'm lovin' it<sup>®</sup>**

# Mobile Application





# Thank You!

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