Wednesday, March 23

8:00 - 5:00  Crossroads 2016 Conference (optional)
MIT’s Samberg Conference Center, Chang Building (E52), 50 Memorial Drive, 7th floor

5:30 - 7:00  Supply Chain Management Directors’ Welcome Reception
MIT’s Samberg Conference Center, Salon West, 7th floor

Thursday, March 24

The Porter Center for Management Education Building (E62), 100 Main St., Rm 233 (2nd 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 Rodriguez, 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, 6th 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
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Creating, Managing, and Sustaining an Academic Supply Chain Center

March 24, 2016

Joel Sutherland
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Industry Background

70’s

TEXTRON
Industrial Engineer

80’s

AmerisourceBergen
Operations Manager

90’s

DENSO
VP Operations

SeaLand (U.S.)
Vice President / Managing Director

SeaLand (Europe)

FISONs
VP Logistics

INTERNATIONAL PAPER
VP Logistics

00’s

Fisher Scientific

ConAgra Foods
VP Logistics

J.B. HUNT
SVP Supply Chain

FORMICA
VP Logistics

TNSPLACE

President & COO

NEXT???
Academic Background

- **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

- **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 ≠ 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?
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
- 1st in Latin America

Dados referentes à 2015
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**

**Education**

**Research**

**Outreach**

**Partner companies**

**Continous 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.
  - Tâbata 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

- **Administrativoe staff**
  - Fabiana Rivas
Academic network
Company partners

raízen

ambev

MONSANTO

Grupo Pão de Açúcar

SETCESP
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

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

MS in Supply Chain Management – Online Delivery

Stages of Supply Chain Disruption

Preparedness
Planning how to respond to a disaster and ensuring resources are available to respond effectively.

Response
Activities to provide emergency assistance and reduce the likelihood of secondary damage.

Recovery
Returns to normal or near-normal operating conditions.

“Facing Disruptions” = Response + Recovery Stages

Recent events/expert interviews embedded
Threaded Discussions

Weekly Online lab (equivalent to office hours)
MS in Supply Chain Management – Online Delivery

24 Hr help Desk (Pearson-Rutgers Online)

Proctored Exams
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 2nd 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
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
Online Learning helpdesk: 848-932-4702 (M-Sa 8:30AM-1AM)

Student FAQs
Faculty FAQs

University Contacts

Rutgers Registrar Office
Offices of Summer and Winter Sessions
Rutgers Office of Student Accounting, Billing, and Cashering
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.
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.
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
(2) USPS mail to: Professor Azadegan, 991 One Washington Park, Newark, NJ 07102
Thank you
On-Line Learning at UNCG: The Seven Year Journey

Vidyaranya B. Gargeya
March 24th, 2016 (Thursday)

Panel 3: Digital Learning and Online Certifications
5th 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.
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• 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
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Thank You!
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*
- Mondelez
- 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

Dale Rogers—Supply Chain Department
Dale.Rogers@asu.edu

Todd Taylor—Managing Director
TWTaylor@asu.edu

Christin Burek (Amazon)—Member Co-Director
BurekC@amazon.com
Industry Board Effectiveness

Dan Carroll
dc25@indiana.edu
Typical Industry Board Roles

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

**Capability**
- Student Support Network
  - Student Mentor
  - Recruiter / Advocate
- Experiential Learning
  - Project Sponsor
How the Transportation Board started...

Another waste of time

Me

Want to see progress this time

Transportation Executive
“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”
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)
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 25th, 2016 (Friday)

Panel 5: Industry Relations: The Role of Advisory Boards

5th Supply Chain Management Directors’ Conference (Cambridge, MA)
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

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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
Thank You!
Supply Chain Management Directors’ Conference

Experiential Learning in SCM Education

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

* LINKS a trademark of Dr. Randall Chapman
• 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 thing “on their feet” and defend their supply chain strategy and decision
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.*
Unique Experiential Learning

- Students must prepare their own questions for interviews
- Begin to understand the dynamics of an international business
- Begin to understand the relationships between departments and functions
- Learn the impact of data on projects
- Politics of the organization
- Breadth of the supply chain
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)
Experiential Trip for Master Students

Experiential Learning

• Group project video journal of comparative analysis
• Highlighted different supply chains
• Understanding of contrast between different countries and business environment
• Out of “comfort zone” – most have never traveled to Asia
• Global Business perspective
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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• Highlighted different supply chains
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• Global Business perspective
Supply Chain Management Directors’ Conference

Experiential Learning in SCM Education

Questions?

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

• 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.
• 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

1. Evaluate Learners
   - FSLSM Learning Styles
   - CORD Teaching Styles

2. Team Formulation & Research
   - Client teams
   - Ad Agency
   - Creatives
   - Media
   - Production
   - Assign responsibilities & research

3. Buyer-Supplier Interaction
   - Advertising conceptualization
   - Develop ad work
   - Teams’ interaction
   - Team dynamics – overcoming challenges

4. Go Live (consumer)
   - Presentation to target consumer
   - Team work evaluation
   - Team ranking by consumers and judges

5. Teaching Effectiveness
   - Qualitative and Quantitative SC-Marketing evaluation
Phase 1: Evaluate Learners

- 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

### Results for: Michael Shaw

<table>
<thead>
<tr>
<th></th>
<th>ACT</th>
<th>SEN</th>
<th>VIS</th>
<th>SEQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>11</td>
<td>9</td>
<td>7</td>
<td>5</td>
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<tr>
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<tr>
<td>3</td>
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<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

- **ACT**: 11, 9, 7, 5, 3, 1, 1, 3, X, 5, 7, 9, 11
- **SEN**: 11, 9, 7, 5, 3, X, 1, 1, 3, 5, 7, 9, 11
- **VIS**: 11, 9, 7, 5, 3, 1, 1, 3, X, 5, 7, 9, 11
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### Learning Style Interpretation:

- **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

- Creative Boutique
- Media Specialist
- Production Company

Ad Agency

Industry Client

- TV media ads
- Print ads
- Social media ads

Consumers

Tier 2

Tier 1

Suppliers

Buyer

Output

End user
Phase 3: Communication, Negotiation & Collaboration

Creative Boutique

Media Specialist

Ad Agency

Industry Client

Production Company

Tier 2

Suppliers

Tier 1

Buyer

Advertising Development and Conceptualization; Teams’ Interactions, Collaboration, Trust, Relationship Building, Team Dynamics and Overcoming Team Challenges
Phase 4: Implementation – Go Live

Industry Client
- TV media ads
- Print ads
- Social media ads

Consumers

Buyer
Output
End user

Advertising Presentations to target consumers (audience); Team work evaluation; Team ranking by consumers and judges
Phase 5: Data Analysis

- 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

### Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Males</th>
<th>Females</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-Americans</td>
<td>79</td>
<td></td>
<td>161</td>
</tr>
<tr>
<td>Caucasians</td>
<td>70</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asians</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanics</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>161</td>
<td></td>
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</table>

### Learning Style

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Males (%)</th>
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</tr>
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<tbody>
<tr>
<td>Active-Reflective</td>
<td>38</td>
<td>24</td>
</tr>
<tr>
<td>Sensing-Intuitive</td>
<td>26</td>
<td>43</td>
</tr>
<tr>
<td>Verbal-Visual</td>
<td>53</td>
<td>45</td>
</tr>
<tr>
<td>Sequential-Global</td>
<td>33</td>
<td>35</td>
</tr>
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</table>

### Preferred Teaching Style

<table>
<thead>
<tr>
<th>Teaching Style</th>
<th>Applied concept</th>
<th>Enactive processing</th>
<th>Understanding learning</th>
<th>Co-op groups</th>
</tr>
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<tbody>
<tr>
<td>%age</td>
<td>40</td>
<td>41</td>
<td>40</td>
<td>54</td>
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Questionnaire

• 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

• **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)
“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

• 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

• 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):

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

\[ I_i^T = \text{influence of a word } i \text{ in text } T \]

\[ g_{jk} = \text{number of shortest paths connecting } j_{th} \text{ and } k_{th} \text{ words} \]

\[ g_{jk}^{(i)} = \text{number of those paths containing word } i \]

N = numbers of words in the network
Word Network Map
## Themes and Associated Words

<table>
<thead>
<tr>
<th>Supply Chain</th>
<th>Buyer Supplier Relationship</th>
<th>Consumer focus and orientation</th>
<th>Advertising and SC Risk Management</th>
<th>Community focus (learners &amp; institutional focus)</th>
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## Average Theme Values

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<th>Buyer – Supplier Relationship</th>
<th>Supply Chain</th>
<th>Consumer focus and orientation</th>
<th>Community focus (learners and institutional focus)</th>
<th>Advertising and SC Risk Management</th>
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His Glasses Might Be Off, But His Vision Is Still Clear

His Legacy Continues...

iPhone 4S
Fast Food Fast Life??

Good Food Good Life 😊
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 Stouffer's has been an important part of many of his 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 Stouffer’s was at the center of his special moments.

Nestlé

Good Food, Good Life
Mobile Application

Icons and options include:
- Locations
- Nutrition
- Games
- Steal the Deal
- Mobile Ordering

Features mentioned:
- McCafe
- McDonald's Mighty Wings
Thank You!

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