Master of Science in Supply Chain Management

Appendix A

Employer Surveys
Employer Needs Survey Form

Date: 8/1/2019

Institution: Sam M. Walton College of Business, University of Arkansas

Return this survey by email to: bs fugate@uark.edu by date: 8/10/109

Proposed Degree Program: Masters in Supply Chain Management

Brief description of program:
The MS in SCM is designed for early-career supply chain professionals who want to receive advanced, specialized training in supply chain management. The degree is grounded in an understanding of the increasing complexity and breadth of the supply chain discipline. Effective supply chain management necessitates cross-functional expertise. Thus, students will choose to specialize in a track to complement their supply chain courses: Business Analytics, Enterprise Resource Planning, Blockchain Enterprise Systems, Finance, Retail, or Strategy.

Employer: Transplace, LLC
Type of company: Third Party Logistics
Contact Person: Colby Patterson
Position Title: General Manager, Implementation
Email: colby.patterson@transplace.com
Telephone number: 479.770.7198

1. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program: Director Implementation, Director Operations

2. List the degree required for each job title listed in #1: M.S. in Supply Chain Management

3. Indicate the certification/licensure required for each job title listed in #1: N/A

4. How many positions do you currently have for job titles listed in #1? 15 - 20

5. How many position openings do you currently have for job titles listed in #1? 1

6. How many position openings will you have the next 2–5 years for job titles listed in #1? ~10

7. What is the annual salary for each position listed in #4 & #5? 100 – 150k

8. If no openings now, when do you anticipate having openings for the positions listed in #1? n/a

9. Would you give hiring preference to applicants with the proposed degree? If all else is equal, yes

10. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program: ~20
11. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? ______Yes_________ Indicate your preference: _______Online____________

12. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment: _____TBD__________

13. Will you or a co-worker serve on the institution’s program advisory committee? (provide name of employee email) _____TBD__________

14. Indicate the skills individuals would need for employment in the positions listed in #1:

   ___X__ Interpersonal communications   ___X__ Supervision/Management   ___X__ Budgeting
   ___X__ Written/oral communications   ___X__ Leadership/initiative   ___X__ Data analysis
   ___X__ Team work   ___X__ Planning/Organizing   ___X__ Public Speaking
   ___X__ Independent worker   ___X__ Conflict resolution   _____Marketing
   ___X__ Analytical reasoning   ___X__ Problem Solver   _____Teacher/Trainer
   _____Computer programming   ___X__ Computer applications   _____PowerPoint Presentations
   _____Foreign Language (specify)   
   _____Other skills not listed (identify) ________________________________

15. How will this proposed degree program benefit your local community, the state, region or nation? 

   **Industry wide needs are changing and becoming more complex. There is a growing need for eligible managers with a supply chain education, especially beyond a bachelor’s degree. Due to increased demands from customers, supplier, and shippers, employers need professionals with an advanced specialized understanding of supply chain. They need supply chain experts in innovation, sustainability, and market understanding, who have a broad business perspective. Employees who can adequately assess the most difficult challenges, then integrate solutions and manage long term change. The growing economy is in need of managers and leaders trained in the full skill set of supply chain; functional, technical, and social. Supply chain education must grow and adapt to meet the new and increasing needs of the industry.**

16. Provide any additional comments about the proposed degree program.
   a. I feel this program would be beneficial to supply chain professionals in Arkansas
Employer Needs Survey Form

Date: __8/1/2019_____________________

Institution: __Sam M. Walton College of Business, University of Arkansas________________

Return this survey by email to: bsfugate@uark.edu by date: __8/10/109

Proposed Degree Program: ___Masters in Supply Chain Management___________________

Brief description of program:
The MS in SCM is designed for early-career supply chain professionals who want to receive advanced, specialized training in supply chain management. The degree is grounded in an understanding of the increasing complexity and breadth of the supply chain discipline. Effective supply chain management necessitates cross-functional expertise. Thus, students will choose to specialize in a track to complement their supply chain courses: Business Analytics, Enterprise Resource Planning, Blockchain Enterprise Systems, Finance, Retail, or Strategy.

Employer: _J.B. Hunt Transport, Inc.____________________

Type of company: _Transportation, Logistics, Supply Chain_______________________

Contact Person: _Eric Airola______________________________

Position Title: ___Sr Director, Talent Acquisition________________________________

Email: ____eric.airola@jbhunt.com_________________________________________

Telephone number: ___479.419.2560_________________________________________

17. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program: _None “required,” several preferred: Branch Manager, Sr Logistics Manager, Regional Operations Manager, Regional Business Manager, Sales Executive, National Sales Executive, Business Development Executive____________________

18. List the degree required for each job title listed in #1: _M.S. in Supply Chain Management________________________________________

19. Indicate the certification/licensure required for each job title listed in #1:
_____N/A____________________________________________________________________________

20. How many positions do you currently have for job titles listed in #1? ____Approximately 300_____________________________

21. How many position openings do you currently have for job titles listed in #1? _Approximately 20 at any time_____________________________

22. How many position openings will you have the next 2–5 years for job titles listed in #1? __100+__________________________________________

23. What is the annual salary for each position listed in #4 & #5? _____~Approx $100-150k total compensation

________________________________________________________________________________________
24. If no openings now, when do you anticipate having openings for the positions listed in #1?
____________________________________________________________________________________

25. Would you give hiring preference to applicants with the proposed degree? __Education and experience will be weighed evenly.__________________________________________

26. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? __Approx 25__________________________________________
If yes, would you provide tuition assistance? __Yes___________________________________________

27. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? __Yes_________________ Indicate your preference: _Online/distance would allow us to offer this to employees outside of NW Arkansas.______________

28. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment: __Advise/input to program and curriculum_______________

29. Will you or a co-worker serve on the institution’s program advisory committee? (provide name of employee email)
_____Yes

30. Indicate the skills individuals would need for employment in the positions listed in #1:

  _x_ Interpersonal communications _x_ Supervision/Management _x_ Budgeting
  _x_ Written/oral communications _x_ Leadership/initiative _x_ Data analysis
  _x_ Team work _x_ Planning/Organizing _x_ Public Speaking
  _x_ Independent worker _x_ Conflict resolution _x_ Marketing
  _x_ Analytical reasoning _x_ Problem Solver _x_ Teacher/Trainer
  ___Computer programming ___Computer applications _x_ PowerPoint Presentations
  ___Foreign Language (specify) __________
  _x_ Other skills not listed (identify) _Ability to manage a P&L; forecasting____________________

31. How will this proposed degree program benefit your local community, the state, region or nation?

  Industry wide needs are changing and becoming more complex. There is a growing need for eligible managers with a supply chain education, especially beyond a bachelor's degree. Due to increased demands from customers, supplier, and shippers, employers need professionals with an advanced specialized understanding of supply chain. They need supply chain experts in innovation, sustainability, and market understanding, who have a broad business perspective. Employees who can adequately assess the most difficult challenges, then integrate solutions and manage long term change. The growing economy is in need of managers and leaders trained in the full skill set of supply chain; functional, technical, and social. Supply chain education must grow and adapt to meet the new and increasing needs of the industry
32. Provide any additional comments about the proposed degree program.
Employer Needs Survey Form

Date: _______8/1/2019_____________________
Institution: __Sam M. Walton College of Business, University of Arkansas________________
Return this survey by email to: bsfugate@uark.edu by date: __8/10/109

Proposed Degree Program: ___Masters in Supply Chain Management_______________

Brief description of program:
The MS in SCM is designed for early-career supply chain professionals who want to receive advanced, specialized training in supply chain management. The degree is grounded in an understanding of the increasing complexity and breadth of the supply chain discipline. Effective supply chain management necessitates cross-functional expertise. Thus, students will choose to specialize in a track to complement their supply chain courses: Business Analytics, Enterprise Resource Planning, Blockchain Enterprise Systems, Finance, Retail, or Strategy.

Employer: _Bayer____________________
Type of company: _Healthcare / Pharmaceutical_____________________________________
Contact Person: _David Rieske_________________________________________________________
Position Title: _Sr. Manager Customer Logistics___________________________________________
Email: __david.rieske@bayer.com_____________________________________________________
Telephone number: __479-877-7421_____________________________________________________

33. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program: _ Manger, Sr. Manager, Director Customer Logistics or Supply Chain Management_______________________________________

34. List the degree required for each job title listed in #1: _ M.S. in Supply Chain Management________________________________________

35. Indicate the certification/licensure required for each job title listed in #1:
   _____N/A_____________________________________________________

36. How many positions do you currently have for job titles listed in #1?
   __________<30_____________________________________________________

37. How many position openings do you currently have for job titles listed in #1?
   __________1_______________________________________________________

38. How many position openings will you have the next 2–5 years for job titles listed in #1? _______5-15 estimated_____________________________________________________

39. What is the annual salary for each position listed in #4 & #5? _______<$100k annually_______________________________________
40. If no openings now, when do you anticipate having openings for the positions listed in #1?

____________________________________________________________________________________

41. Would you give hiring preference to applicants with the proposed degree? ____Yes or would offset some of the year’s experience requirements

____________________________________________________________________________________

42. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? ___________ 15+ ___________

If yes, would you provide tuition assistance? ____Yes ___________

____________________________________________________________________________________

43. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends? _____Yes ___________ Indicate your preference: ______________________________

____________________________________________________________________________________

44. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment: ___Advise/input to program and curriculum ______________

____________________________________________________________________________________

45. Will you or a co-worker serve on the institution’s program advisory committee? (provide name of employee email)

____ Yes ___________

____________________________________________________________________________________

46. Indicate the skills individuals would need for employment in the positions listed in #1:

___ Interpersonal communications ___ Supervision/Management ___ Budgeting

___ Written/oral communications ___ Leadership/initiative ___ Data analysis

___ Team work ___ Planning/Organizing ___ Public Speaking

___ Independent worker ___ Conflict resolution ___ Marketing

___ Analytical reasoning ___ Problem Solver ___ Teacher/Trainer

___ Computer programming ___ Computer applications ___ PowerPoint Presentations

___ Foreign Language (specify) ___ Other skills not listed (identify) ______________

____________________________________________________________________________________

47. How will this proposed degree program benefit your local community, the state, region or nation?

Industry wide needs are changing and becoming more complex. There is a growing need for eligible managers with a supply chain education, especially beyond a bachelor’s degree. Due to increased demands from customers, supplier, and shippers, employers need professionals with an advanced specialized understanding of supply chain. They need supply chain experts in innovation, sustainability, and market understanding, who have a broad business perspective. Employees who can adequately assess the most difficult challenges, then integrate solutions and manage long term change. The growing economy is in need of managers and leaders trained in the full skill set of supply chain; functional, technical, and social. Supply chain education must grow and adapt to meet the new and increasing needs of the industry

____________________________________________________________________________________

48. Provide any additional comments about the proposed degree program.
Employer Needs Survey Form

Date: __8/1/2019_____________________

Institution: __Sam M. Walton College of Business, University of Arkansas________________

Return this survey by email to: bsfugate@uark.edu by date: __8/10/109

Proposed Degree Program: ___Masters in Supply Chain Management______________

Brief description of program:
The MS in SCM is designed for early-career supply chain professionals who want to receive advanced, specialized training in supply chain management. The degree is grounded in an understanding of the increasing complexity and breadth of the supply chain discipline. Effective supply chain management necessitates cross-functional expertise. Thus, students will choose to specialize in a track to complement their supply chain courses: Business Analytics, Enterprise Resource Planning, Blockchain Enterprise Systems, Finance, Retail, or Strategy.

Employer: _LLamasof____________________

Type of company: __Supply Chain Design Software and Services____________________

Contact Person: _Dan Kogan________________________________________________

Position Title: _Senior Program Manager, Learning Experience____________________

Email: _dan.kogan@llamasoft.com____________________________________________

Telephone number: _913.461.9497____________________________________________

49. List job titles with your company that require employees to have the knowledge and skills obtained from the proposed degree program:
   • Supply Chain Design Consultant
   • Senior Supply Chain Design Consultant
   • Supply Chain Design Consultant – Federal
   • Support Consultant
   • Partner Success Manager
   • Solution Designer

50. List the degree required for each job title listed in #1:
   • M.S. in Supply Chain Management
   • B.S or M.S. Industrial Engineering (preferred)

51. Indicate the certification/licensure required for each job title listed in #1:
   • N/A

52. How many positions do you currently have for job titles listed in #1?
   • 16 Supply Chain Design Consultant
   • 5 Senior Supply Chain Design Consultant
• 3 Supply Chain Design Consultant – Federal
• 13 Support Consultant
• 1 Partner Success Manager
• 18 Solution Designer

53. How many position openings do you currently have for job titles listed in #1? 4 SCDC or Sr. SCDC, 2 Partner Success Managers, 1 SCDC-Federal, 0 Support Consultant, 0 Solution Designers

• 4 Senior / Supply Chain Design Consultant
• 1 Supply Chain Design Consultant – Federal
• 0 Support Consultant
• 2 Partner Success Manager
• 0 Solution Designer

54. How many position openings will you have the next 2–5 years for job titles listed in #1?

2-year estimate:
• 10 Senior / Supply Chain Design Consultant
• 6 Supply Chain Design Consultant – Federal
• 10 Support Consultant
• 3 Partner Success Manager
• 7-10 Solution Designer

55. What is the annual salary for each position listed in #4 & #5? SCDC - $70-90k, Sr. SCDC - $90-100k, Partner Success Manager - $100-120k, SCDC - Federal $70-90k, 13 Support Consultants - $70-90k, Solution Designer $90K-$120K base

• $70K-$90K Supply Chain Design Consultant
• $90K-$100K Senior Supply Chain Design Consultant
• $70K-$90K Supply Chain Design Consultant – Federal
• $70K-$90K Support Consultant
• $100K-$120K Partner Success Manager
• $90K-$120K (base) Solution Designer

56. If no openings now, when do you anticipate having openings for the positions listed in #1?

• For Support Consultant, we may have another opening this year if we need to backfill, otherwise there may be another 3-4 additional hires next year (2020).
• For Solution Designer, we will have approximately 4 additional hires next year (2020).

57. Would you give hiring preference to applicants with the proposed degree?

• Yes
58. Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program? If yes, would you provide tuition assistance?

- Hard to estimate how many would benefit but potentially 10-20 employees.
- Regarding tuition assistance: most likely not, at this time

59. Would it be helpful for your employees if the courses were offered online/distance technology, evenings or weekends?

- Online would be most helpful

60. Indicate the type of support your company will provide for the proposed degree program, such as, program start-up funds, provide an internship site, part-time faculty, tuition reimbursement, employee release time, or equipment: 

__Advise/input to program and curriculum______________

61. Will you or a co-worker serve on the institution’s program advisory committee? (provide name of employee email)

_____ Yes (dan.kogan@llamasof.com)______________

62. Indicate the skills individuals would need for employment in the positions listed in #1:

- Interpersonal communications
- Supervision/Management
- Budgeting
- Written/oral communications
- Leadership/initiative
- Data analysis
- Team work
- Planning/Organizing
- Public Speaking
- Independent worker
- Conflict resolution
- Marketing
- Analytical reasoning
- Problem Solver
- Teacher/Trainer
- Computer programming
- Computer applications
- PowerPoint Presentations
- Foreign Language (specify) Spanish, German, French, Chinese, Japanese
- Other skills not listed (identify) ________________________________

63. How will this proposed degree program benefit your local community, the state, region or nation?

Industry wide needs are changing and becoming more complex. There is a growing need for eligible managers with a supply chain education, especially beyond a bachelor’s degree. Due to increased demands from customers, supplier, and shippers, employers need professionals with an advanced specialized understanding of supply chain. They need supply chain experts in innovation, sustainability, and market understanding, who have a broad business perspective. Employees who can adequately assess the most difficult challenges, then integrate solutions and manage long term change. The growing economy is in need of managers and leaders trained in the full skill set of supply chain; functional, technical, and social. Supply chain education must grow and adapt to meet the new and increasing needs of the industry

64. Provide any additional comments about the proposed degree program.
Master of Science in Supply Chain Management

Appendix B

Workforce Analysis Request Form
Workforce Analysis Request Form

Directions: An institution shall use this form to request workforce data analysis of a proposed degree program. In completing the form, the institution should refer to the document AHECB Policy 5.11 Approval of New Degree Programs and Units, which prescribes specific requirements for new degree programs. Note: This form is required to be submitted by the Chief Academic Officer or individual(s) they designate. Answers need not be confined to the space allotted but may extend to several pages.

### Program Information for Analysis

1. **Institution:** University of Arkansas – Fayetteville – Department of Supply Chain Management

2. **Program Name** – Show how the program would appear on the Coordinating Board’s program inventory (e.g., Bachelor of Business Administration or Associate of Science in Accounting):

   Master of Science in Supply Chain Management

3. **Proposed CIP Code:** If the proposed program does not fit easily into one CIP Code, provide the code it most closely falls into and explain differences / nuances of your program

   52.1301 – Management Science

4a. **Standard Occupational Classification (SOC) from CIP-SOC Crosswalk:**

   Take SOC codes from NCES Crosswalk of CIP to SOC, ranked in order of relevance (i.e., the degree to which program graduates are expected to desire and/or be qualified to work in each occupation) (See Appendix A)

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Description</th>
<th>SOC Code</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.02 02</td>
<td>Purchasing, Procurement/Acquisitions and Contracts Management.</td>
<td>11-3011</td>
<td>Administrative Services Managers</td>
</tr>
<tr>
<td>52.02 02</td>
<td>Purchasing, Procurement/Acquisitions and Contracts Management.</td>
<td>11-3061</td>
<td>Purchasing Managers</td>
</tr>
<tr>
<td>52.02 02</td>
<td>Purchasing, Procurement/Acquisitions and Contracts Management.</td>
<td>13-1011</td>
<td>Agents and Business Managers of A</td>
</tr>
<tr>
<td>52.02 02</td>
<td>Purchasing, Procurement/Acquisitions and Contracts Management.</td>
<td>25-1011</td>
<td>Business Teachers, Postsecondary</td>
</tr>
<tr>
<td>52.02 03</td>
<td>Logistics, Materials, and Supply Chain Management.</td>
<td>11-3051</td>
<td>Industrial Production Managers</td>
</tr>
<tr>
<td>52.02 03</td>
<td>Logistics, Materials, and Supply Chain Management.</td>
<td>11-3071</td>
<td>Transportation, Storage, and Distribution</td>
</tr>
<tr>
<td>52.02 03</td>
<td>Logistics, Materials, and Supply Chain Management.</td>
<td>25-1011</td>
<td>Business Teachers, Postsecondary</td>
</tr>
<tr>
<td>52.02 05</td>
<td>Operations Management and Supervision.</td>
<td>11-3021</td>
<td>Computer and Information Systems Managers</td>
</tr>
<tr>
<td>52.02 05</td>
<td>Operations Management and Supervision.</td>
<td>11-3051</td>
<td>Industrial Production Managers</td>
</tr>
<tr>
<td>52.02 05</td>
<td>Operations Management and Supervision.</td>
<td>11-9021</td>
<td>Construction Managers</td>
</tr>
<tr>
<td>52.02 05</td>
<td>Operations Management and Supervision.</td>
<td>13-1081</td>
<td>Logisticians</td>
</tr>
</tbody>
</table>

- 1 -
| 52.02 05 | Operations Management and Supervision. | 25-1011 | Business Teachers, Postsecondary |
| 52.02 05 | Operations Management and Supervision. | 49-1011 | First-Line Supervisors of Mechanics, Production, and Manufacturing |
| 52.02 05 | Operations Management and Supervision. | 51-1011 | First-Line Supervisors of Production and Manufacturing |
| 52.02 07 | Customer Service Management. | 43-1011 | First-Line Supervisors of Office and Administrative Support Activities |
| 52.02 09 | Transportation/Mobility Management. | 11-3071 | Transportation, Storage, and Distribution Managers |
| 52.02 11 | Project Management. | 11-9199 | Managers, All Other |
| 52.02 11 | Project Management. | 25-1011 | Business Teachers, Postsecondary |
| 52.04 09 | Parts, Warehousing, and Inventory Management Operations. | 43-5061 | Production, Planning, and Expediting Clerks |
| 52.04 10 | Traffic, Customs, and Transportation Clerk/Technician. | 43-5011 | Cargo and Freight Agents |
| 52.04 10 | Traffic, Customs, and Transportation Clerk/Technician. | 43-5032 | Dispatchers, Except Police, Fire, and Ambulance |
| 52.04 11 | Customer Service Support/Call Center/Teleservice Operation. | 43-4051 | Customer Service Representatives |
| 52.13 01 | Management Science. | 11-1011 | Chief Executives |
| 52.13 01 | Management Science. | 11-1021 | General and Operations Managers |
| 52.13 01 | Management Science. | 15-2031 | Operations Research Analysts |
| 52.13 01 | Management Science. | 25-1011 | Business Teachers, Postsecondary |
| 52.18 01 | Sales, Distribution, and Marketing Operations, General. | 13-1022 | Wholesale and Retail Buyers, Except Purchasing Agents |
| 52.18 01 | Sales, Distribution, and Marketing Operations, General. | 13-1023 | Purchasing Agents, Except Wholesale and Retail Buying |
| 52.18 01 | Sales, Distribution, and Marketing Operations, General. | 41-4012 | Sales Representatives, Wholesale and Retail |
| 52.18 02 | Merchandising and Buying Operations. | 13-1022 | Wholesale and Retail Buyers, Except Purchasing Agents |
| 52.18 03 | Retailing and Retail Operations. | 41-1011 | First-Line Supervisors of Retail Sales and Service |
| 52.18 03 | Retailing and Retail Operations. | 41-3099 | Sales Representatives, Services, All Other |
| 52.18 03 | Retailing and Retail Operations. | 41-9011 | Demonstrators and Product Promoters |
| 52.18 03 | Retailing and Retail Operations. | 41-9099 | Sales and Related Workers, All Other |
4b. **Standard Occupational Classification (SOC) from Expert/Staff Opinion (optional):** If you think the standard NCES crosswalk accurately represents the list of occupations in which graduates of the proposed program will be qualified to work, leave this blank. If you think the list of target occupations is longer, shorter, or different, please provide an alternative list here, ranked in order of relevance. Feel free to add qualitative information about the variety of jobs and pay scales that may exist within target occupations, and where you expect graduates to fit in. *(See Appendix A)*

5. **Brief Program Description** – Describe the proposed program, the costs and investments involved in implementing it, the students you expect to recruit into it, and its educational objectives.

The Master of Science in Supply Chain Management (SCMTMS) is designed for early-career supply chain professionals who want to receive advanced, specialized training in supply chain management. The degree is grounded in an understanding of the increasing complexity and breadth of the supply chain discipline. Effective supply chain management necessitates cross-functional expertise. Thus, students will choose to specialize in a track to complement their supply chain courses.

6. **North American Industry Classification System (NAICS)** – List some industries and/or companies which graduates would be most likely and/or qualified to work in (optional), and feel free to comment on why/in what capacity. Also, a description of the target industry in your region, its relative strength or weakness relative to other regions, and the reasons for that relative strength or weakness, is welcome. [Lookup NAICS Code](#)

Examples of Companies most likely to recruit students from the SCMTMS:
- Walmart
- JB Hunt
- ArcBest
- Coca-Cola
- Kellogg
- Tyson
- Transplace

7. **Region of Possible Position(s)** – Describe the region where you think graduates are most likely to work, e.g., in terms of a list of counties, a metropolitan statistical area, or a commuting radius:

Examples, not limited to:
- Northwest Arkansas
- Dallas / Fort Worth
- Tulsa
- Houston
- Little Rock

8. **Existing Data** – Describe any existing anecdotes or data you have that would shed light on the job prospects of graduates from the proposed academic program. This data can be helpful to ADFA in conducting labor market analysis.

   Industry wide needs are changing and becoming more complex, especially in Arkansas. Employers have voiced a concern in the scarcity of eligible managers with a supply chain education, especially
beyond a bachelor's degree. Due to increased demands from customers, supplier, and shippers, employers need professionals with an advanced specialized understanding of supply chain. They need supply chain experts in innovation, sustainability, and market understanding, who have a broad business perspective. Employees who can adequately assess the most difficult challenges, then integrate solutions and manage long term change. The growing economy in Arkansas is in need of managers and leaders trained in the full skill set of supply chain; functional, technical, and social. Supply chain education at the master's level must grow and adapt to meet the new and increasing needs of the industry.

9. Proposed Implementation Date – (MM/DD/YY):

08/15/20

10. Contact Person – Provide contact information for the person who can answer specific questions about the program:

   Name: Dr. Brian Fugate
   Title: Professor and Department Chair
   E-mail: bfugate@walton.uark.edu
   Phone: 479-575-7674 Office

Email the completed form: Dr. Nathan Smith (Nathan.Smith@adfa.arkansas.gov)

After the labor market analysis has been completed, the institution will be invited to respond, providing further information that might shed light and help to interpret the data provided.
APPENDIX A. CIP-SOC MATCHING AND THE NCES CROSSWALK (Question 4a & 4b)
Labor market analysis for academic program requires the combination of diverse data sources. The National Center for Education Statistics (NCES) and the Bureau of Labor Statistics (BLS) developed a “CIP-SOC crosswalk” linking fields of study, classified by a well-established classification scheme called Classification of Instructional Programs (CIP), with occupations, classified by a well-established classification scheme called Standard Occupational Classifications (SOC). The CIP-SOC crosswalk is available here, and guidelines on how to use the scheme are posted online here.

In question 4a of the form, institutions are asked to copy and paste a list of occupations that match with their instructional programs, taken directly from the NCES CIP-SOC crosswalk, which can be downloaded here: https://static.ark.org/eeuploads/adhe/CIP-SOC_Crosswalk_for_Workforce_Analysis_Form.xls

To use this file to answer question 4a:
1. Select Column A.
2. In the Home ribbon, Editing section of the toolbar, click Find & Select to get a drop-down menu, and select the Find command. As you do this, your screen should look something like this:

3. In the Find and Replace dialog box, enter the CIP code that you’re interested in, and click “Find Next.” Your screen should then look like this:
4. Since the CIP-SOC crosswalk file is already sorted by row, you can find all the rows corresponding to your CIP simply by starting from the first cell selected and then reading down in column A until you encounter a different CIP code.

5. Select all of these rows, columns A through D, this will form a table that can be pasted directly into the response field for question 4a.

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Degree Area</th>
<th>SOC Code</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.0808</td>
<td>Public Finance.</td>
<td>11-3031</td>
<td>Financial Managers</td>
</tr>
<tr>
<td>52.0808</td>
<td>Public Finance.</td>
<td>13-2031</td>
<td>Budget Analysts</td>
</tr>
<tr>
<td>52.0808</td>
<td>Public Finance.</td>
<td>13-2051</td>
<td>Financial Analysts</td>
</tr>
<tr>
<td>52.0808</td>
<td>Public Finance.</td>
<td>25-1011</td>
<td>Business Teachers, Postsecondary</td>
</tr>
</tbody>
</table>

6. If desired, ask a faculty or staff member to sort the matched occupations from the CIP-SOC crosswalk by relevancy/importance, with the occupations that seem most likely to employ your graduates ranked first.

7. Missing occupations from the list should be addressed in question 4b.

Question 4b, is requesting information from your local staff/workforce experts at your institution on the applicability of the NCES list. We are aware that the NCES might be “globally” wrong—the CIP/SOC match may never have been very accurate, or may become obsolete as fields and occupations evolve—or “locally” wrong—the CIP/SOC match may be reasonably robust in general, but fail to capture the role your particular program plays in students’ career paths. Graduates of a particular program may be over or underqualified for some of the matched occupations. Also, there may be SOCs not matched to your CIP by NCES for which, however, your program does help to prepare students, and which are likely to provide gainful employment for your graduates. Question 4b is the place to tell us about those as well.
Master of Science in Supply Chain Management

Appendix C

Faculty CVs
John A. Aloysius  
University of Arkansas  
Supply Chain Management  
WCOB 475d  
Qualifications: Scholarly Academic  
Sufficiency: Participating  
Phone: (479)-575-3003  
Email: JAloysius@walton.uark.edu

Brief Biography

John Aloysius' research interests are in two main streams in retail supply chain: behavioral operations and technology. His publications have appeared or will appear in Decision Sciences, Information Systems Research, Journal of Supply Chain Management, Journal of Operations Management, MIS Quarterly, Production and Operations Management, Organizational Behavior and Human Decision Processes, and other journals.

His research has been sponsored by Walmart Stores Inc., the Retail Industry Leaders Association (RILA), and APICS the Association for Supply Chain Management.

He currently teaches or has taught in the EMBA, the full-time MBA, the professional MIS, the undergraduate and the China study abroad programs of the Walton College.

He is or has been an active participant in professional organizations such as the council of supply chain management professionals (CSCMP), the decision sciences institute (DSI), the institute for operations research and the management sciences (INFORMS), the production and operations management society (POMS), and the society for judgment and decision making (SJDM). He is currently the president of the POMS College of Behavioral Operations. He serves on the promotion and tenure, and the research and human subjects committees of the Walton College as well as the research council and institutional review board of the University of Arkansas.

Education

PhD, Temple University, 1996.  
Emphasis/major: Management Science and Operations Management

Emphasis/major: Mathematics and Statistics

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary  
Academic - Post-Secondary, Professor, University of Arkansas, Supply Chain Management. (2017 - Present).  
Academic - Post-Secondary, Associate Professor, University of Arkansas, Information Systems. (2002 - 2011).

Teaching Experience

University of Arkansas  
ECON 450V - INTERNATL ECON & BUS SEM, 1 term.
Professional Development

"The art and craft of discussion leadership," Harvard University Business School, Boston, MA. (November 2012).

Conference Attendance, "Retailing Summit," Texas A&M University, Dallas, TX. (October 2012).

Conference Attendance, "SCM Educators’ Conference," CSCMP, Atlanta, GA. (September 2012 - October 2012).


Presented at the Asset Protection Leaders Council Meeting of RILA.


Conference Attendance, "Consortium for Operational Excellence in Retailing (COER)," Boston, MA. (May 2011).


Organized and chaired session on "Creating Value in the Retail Supply Chain with RFID"

Conference Attendance, "POMS annual meeting." (May 2010).

RESEARCH

Editorial Activities

"CSCMP educators conference". (June 2014).


Presentations Given

Aloysius, J. A., INFORMS annual meeting, "Inventory Control under Epistemic and Aleatory Uncertainty." (November 2015).


Buyer supplier relationships are often asymmetric, characterized by a dependence advantage of one party over the other. We hypothesize that the power imbalance will foster increased uncertainty in the disadvantaged party in the relationship, in the form of perceived riskiness and perceived ambiguity in the relationship. Furthermore, the higher levels of perceived riskiness and perceived ambiguity will lead to lower trust in the organization’s dominant partner. Also, trust will affect commitment and satisfaction in the relationship. Finally, we outline a study that will test these hypotheses using a controlled laboratory experiment.


Electronic reverse auctions in which buyers proffer a contract for goods and services to be supplied by sellers are a commonly used procurement mechanism. Research to date has focused on suppliers who are ex ante symmetric in that their costs are drawn from a common distribution. However, in many cases a seller’s potential cost of supplying has to do more with their own operations, location, or economies of scale and scope. Understanding the dynamics that may depend on multiple bidders with different cost parameters is key to mechanism design. This paper reports the results of a controlled laboratory experiment designed to compare prices between first price and second price procurement auctions when sellers are asymmetric. The results indicate that first price auctions generate lower prices regardless of market composition and that second prices are either equally or less efficient depending on the number of bidders. The effect of an additional bidder on auction prices depends both on the type of the additional bidder and the specific auction format. We list implications for managers who qualify suppliers to participate in online reverse auctions, which affect the competitive bidding process that is the determinant or an important component of their procurement practices.


Aloysius, J. A. (Presenter & Author), DSI annual meeting, "RFID Technology and Inventory Visibility in the Supply Chain: The Impact on Retail Store Execution." (November 20, 2010).

Aloysius, J. A. (Presenter & Author), INFORMS annual meeting, "Item-level RFID Tagging and Inventory Record Accuracy." (November 10, 2010).

Previous research has demonstrated that case-level RFID tagging can improve inventory record accuracy for consumer packaged goods. The increased visibility provided by item-level tagging however enables tracking items in-store right up to the point-of-sale. We report the results of experiments in the field that investigate the potential of item level tagging in the retail store.

Aloysius, J. A. (Author Only), POMS Annual meeting, "RFID-Enabled Visibility and Inventory Inaccuracy: Experiments in the Field." (May 9, 2010).

RFID technology has the potential to enhance inventory control systems and reduce perpetual inventory (PI) record inaccuracy which is a major hindrance to effective supply chain management. Despite this potential, the literature has no rigorous empirical evidence of the efficacy of RFID, no characterization of product-specific and environmental factors which may promote the efficacy of RFID, and very little quantification of economic impact. In this study, we conduct two controlled field experiments involving a major retailer that: (1) tests the effectiveness of the technology in reducing PI inaccuracy, and (2) investigates the effectiveness of the technology across product categories. We quantify the improvement in PI due to RFID, provide insight into the characteristics of product categories which are the best candidates for tagging, and discuss the potential return on investment to a retailer from using RFID for inventory control.

Publications - Research Related

Conference Proceeding (Paper Under Review)

Journal Article (Published)

Journal Article (Accepted)
Duan, Y., Aloysius, J. A. "Supply Chain Transparency and Willingness-to-Pay for Refurbished Products".

Journal Article (Accepted)

Journal Article (Paper Under Review)

Conference Proceeding (Accepted)

Journal Article (Paper Under Review)
Ma, S., Hao, L., Aloysius, J. A. "Gender Pairing and Cooperative Behavior: An Experimental Study on Supply Chain Performance".

Journal Article (Paper Under Review)

*Journal Article (Paper Under Review)*


*Journal Article (Published)*


*Journal Article (Published)*


*Journal Article (Published)*


*Journal Article (Revise and Resubmit)*


*Journal Article (Rejected)*

Hofer, A. R., Aloysius, J. A., Ma, S. "Dependence asymmetry in buyer-supplier relationships: Uncertainty and the weaker party’s erosion of trust, commitment, and investment in innovation". Rejected from Industrial Marketing Management and in re positioning to Decision Sciences.

Buyer supplier relationships are often asymmetric, characterized by a dependence advantage of one party over the other. We hypothesize that the power imbalance will foster increased uncertainty in the disadvantaged party in the relationship, in the form of perceived riskiness and perceived ambiguity in the relationship. Furthermore, the higher levels of perceived riskiness and perceived ambiguity will lead to lower trust in the organization’s dominant partner. Also, trust will affect commitment and satisfaction in the relationship. Hypotheses are tested in a controlled laboratory experiment. In addition, interviews with experienced managers were conducted to enhance the external validity of the experiment results.

*Journal Article (Rejected)*


*Journal Article (Published)*


*Research Report (Published)*


*Journal Article (Published)*


*Journal Article (Published)*


Gives estimates for how much technology-enabled inventory visibility can improve product out of stocks, and also explains what type of product categories can benefit most from that visibility.
Electronic reverse auctions are a commonly used procurement mechanism. Research to date has focused on suppliers who are ex ante symmetric in that their costs are drawn from a common distribution. However, in many cases a seller’s potential cost of supplying has to do more with their own operations, location, or economies of scale and scope. Understanding the dynamics that may depend on multiple bidders with different cost parameters is key to mechanism design. This paper reports the results of a controlled laboratory experiment designed to compare prices between first price and second price procurement auctions when sellers are asymmetric. The results indicate that first price auctions generate lower prices regardless of market composition and that second price auctions are either equally or less efficient depending on the number of bidders. The effect of an additional bidder on auction prices depends both on the type of the additional bidder and the specific auction format. We list implications for managers who qualify suppliers to participate in online reverse auctions, which affect the competitive bidding process that is the determinant or an important component of their procurement practices.

Journal Article (Revise and Resubmit)

Journal Article (Working Paper)

Journal Article (Rejected)
Ma, S., Aloysius, J. A. "Inventory Under Different Forms of Uncertainty: Ambiguity and Stochastic Variability". Under revision for resubmission.

Journal Article (Published)
Words can be powerful -- it is well known that when an option is framed as a gain instead of a loss, people perceive and behave differently. This research explores the framing of supply chain options and how framing can effect inventory managers decisions.

Journal Article (Published)

Journal Article (Published)
Studies the effects of an anticipated demand shock on an inventory replenishment manager.

Research Report (Published)

Journal Article (Published)
Gives estimates for how much technology-enabled inventory visibility can improve inventory record inaccuracy, and also explains what type of product categories can benefit most from that visibility.

*Journal Article (Published)*  
Shows how customer preferences captured by web clicks or mobile scans can be used to dynamically price related products in order to cross-sell or up-sell related products.

*Journal Article (Revise and Resubmit)*  

*Journal Article (Working Paper)*  

*Journal Article (Published)*  

*Journal Article (Published)*  
Inventory managers are known to be subject to decision biases -- this research shows how to ameliorate those biases through training.

*Journal Article (Published)*  

*Journal Article (Working Paper)*  
Sha, W., Aloysius, J. A., Davis, F. D. "E-Commerce Design Characteristics and Intended Use: The Overlooked Mediating Roles of Affective Trust and Risk".

*Journal Article (Working Paper)*  
Aloysius, J. A., Conway, C., O'Leary-Kelly, S. W. "Leveraging the Wisdom of Crowds by Combining Ordinal Rankings".

*Journal Article (Working Paper)*  
Aloysius, J. A., Capra, C. M., Glorfeld, L. W., Iyoob, I. "Rationality and the Alternating Bid All-Pay Auction: A Model of Cost Escalation".

*Journal Article (Published)*  

*Journal Article (Published)*  

*Journal Article (Revise and Resubmit)*  
Aloysius, J. A., Capra, C. M., Glorfeld, L. W., Iyoob, I. "Rationality and the Alternating Bid All-Pay
Auction: A Model of Cost Escalation.". Managerial and Decision Economics.

**Educationally Related Presentations and Workshops**

"ISYS 6333 included a one-day joint workshop with Dr. John Aloysius’ class on writing a journal article. I conducted this workshop to help students develop their papers for PhD courses.", presented at ISYS 6333, State, Sponsored by University of Arkansas, Accepted. (2017).

Participant centered learning using case studies.

**Contracts, Grants, and Sponsored Research**


**Research Honors and Awards**


**SERVICE**

**University Service**

**College/School**

Committee Member, Promotion and Tenure Committee. (2016 - Present).

Committee Member, Behavioral Laboratory Committee. (2006 - Present).

Committee Member, Research and Human Subjects Committee. (2003 - Present).
Summer research grants. IRB approval.

Committee Member, GEO strategy task force. (2016 - 2017).

Committee Member, Pay/performance task force. (2016 - 2017).

Committee Member, Global task force. (2016).


Committee Chair, Behavioral Lab Review Committee. (April 2013 - December 2013).
The committee reviewed the business behavioral laboratory, and presented a report to the Associate Dean for research on operations and future opportunities.
Committee Member, MBA Advisory Committee. (August 2011).
Admission decisions for our several MBA programs. Program changes. Learning Assurance.
Orientation for new students.

**Department**
Committee Chair, Peer Review Committee. (2011 - Present).
Committee Member, PhD advisory committee. (2010 - Present).
Committee Chair, Research workgroup, IS Dept. (2007 - August 2011).
Revised personnel document, conducted benchmark survey of journals, recommendations for
promoting research in the department, coordinated department research talks.
Committee Chair, Promotion and Tenure Committee, IS Department. (2010 - June 2011).
PhD Program Director, IS Dept. (2009 - June 2011).
Recruiting, placement, comprehensive exams, summer research papers, curriculum revisions, travel,
award/conference nominations, GA assignments.

**Student Organization**
I involved the college American Marketing Association (AMA) student chapter in a survey at a local
retailer which provided them with exposure to data collection as well as contributed to the
association’s fund raising.

**University**
Committee Member, Research Council. (October 2014 - Present).
In addition to regular meetings, the committee participated in strategic planning for research vision and
outcomes.
Committee Member, Institutional Review Board (IRB). (August 2014 - Present).
Reviewed honors college summer study abroad scholarship applications, Honors College summer
study abroad applications. (2013).
Conference Session Chair, Supply Chain Management Research Center. (2012).
SCMRC Fall Board meeting symposium. Conducted a session on omni-channel retailing.

**Professional Service**
Judge, RFID Journal Awards, Retail Implementation
Guest Speaker, Retail Industry Leaders Association. (April 2013).
Presented the results of a research study entitled "Mobile Point of Sale and Loss Prevention: An
Assessment of Risk" at the Retail Industry Leader's Association Asset Protection Conference.
Conference Program Organizer, RILA focus group. (2012).
focus group with RILA members who are vice presidents and directors of member firms including
Walmart, Walgreens, Dicks Sporting Goods, Best Buy, Publix, Ernst & Young, Checkpoint,
Lowes, Proctor & Gamble, and 7-11.
External dissertation reader, Tel Aviv University. (2011).


Public Service

Judge for the annual RFID Journal Awards

External Grant Proposal Reviewer, Maine Technology Institute. (December 2015).

Service Honors and Awards

Other

Outstanding all round faculty, Walton College of Business, College, (2016).
David D. Dobrzykowski
University of Arkansas
Supply Chain Management
Email: dddobrzy@uark.edu

Brief Biography

David Dobrzykowski is an Associate Professor in the Department of Supply Chain Management in the Sam M. Walton College of Business at the University of Arkansas. He previously earned tenure in the Department of Supply Chain Management at Rutgers University where he was the Founding Director of the Masters of Science program in Healthcare Services Management. His research investigates information processing and the coordination of work in supply chains, primarily in healthcare and other regulated industries where public policy and context are influential factors. His research has appeared in Journal of Supply Chain Management, Journal of Operations Management, Decision Sciences Journal among others and has been recognized with several journal and conference awards including a Decision Sciences Journal Best Paper Award. He serves as Department Editor for Healthcare and Service Operations for Decision Sciences Journal, an Associate Editor for Journal of Operations Management, an Editorial Review Board member for Journal of Supply Chain Management, and is an Academic Scholar at Cornell’s Institute for Healthy Futures. He also serves as the President of the College of Healthcare Operations Management for Production Operations Management Society. Prior to his Ph.D., Dr. Dobrzykowski enjoyed a 13-year career as an executive, serving in Chief Executive Officer and Vice President roles in the provider and insurance verticals of the healthcare sector, working for organizations like BIDON Companies, Corporate One Benefits, Mercy Health and UnitedHealthcare. Learn more by visiting his personal website (link above).

WORK EXPERIENCE

Teaching Honors and Awards

“Favorite Professor of the Year” Award, voted by the MBA class, Rutgers Business School, Teaching, University, (2016).

RESEARCH

Publications - Research Related

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Published)*

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)
Hong, P., Yang, Ma Ga (Mark), Dobrzykowski, D. D. "Strategic customer service orientation, lean manufacturing practices and performance outcomes An empirical study”. issue5. 2014. 699-723.

Research Honors and Awards

Faculty Excellence Award for Research, College of Business, Bowling Green State Univ., Scholarship/Research, College, (2018).


New Jersey Bright Idea Research Award (received two in 2016), Seton Hall University Stillman School of Business and the New Jersey Policy Research Organization (NJ PRO) Foundation, Scholarship/Research, State, (2016).


2012 Distinguished (Best) Paper Award, Decision Sciences Institute 43rd Annual Meeting Healthcare Management Track in San Francisco, CA
Ronald D. Freeze  
University of Arkansas  
Information Systems  
WCOB 223  
Qualifications: Scholarly Academic  
Sufficiency: Participating  
Phone: (479)-575-6961  
Email: rfreeze@uark.edu

Brief Biography

Ronald D. Freeze received his Bachelor’s of Electrical Engineering from General Motors Institute in Flint, MI. Ron worked for over 20 years in the automotive assembly industry. Ron was responsible for numerous startup operations at both Diamond-Star Motors (Chrysler–Mitsubishi joint venture) and Ford Motor Company (Claycomo, Kansas City). Ron’s main area of interest has always resided with the communication of information through technology and the realized increase of business value due to that process. Ron completed his MBA in Management Information Systems at the University of Missouri - Kansas City in December of 2001 and has completed his doctorate in Information Systems at Arizona State University in August of 2006. Ron enjoys Skiing, Biking and Hiking.

Education

PhD, Arizona State University, 2006.  
   Emphasis/major: Information Systems

MBA, University of Missouri Kansas City, 2001.  
   Emphasis/major: Management Information Systems

BS, GMI Engineering & Management Institute, 1984.  
   Emphasis/major: Electrical Engineering

Professional Licenses and Certifications

ERPsim Level 2 Certification, HEC Montreal. (January 2013 - Present).  
This certification indicates a qualification to Train the Trainers in the ERPsim simulations offered by HEC Montreal and the SAP University Alliance

TERP 10 Certified, SAP. (May 2012 - Present).  
TERP10 is the initial level of certification by SAP.

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary  
Academic - Post-Secondary, Clinical Associate Professor, Sam M. Walton College of Business.  
   (August 15, 2015 - Present).  
Academic - Post-Secondary, Associate Professor, Emporia State University. (2012 - 2015).  
Academic - Post-Secondary, Interim Department Chair, Emporia State University. (2013 - 2014).  
Academic - Post-Secondary, Assistant Professor, Emporia State University. (2008 - 2012).

**Teaching Experience**

**University of Arkansas**
- ISYS 4193 - BUSINESS ANALYTICS, 2 terms.
- ISYS 4223 - ERP CONFIG & IMPLEMENTATION, 3 terms.
- ISYS 4233 - SEMINAR IN ERP DEVELOPMENT, 11 terms.
- ISYS 4243 - CURRENT TOPICS COMPUTER I, 2 terms.
- ISYS 4393 - APPLIED BUSINESS ANALYTICS, 6 terms.
- ISYS 5233 - ERP DEVELOPMENT, 2 terms.
- ISYS 5363 - BUSINESS ANALYTICS, 2 terms.
- ISYS 5503 - DEC SUPPORT ANALYTICS, 5 terms.
- WCOB 4993H - HONORS THESIS, 2 terms.

**Non-Credit Instruction Taught**

American Conference on Information Systems, 30 participants. (August 2018).
This workshop is on Analytics using UARK resources

American Accounting Association, 30 participants. (June 2018).
This workshop was for designing curriculum using analytics topics

American Accounting Association, 30 participants. (June 2018).
This workshop was on Analytics tutorials for use in the classroom

**Professional Development**

TUN Board Member, "Teradata Analytics Universe," Teradata, Las Vegas, NV, United States. (October 2018 - Present).
This activity was an end result of participating with TUN in their Student data challenge for 2018.

Usage of SAS VIYA analytics programs designed for use in the Business Analytics Program


Teradata University Network, Bentonville, AR, United States. (August 2018).
Personal training on TUN data platform

"SAS VIYA Workshop," University of Arkansas - Fayetteville, Fayetteville. (June 2018).
Internal Workshop provided to learn SAS VIYA platform

Conference Attendance, "ERP Training," Global Shop Solutions, Huntsville, TX, United States. (March 2018).
This was a training trip for an ERP provider that recruits the students at UARK.

51st Academic conference - Presented two papers and ran a workshop

"SAP Academic Workshops," SAP, Huntsville, TX. (January 2018).
Attending course on TS410 (TERP-10 replacement) in order to be recertified

SAP Industry Group - Americas SAP User's Group


"University Partnership Program," Conoco Phillips, Bartlesville, OK. (February 2017). This program was sponsored by Conoco Phillips and was geared to more closely align their hiring needs with the goals of the University.

"SAS Enterprise Miner," National University, San Diego, CA. (January 2017). Workshop on Data Mining and Text Mining using SAP Enterprise Miner

Conference Attendance, "ASUG Oklahoma Chapter Meeting," America's SAP User Group, Tulsa, OK. (October 2016). Semi-annual meeting of the regional business user group for SAP

HEC Montreal Meeting on HANA development, "HANA development," Montreal, Quebec, Canada. (July 2016). Data visualization connections with live simulations were expanded from SAP Lumira only to include Tableau, SAP Crystal Reports and Excel.

Conference Attendance, "5th ERPsim User Group Meeting," HEC Montreal, Montreal, Quebec, Canada. (June 2016). This meeting assembles university professors that are part of the SAP University Alliance to provide updates and pedagogical methods for using HEC Montreal's ERPsim business simulation software

Conference Attendance, "University Alliance Curriculum Conference," SAP University Alliance, San Diego, CA. (February 2016). Annual meeting of University Alliance Faculty and SAP representatives to review Curriculum offerings and discuss educational pedagogy.

"SAP - Winter Workshop," SAP University Alliance, Houston, TX. (January 2016). The course taken was on HANA Native Applications Development.


**RESEARCH**

**Editorial Activities**

These were blind reviews. I did not know the authors.

Authors were unknown as these were blind reviews

These were blind reviews. I do not know the authors.

2 papers were reviewed for this conference

2 papers were reviewed for this conference


"Hawaii International Conference on System Sciences", Ad Hoc Reviewer. (June 1, 2016 - July 1, 2016).


Presentations Given


Resistance to system usage continues to be a research area needed to improve the ROI of organizational investments in information technology. Prior research on technology adoption has called for more sophisticated conceptualizations of systems usage that focus on specific research contexts.

This team-based experiment used a realistic business simulation to investigate use of an integrated ERP system, focusing on IS Resistance as a barrier to use. The understanding of IS Resistance is further enhanced by the inclusion of a new factor, Task Interdependency on the ERP system and by analyzing individual’s specific roles and transactions within the ERP-supported process. The roles supporting integrated business processes consisted of two upstream roles (Inventory Specialist, Purchasing Agent) and two downstream roles (Marketing Coordinator, Sales Manager). Findings show task interdependency on ERP and ERP job role assignments are significant predictors of IS resistance, over and above effects of prior IS resistance and UTAUT attitude.

Freeze, R. D., Bristow, S. E., Global Shop Solutions User Conference, "Enhancing Program Growth for Workforce Impact," Global Shop Solutions, The Woodlands, TX, United States. (March 6, 2018).


Publications - Teaching Related

Conference Proceeding (Accepted)
Freeze, R. D., Bristow, S. E. "ERP Knowledge: Enhancing Program Growth for Workforce Impact". Paper was accepted to the Hawaii International Conference on System Sciences (HICSS-51) on August 18, 2017. Paper was presented at the HICSS Conference on January 6, 2018.

Publications - Research Related

Conference Proceeding (Published)

Resistance to system usage continues to be a research area needed to improve the ROI of organizational investments in information technology. Prior research on technology adoption has called for more sophisticated conceptualizations of systems usage that focus on specific research contexts.

This team-based experiment used a realistic business simulation to investigate use of an integrated ERP system, focusing on IS Resistance as a barrier to use. The understanding of IS Resistance is further enhanced by the inclusion of a new factor, Task Interdependency on the ERP system and by analyzing individual’s specific roles and transactions within the ERP-supported process. The roles supporting integrated business processes consisted of two upstream roles (Inventory Specialist, Purchasing Agent) and two downstream roles (Marketing Coordinator, Sales Manager). Findings show task interdependency on ERP and ERP job role assignments are significant predictors of IS resistance, over and above effects of prior IS resistance and UTAUT attitude.

Journal Article (Published)

Journal Article (Revise and Resubmit)
Freeze, R. D., Schmidt, P. "To Use or Not to Use – ERP Resistance is the Question: The Roles of Tacit Knowledge and Complexity".

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)
Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Book Chapter (Published)

Journal Article (Published)

Educationally Related Presentations and Workshops

"University of Arkansas ERP Program", presented at ASUG Oklahoma Chapter Meeting, Sponsored by America's SAP Users' Group (ASUG), Invited. (October 24, 2018).

Invited and proposal accepted for a panel on analytics and higher education.


This workshop provided hands-on experience to participants in two popular visualization tools (SAS VA and Tableau) while incorporating discussions and presentations on techniques for incorporating analytics into your curriculum.

SERVICE

Consulting

Academic, ISYS Department, University of, AR. (July 2015 - Present).
Project consists of the development of a survey in order to assess the success of applicants in the Business Analytics Certificate program.
University Service

College/School
Committee Member, Clinical Promotion Advisory Committee. (August 2016 - Present).
This committee is charged with reviewing the packages of the clinical faculty and making recommendations on that promotion to the College promotion committee. The committee is also charged with helping to review and define the roles of Clinical faculty in the faculty handbook.

Alternate, Peer Review Committee. (January 2015 - Present).
Tasked with performance review for the regular committee members.

Committee Member, MBA Appeals Committee. (June 2018 - July 2018).
Review of student dismissal appeals

Department
Committee Member, Graduate Committee. (August 2017 - Present).

Committee Member, MIS Program Committee. (August 2017 - Present).
Review of MIS admission recommendations and appeal reviews

Committee Member, Research Committee. (August 2017 - Present).

Attendee, Meeting, Information Technology Research Institute. (September 2015 - Present).

Organizer, BA Minor. (October 2018).
BA Breakfast Social - Bringing Students and BA Industry professionals together for a networking event

Organizer, ERP Minor. (October 2018).
ERP Breakfast Social - Bringing Students and ERP Industry professionals together for a networking event

Committee Member, Undergraduate Curriculum Committee. (September 2016 - August 2017).
Review of Undergraduate Curriculum for consistency and building of content for maximum student benefit.

University
Member of Professional Organization, Non-Tenure Track Committee. (October 2017 - Present).
This committee is reviewing and recommending changes to the University policies regarding all positions that are considered non-tenure track in the university.

Professional Service

Resistance to system usage continues to be a research area needed to improve the ROI of organizational investments in information technology. Prior research on technology adoption has called for more sophisticated conceptualizations of systems usage that focus on specific research contexts. This team-based experiment used a realistic business simulation to investigate use of an integrated ERP system, focusing on IS Resistance as a barrier to use. The understanding of IS Resistance is further enhanced by the inclusion of a new factor, Task Interdependency on the ERP system and by analyzing individual’s specific roles and transactions within the ERP-supported process. The roles supporting integrated business processes consisted of two upstream roles (Inventory Specialist, Purchasing Agent) and two downstream roles (Marketing Coordinator, Sales Manager). Findings show task interdependence on ERP and ERP job role assignments are significant predictors of IS resistance, over and above effects of prior IS resistance and UTAUT attitude.
Solicitation of articles, Review coordination of submitted articles, Acceptance determination recommendation, Coordination of final presentations

Solicitation of articles, Review coordination of submitted articles, Acceptance determination recommendation, Coordination of final presentations


Workshop Organizer, AMCIS 2018 - SIGED Workshop: Analytics and Visualization with SAS & Tableau, Boston, MA. (June 2018 - August 2018).
Techniques, Tools and Course preparation using SAS and Tableau in the classroom

Presentation of Teradata adn Analytics Resources for the Accounting profession.

Workshop Organizer, BlockChain Conference - Business Analytics: Empowering the Citizen Data Scientist, Fayetteville, AR. (April 2018).

Track Organizer, HICSS-51 - Analytics in Support of Continuous Knowledge Creation, Maui, HI. (February 2017 - January 2018).
examines the role of the data scientist and skill sets necessary for working with organizations to use data strategically.

Paper review for acceptance to the 2016 ECIS conference
Brian Fugate
University of Arkansas
Supply Chain Management
WCOB 355
Qualifications: Scholarly Academic
Sufficiency: Participating
Phone: (970)-744-0560
Email: bsfugate@uark.edu

Education

PhD, University of Tennessee, 2006.
  Emphasis/major: Business Administration
  Supporting Areas of Emphasis: Logistics and Marketing
  Dissertation Title: "The Role of Logistics in Market Orientation"

MBA, University of Tennessee, 2002.
  Emphasis/major: Logistics
  Supporting Areas of Emphasis: Marketing

BS, University of Tennessee, 2000.
  Emphasis/major: Industrial Engineering
  Supporting Areas of Emphasis: Business Administration

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
  Academic - Post-Secondary, Associate Professor of Supply Chain Management, Colorado State University. (2012 - 2015).
  Department of Management
  Zaragoza Logistic Center
  Academic - Post-Secondary, Assistant Professor of Supply Chain Management, Colorado State University. (2008 - 2012).
  Department of Management

Teaching Experience

University of Arkansas
  SCMT 2103 - INTRO TO SUPPLY CHAIN, 3 terms.
  SCMT 4003H - HONORS SCMT COLLOQUIUM, 1 term.
  SCMT 466V - INDEPENDENT STUDY, 1 term.
  SCMT 636V - SPEC TOPICS / SUPPLY CHAI, 4 terms.
  SCMT 700V - DOCTORAL DISSERTATION, 6 terms.
  WCOB 4993H - HONORS THESIS, 3 terms.

Teaching Honors and Awards

  AACSB Innovations that Inspire Award, AASCB, Teaching, (2016).
Provost’s N. Preston Davis Award for Instructional Innovation, Teaching, (2015).

CSU Creative Works Commercialization Award for Innovative Teaching Application, Teaching, (2014).

RESEARCH

Editorial Activities

"Journal of Supply Chain Management", Editor, General, International. (July 1, 2016 - Present).

2 reviews 2015

2-3 reviews per year.

4+ editorial reviews/reports per year

4 reviews per year

4+ editorial reviews/reports per year

4 reviews per year

4+ editorial reviews per year

Presentations Given


Publications - Teaching Related

Conference Proceeding (Published)

Publications - Research Related

*Conference Proceeding (Published)*

*Journal Article (Paper Under Review)*
Darby, J. L., Fugate, B., Murray, J. "An Institutional Investigation of the Farm-Supply Chain Interface".

*Journal Article (Paper Under Review)*
Davletshin, M., Fugate, B. "Firms' Innovative Agency Versus Supply Network Structure: The Dynamic Interplay".

*Journal Article (Revise and Resubmit)*
Tokar, T., Williams, B., Fugate, B. "I <Heart> Logistics – Just Don’t Ask Me to Pay For It: Online Shopper Behavior in Response to a Delivery Carrier Upgrade and Subsequent Shipping Charge Increase". 2nd review.

*Journal Article (Revise and Resubmit)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Paper Under Review)*
Fugate, B., Falcone, E., Petersen, K., Bonney, L. "Manufacturing and Marketing Situational Awareness on Team Performance".

*Journal Article (Published)*

*Journal Article (Revise and Resubmit)*

*Journal Article (Published)*

*Journal Article (Published)*

*Journal Article (Revise and Resubmit)*
Falcone, E., Kent, J., Fugate, B. "Technological Innovations and Networks: A Case Study of Alibaba Group".
Journal Article (Paper Under Review)
Davletshin, M., Sodero, A. C., Fugate, B. "Information Processing at the Human-Technology Interface: Microfoundations of Food Product Recall Efficacy".

Conference Proceeding (Published)

Conference Proceeding (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Revise and Resubmit)

Journal Article (Published)

Journal Article (Rejected)
Davletshin, M., Sodero, A. C., Fugate, B. "Information Processing at the Human-Technology Interface: Microfoundations of Food Product Recall Efficacy".

Conference Proceeding (Published)

Conference Proceeding (Published)
Tokar, T., Williams, B., Fugate, B. "Online Shopper Behavior in Response to a Delivery Carrier Upgrade and Subsequent Shipping Charge Increase". Production and Operations Management Society 27th Annual Conference. 2016.

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Book Chapter (Published)

**Book Chapter (Published)**


**Journal Article (Revise and Resubmit)**


**Journal Article (Published)**


**Journal Article (Published)**


**Journal Article (Published)**


**Journal Article (Published)**


**Journal Article (Published)**


**Journal Article (Published)**


**Journal Article (Published)**


**Journal Article (Published)**


**Journal Article (Published)**


**Journal Article (Published)**


**Educationally Related Presentations and Workshops**
"ENHANCING ACTIVE AND INTERACTIVE LEARNING IN ONLINE EDUCATION", presented at Council of Supply Chain Management Professionals Educators Conference, International, Sponsored by CSCMP, Accepted, Published in Proceedings. (October 2016).


Research Honors and Awards

Fulbright Research Award, MIT Logistics Research Center, Spain, Scholarship/Research, (2015).

Dean's Scholar, Colorado State University, Scholarship/Research, (2013).

Research Funding, Coca-Cola, Scholarship/Research, (2013).

“Sustainability and Water Stewardship Collaboration,”

Research Grant, Scholarship/Research, (2012).

“Life-Cycle Analysis of Packaging in the Beverage Industry,”

SERVICE

University Service

College/School

Committee Member, Walton Executive Committee. (July 2016 - Present).

Committee Chair, Committee on Teaching. (2015 - Present).

Committee Member, Masters Committee. (August 2015 - August 2016).

MBA Committee. (August 2015 - August 2016).

University

Committee Member, Undergraduate Interdisciplinary Data Science Major Curriculum Committee. (2018 - Present).

Service Honors and Awards

Service, Professional

Transformer Award, Service, Professional, (2014).

--Award for a faculty that demonstrates the college’s mission of transforming lives.


Awarded competitive grant for “Alignment to Provide a Buy/Sell/Education Solution to Corporations, While Enhancing Agriculture Profit and Diversification in a Volatile Industry,”


Other


Persuasive Communication Pathway: Influencing SCM Partners to Work Voluntarily on Sustainability Initiatives
Sebastian J. Garcia-Dastuge
University of Arkansas
Supply Chain Management
WCob 353
Qualifications: Practice Academic
Sufficiency: Participating
Email: sgarciad@uark.edu

Brief Biography

Sebastián J. García-Dastugue teaches in the Department of Supply Chain Management of Walton College of Business at the University of Arkansas. His main area of research is how technology innovations impact supply chain management. His interest in innovation is twofold: examining how technology innovations disrupt supply chains, and also how supply chain professionals can assess and communicate these disruptions. Sebastián also works in B2B relationship management and supply chain strategy. He has taught for-credit and executive courses in Australasia, Europe, and North and South America. Dr. García-Dastugue has been the Dean of the School of Management at Universidad de San Andrés in Buenos Aires, Argentina. His research has been published in Industrial Marketing Management, Journal of Business Logistics, Journal of Supply Chain Management and The International Journal of Logistics Management, and as chapters of books. Dr. García-Dastugue has been honored to receive the Jack and Mary Lambert PhD Scholarship Award (2001); the Pace Setters Award, Fisher College of Business, The Ohio State University (2002); the Third SCMRC University of Arkansas Dissertation Proposal Award (2002); and, the Sheldon B. Ackerman Award to the Outstanding Paper (2003). Sebastián has several years of professional experience in information technology, publishing, and logistics prior to starting his career as a professor. He holds a BS in Information Management Systems from Universidad CAECE, an MBA from Universidad Austral’s IAE Business Management School (all these in Buenos Aires, Argentina), and a Ph.D. from The Ohio State University, Columbus, Ohio, USA.

Education

PhD, Fisher College of Business, The Ohio State University, 2003.
   Emphasis/major: Business Administration

MA, Fisher College of Business, The Ohio State University, 2002.
   Emphasis/major: Business Administration

MBA, Instituto de Altos Estudios, Universidad Austral, 1996.
   Emphasis/major: Business Administration

BA, Universidad CAECE, 1992.
   Emphasis/major: Management of Information Systems

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary
   Academic - Post-Secondary, Visiting Clinical Assistant Professor, Sam M. Walton College of Business. (August 2015 - Present).
   Academic - Post-Secondary, Associate Professor, Universidad de San Andrés. (2008 - 2013).
Academic - Post-Secondary, Research Fellow, The Ohio State University, Fisher College of Business. (2003 - 2010).

Teaching Experience

**University of Arkansas**
- SCMT 3643 - INTL LOGISTICS, 26 terms.
- SCMT 3653 - RETAIL SUPPLY CHAIN, 3 terms.
- SCMT 4653 - SUPPLY CHAIN STRATEGY, 5 terms.
- WCOB 4993H - HONORS THESIS, 3 terms.

Professional Development

"Winter Teaching Symposium," University of Arkansas, Teaching and Faculty Support Center, Fayetteville, AR. (January 2018).

The Winter Teaching Symposium is a half-day teaching symposium after the break between the Fall and Spring semesters, and is considered by many faculty to be the official beginning of the Spring semester. Beginning with breakfast and remarks by campus administrators, a topical program is offered and followed by a variety of faculty-lead breakout sessions. Winter Teaching Symposium concludes with lunch, after which many faculty feel ready for the semester to begin. The topic for the Winter Symposium is announced with the invitation is sent to all faculty.


RESEARCH

Editorial Activities


http://www.emeraldgrouppublishing.com/products/journals/editorial_team.htm?id=ijlm


Publications - Teaching Related

*Instructional Material (Accepted)*

Garcia-Dastuge, S. J. *INCOTERMs Negotiation Game: Tommaso-Southwest Sports Machines*, Council of Supply Chain Management Professionals. This is a teaching case written to show students the intricacies of INCOTERM, how they are related to total logistics costs and how they are related to risk and exposure.

This case is a negotiation game between a car manufacturer (seller) based in Italy and an intermediary (buyer) based in the US. Buyer and seller have to agree on the final price of a high-end car. To make the negotiation to happen, there are two narratives, one for the buyer and one for the seller. Half the class receives the buyer side and the other half receives the seller side. The base price has been
negotiated, the INCOTERM to be used has not. The negotiation for the INCOTERM to use brings buyer and seller to negotiate who pays for what and who bears the responsibility associated with the international business transaction. Participants need to identify the cost implications for each INCOTERM in preparation for the negotiation. This game was designed to make a topic which students tend to memorize the material for the exam, into an interactive (and potentially fun) learning experience.

**Publications - Research Related**

*Journal Article (Rejected)*
Garcia-Dastuge, S. J., Rousseau, H. "Supply Chain Awareness Effectiveness of Non-for-profit Organizations".
There has been little investigation as to how supply chain management (SCM) relates to the effectiveness of non-governmental organizations (NGOs). In this study, we develop the concept of supply chain awareness (SCA), an attention-based view of SCM. SCA represents the degree to which organizational decision makers focus on the critical dimensions of SCM: value creation, internal and external relationships, execution, and performance. We test the impact of high SCA in the context of NGOs for the sustainable community development, which provides a unique research setting as their activities, unlike those of manufacturers or retailers, do not lead them necessarily to be supply-chain-aware. We expect SCA to be related to two critical activities to NGO effectiveness: a) resource acquisition, and b) resource allocation. Relying on the analysis of textual information from 397 US-based NGOs and using a robust matching method to establish more reliable comparisons, we find that high SCA is related to higher levels of program revenue and volunteer support, as well as a higher level of spending on programs and services. We also find that SCA correlates with lower spending on non-program activities such as fundraising. With this study, we contribute by developing and empirically testing SCA, and by extending SCM research to the realm of NGOs. We also discuss broader theoretical implications for the attention-based view of SCM and managerial implications for nonprofit effectiveness in achieving sustainability goals. Finally, we examine ways in which SCA could inform policy-makers.

*Journal Article (Paper Under Review)*
Garcia-Dastuge, S. J., Adam, B., Mayfield, B. "Decentralized Blockchain-based Ecosystem for Food Traceability: deployment, governance and value proposition".
Food traceability is an unsolved challenge with dramatic implication to health. Blockchain technology (BT) has been identified as a possible solution to the problem of adopting whole-supply-chain food traceability. However, BT is not an isolated piece of software – it enables the deployment of an ecosystem in which members interact without a central authority intermediating these interactions. To understand this technology, one must understand this decentralization of trust and how its multiple actors interact. We adopt a transdisciplinary approach to develop a mid-range theory to relate food traceability and BT. We organize factors affecting adoption in barriers and drivers, and source of value for adoption. Also, we describe the components of Decentralized Blockchain-based Ecosystems, and develop seven propositions to relate both food traceability and BT. We found that the heavily advertised benefits to promote adoption of blockchain-based solution depend on the degree of decentralization of the ecosystem (disintermediation of trusted institutions), which depends on the deployment of the technology. We conclude that a key to fostering adoption of food traceability is not simply the use of BT but understanding how the ecosystem is configured, how governance is designed and what is the value proposition to each adopter.

*Journal Article (Published)*
Resource allocation decisions in the areas of service quality, sustainability and safety can be challenging because it is difficult to assess potential financial returns of such investments ex ante. This paper investigates the effects of service quality, sustainability, and safety specifically in the context of logistics. Using the resource-based view of the firm as the theoretical framework, we examine future operating performance of firms that have won service quality, sustainability, and safety awards in logistics between 2004 and 2013. Our results reveal that service quality and safety capabilities are
associated with improved operating performance during the three-year post-award period. While the performance benefits of sustainability awards are significant, the documented effect is less persistent than those of service quality and safety awards. This finding is at odds with related previous research documenting that investors react more positively to the announcement of sustainability awards than those of service quality and safety awards. Hence, there seems to be a hype surrounding firms’ sustainability initiatives. Our results also indicate that positive operating performance implications of service quality, sustainability, and safety awards are not contingent on the industry competitive intensity or innovative intensity. Finally, our analysis shows that sustainability relates to better future operating performance by enhancing sales growth, safety improves does it by improving cost efficiency, and service quality positively affects both sales growth and cost efficiency. Implications for research and practice are discussed.

*Journal Article (Published)*

Literature has established that trustworthiness, which refers to a combination of benevolence, credibility, and integrity, is vital to interfirm supply chain relationships. Because relationships are inherently dynamic and change over time, critical relational factors such as trustworthiness are also likely to change as relationships endure. Changes in trustworthiness are particularly relevant when interfirm relationships are impacted by negative shocks such as contract breaches. Trustworthiness change (TC) is likely to serve as a key determinant in the non-breaching party’s decision to continue on in a relationship, particularly since TC serves as a potentially robust signal of future relationship stability and trust. This study builds on the interplay between the relationship life cycle and contract breach literatures to examine this issue, by exploring the effect of TC on post-breach relationships in the financial loan industry. Using archival data from multiple data sources, we find evidence that TC significantly influences the likelihood of relationship continuity in the aftermath of contract breaches, and that the effect is not linear. In addition, the effect is stronger for breaches that occur earlier in the duration an interfirm relationship, and when the breach is less severe. These, and other, findings offer several important implications for both supply chain relationship theory and practice, which are discussed in the paper.

*Book Chapter (Published)*

*Educationally Related Presentations and Workshops*

La innovación tecnológica se acelera como consecuencia del crecimiento exponencial de la capacidad de computación. Las tendencias sociales influyen a los consumidores. Social media provee reacciones inmediatas de clientes. Nuevas regulaciones redirigen caminos y crean nuevas oportunidades. Independientemente de si la innovación es generada por el mercado, o empujada por la tecnología o por regulaciones, los managers deben tener la capacidad de evaluar el grado de preparación y, de ser necesario, reconfigurar o adaptar sus cadenas de suministros al nuevo entorno. A medida que las cadenas de suministros son más complejas y se enfrentan a nuevas exigencias, es necesario tener los instrumentos para poder desarrollar y comunicar la visión integrada de los impactos de la innovación para toda la cadena, empezando con la experiencia del usuario final.

En esta sesión, se presentará el Supply Chain Innovation Canvas© para evaluar los impactos de una innovación, tecnológica, de procesos o de modelo de negocios, en la cadena de suministro. El SC Innovation Canvas es un instrumento que guía el esfuerzo de evaluar las implicancias de una innovación en la supply chain, y facilita
la comunicación con managers de otras áreas de la empresa y con la Alta Dirección.


La innovación tecnológica se acelera como consecuencia del crecimiento exponencial de la capacidad de computación. Las tendencias sociales influencian a los consumidores. Social media provee reacciones inmediatas de clientes. Nuevas regulaciones redibujan caminos y crean nuevas oportunidades. Independientemente de si la innovación es generada por el mercado, o empujada por la tecnología o por regulaciones, los managers deben tener la capacidad de evaluar el grado de preparación y, de ser necesario, reconfigurar o adaptar sus cadenas de suministros al nuevo entorno. A medida que las cadenas de suministros son más complejas y se enfrentan a nuevas exigencias, es necesario tener instrumentos para poder desarrollar y comunicar la visión integrada de los impactos de innovaciones para toda la cadena, empezando con la experiencia del usuario.

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Estamos en una época de grandes cambios para los negocios *Avances tecnológicos permiten nuevos productos y servicios *Nueva tecnología habilitan innovaciones de procesos de manufactura y logísticos *Las tendencias sociales influencian los deseos de los consumidores *Regulaciones y cambios socio políticos cambian el mapa competitivo de una región o una industria e imponen adaptaciones en la Cadena de Suministro *Social media provee “feedback” inmediato. Independientemente de si la innovación es generada por el mercado o empujada por la tecnología, para los managers debe de ser necesario reconfigurar o adaptar sus cadenas de suministros al nuevo entorno. A medida que las cadenas de suministros son más complejas y se enfrentan a nuevas exigencias, es necesario tener los instrumentos para poder evaluar y comunicar la visión integrada de los impactos de la innovación para toda la cadena, empezando con la experiencia del usuario final.

SERVICE

Consulting

For Profit Organization, SupplyPike, Fayetteville, AR. (December 2017 - Present).
We are using a framework in which I am developing to guide the discussions necessary to articulate the value proposition for the different customers of the different products under development.

For Profit Organization, Transplace, Rogers, AR. (October 2017 - Present).
We are using a framework which I developed to guide management assess and communicate the impacts of improvement opportunities on the operations of customers.
Additionally, we are exploring how to interact with a group of young professionals (internally called Think Tank) which are looking to the future of their business.

Grupo ABSA is an insurance broker who provides back office service to other insurance broker. In 2015, the management team finishing the development of an information hub (application software) to integrate insurance brokers and insurance companies. This service is called ABSAnet and has the potential to restructure the dynamics a substantial part
of the supply chain. The consulting activity is to coach the management team in the development of the business model including the development of the value proposition for each customer segment, design the organizational structure and operational processes to sustain the business.

The Dirección General de Gestión de Calidad is responsible for Quality Assurance of the services the City of Buenos Aires provides to citizens. This project was made of a series of initiatives for the many offices or services. In brief, all of the initiatives were having performed an initial statistical analysis of the Citizen Satisfaction Surveys, develop conclusions and recommendations for future improvement initiatives. The result of these initiatives was a presentation to the team that represented the “Chief Operating Officer” that reported directly to the City Mayor. Additionally, we redesigned the customer satisfaction survey for all government offices.

RackLatina is a family-owned business. The consulting project was to assess the status of the family dynamics and the business dynamics for the purpose of succession. The Paonesa family owns five businesses, RackLatina and Electrónica San Martín being the largest and most visible ones. The family-owned business are going through a generation change, from the 2nd to the 3rd; there are a number of conflicts that arise for a number of reasons, the two most important one is that the family is growing at a faster pace than the business, and that there is competition among the members of the third generation to manage the largest and most appealing business. The consulting project was to assess the family and the business challenges they face. The business challenges include the lack of formalization of roles and responsibilities, the lack of setting salaries based on market value, and the lack of predictability of the future direction of the business. The family challenges include lack of corporate governance mechanisms, cousin competition, and unclear expectations of individuals for the businesses and the families.

University Service

Department
Project Leader. (September 2015 - December 2016).
I was invited to participate in the continuing development of the relationship with FedEx services. Given that the first course, Foundations of SCM, was important to both sides of the relationship, FedEx and Walton College, my assumption is that the significance is at least medium.

University
Mentor, Social Innovation Challenge. (February 2018 - Present).
My role is that of a coach to two teams that are participating in the Social Innovation Challenge lead by Rogelio García-Contreras as part of the activities of the Brewer Family Entrepreneurship Hub

Professional Service

Secretary, CSCMP, Ozarks Roundtable. (October 2017 - Present).
SECRETARY
ROLE & RESPONSIBILITIES
Overview:
The Secretary serves as the clearinghouse for all communication/technology tools between the Roundtable Board, the local membership and the Roundtable Service Center. This Officer position is responsible for seeing that information is communicated efficiently and effectively within the roundtable via email, e-marketing tools, the local website and CSCMP’s website; to include local board meetings, programs and tours. The Secretary also records and maintains Roundtable
records, as well as submits minutes from each Board meeting and activity reports to the Roundtable Service Center. They are also relied on as a source of ideas, methods, and local promotions which will increase participation in roundtable events.

Link:

ISCEA International Standards Board. Board Member, ISCEA. (September 2017 - Present). The IISB evaluates and manages the essential Supply Chain Body of Knowledge to be used by all ISCEA Certifications.

Public Service

Activity to Bridge Campus and Community, Arkansas High Schools. (October 2016 - 2017). We are contributing to the development of a high-school SCM curriculum
Christian Hofer  
University of Arkansas  
Supply Chain Management  
WC Obst 475F  
Qualifications: Scholarly Academic  
Sufficiency: Participating  
Phone: (479)-575-6154  
Email: CHofer@walton.uark.edu

Brief Biography

Dr. Hofer received his Ph.D. from the Robert H. Smith School of Business at the University of Maryland and a BA with Honors in General and International Business from the European School of Business in Reutlingen, Germany and Reims Management School, France. Dr. Hofer currently teaches classes in Retail and Consumer Products Supply Chain Management in both the full-time and part-time MBA programs. In addition, he teaches an undergraduate class in Advanced Logistics Operations. Dr. Hofer’s research focuses on competitive dynamics in SCM and operations, inventory management, and aviation economics. His work has been published in Journal of Operations Management, Journal of Business Logistics, Journal of Retailing, International Journal of Production Economics, Journal of Transport Economics and Policy, Transportation Research Part E, International Journal of Logistics Management, Transportation Journal, Transportation Research Part D and Journal of the Transportation Research Forum. Prior to returning to academia in 2003, Dr. Hofer worked as a management consultant with Booz & Company in Munich, Germany.

Education

PhD, University of Maryland, Robert H. Smith School of Business, 2007.  
Emphasis/major: Supply Chain Management, Logistics, and Transportation  
Supporting Areas of Emphasis: Operations Management, Microeconomics  

BA, European School of Business Reutlingen (Germany), Reims Management School (France), Università degli Studi di Siena (Italy), 2001.  
Emphasis/major: Multinational study program in General and International Business

WORK EXPERIENCE

Professional Positions

Academic - Post-Secondary  
Academic - Post-Secondary, Assistant Professor, University of Arkansas. (August 13, 2007 - Present).

Teaching Experience

University of Arkansas  
MKTG 636V - SPECIAL PROBLEMS IN MARKETING, 2 terms.  
MKTG 6453 - SEM TRANS/ BUS LOGISTICS, 1 term.  
MKTG 700V - DOCTORAL DISSERTATION, 1 term.  
SCMT 3623 - INV FORECASTING ANALYTICS, 7 terms.  
SCMT 560V - SPECIAL TOPICS: LOGISTICS, 1 term.  
SCMT 5633 - RETAIL SUPPLY CHAIN MGMT, 5 terms.
Professional Development

“This seminar will help schools take their leadership program to the next level. Participants will explore effective ways to enhance their schools' leadership development activities by leveraging ongoing student experiences, existing resources, and their schools' unique capabilities.”

Teaching Honors and Awards

MBA Teacher of the Year Award, Sam M. Walton College of Business, Teaching, (2018).
MBA Teacher of the Year Award, Sam M. Walton College of Business, Teaching, (2015).
Distinguished Faculty Award, Honors College, University of Arkansas, Teaching, (2014).
Induction as a Fellow of the Teaching Academy, Teaching Academy, University of Arkansas, Teaching, (2014).

RESEARCH

Editorial Activities

"Journal of Air Transport Management", Air Transport Research Society, Guest Editor, International. (September 1, 2016 - Present).
I reviewed one paper for this journal in 2011 and one in 2009.

"Journal of Supply Chain Management“, Institute of Supply Management, Associate Editor, International. (September 1, 2007 - Present).

"Transportation Journal", Guest Editor. (January 2014 - August 2014). I guest edited the 2014 ATRS special issue of the Transportation Journal. After reviewing about 20 manuscripts, I recommended only a single paper for publication in TJ, which was published in a special section of a regular TJ issue (Vol. 53, No. 4, 2014).

Presentations Given


This paper investigate the role of mimetic isomorphism in terms of services offered by US 3PLs in their performance, measured in annual revenues. Data from a database extracted from a consulting firm, Armstrong & Associates, is utilized.


Publications - Teaching Related

Case (Accepted)
Hofer, C. Posh Purses’ Retail Challenge. CSCMP.

Posh Purses (PP) is a small company that makes purses “for women with the taste of the 1% and the budget of the 99%.” Last year, PP landed a major deal with a national department store chain (NDSC) that brought PP’s products to more than 800 retail stores nationwide. With sales lagging behind expectations, PP needs to structure a new deal with NDSC for the upcoming fiscal year. Your task is to find a way to increase profit per linear foot of shelf space and/or increase shelf inventory turnover in a way that makes economic sense for both NDSC and PP.

Book Chapter (Published)

**Publications - Research Related**

*Journal Article (Paper Under Review)*
Hofer, C., Barker, J., Eroglu, C. "Spillover effects between customers’ and suppliers’ inventory leanness".

*Journal Article (Paper Under Review)*
Elking, I., Grimm, C., Cantor, D., Hofer, C. "The Impact of Supplier Innovation on Buyer Innovation and the Moderating Effects of Proximity, Relational, and Assortative Embeddedness".

*Journal Article (Paper Under Review)*
Singh Mukandwal, P., Cantor, D., Grimm, C., Elking, I., Hofer, C. "Do Focal Firms Procure From Environmentally-Friendly Suppliers? The Link Between a Supplier’s Environmental Expertise and Buying Firm’s Procurement Spend".

*Journal Article (Accepted)*

*Journal Article (Published)*

In this research, we examine how socio-economic mobility affects domestic passenger enplanement volumes at U.S. airports. In addition to metrics such as income and population levels, socio-economic mobility has been identified as an important characteristic of the socio-economic fabric of market areas. As such, it is a potentially significant determinant of demand for goods and services, including air travel. Drawing on data from the U.S. domestic airline industry and newly available measures of socio-economic mobility, we empirically discern how the latter affects both yields and passenger counts at U.S. airports. The results offer compelling evidence that greater mobility is associated with lower air fares. In addition, our findings suggest that greater passenger volumes are also lower in areas marked by higher socio-economic mobility, all else equal. Collectively, our results document the significance of socio-economic mobility as a determinant of air travel demand and thereby highlight the importance of considering it in the context of forecasting, demand management and, ultimately, infrastructure planning.

*Journal Article (Rejected)*

*Journal Article (Published)*

*Journal Article (Accepted)*
Mir, S., Lu, S.-H., Cantor, D., Hofer, C. "Content Analysis in SCM Research: Past Uses and Future Opportunities".

*Journal Article (Published)*

Drawing on the competitive dynamics theoretical framework, this research builds and tests theory regarding the impact of focal and rival firm’s environmental activity on the focal firm’s environmental image. A firm expends resources and undertakes activities to cultivate a positive image among stakeholders. This paper examines environmental activity in the context of rivalry and its impact on environmental
image. The theory is tested with an original panel data set of 1,479 focal-rival dyad pairs. Measures of environmental activity are developed from the content analysis of corporate sustainability reports. Environmental image data is drawn from the Newsweek US 500 Green Rankings database. The main findings are that a focal firm’s and a rival firm’s environmental activities have a positive and negative impact on environmental image, respectively. Key research and managerial implications are discussed.

Journal Article (Published)

Journal Article (Published)

Magazine/Trade Publication (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Journal Article (Published)

Environmental management (EM) issues have received substantial attention in operations management. While the link between EM practices and firm performance has been well studied, little is known about the competitive drivers of a firm's EM activities. In this research, a Schumpeterian economics perspective is adopted to investigate competitive interactions among leader and challenger firms in the domain of EM, with a particular focus on operational EM activities. Using econometric
methods, the empirical analysis of panel data from a broad cross-section of US manufacturing firms reveals that such rivalry does exist and that the effect of a rival's past EM activity on a focal firm's EM activity is greater for more profitable and smaller firms. In addition, firm characteristics such as market leadership, firm size and firm profitability are found to significantly affect the magnitude of a firm's EM activities. This study presents theoretical and empirical evidence of rivalrous behaviors in the domains of EM and OM and, thus, has interesting implications for operations management research and practice.

*Journal Article (Published)*


This study explores the diffusion of lean production technologies in China. Taking an institutional perspective, we theorize about how economic, socio-cultural and regulative forces in China have shaped the adoption process of lean practices among Chinese manufacturers. The resulting research hypotheses are empirically tested using survey data obtained from Chinese and US manufacturing executives. The results show that many lean practices are implemented to a greater extent in China than in the US. Activities requiring employee involvement, however, are found to be implemented to a lesser extent in China than in the US. The analyses and discussions presented in this study may help firms gain a better understanding of the unique opportunities and challenges of lean production in China. Likewise, this work adds to the emerging theory of lean production by presenting a theoretical framework that explores the impact of contextual economic, socio-cultural and regulative factors on lean production adoption.

*Journal Article (Published)*


The effect of inventory management on firm performance has been well documented. Most previous research, however, has focused on the performance effects of total inventories and has ignored the potentially differential performance effects of raw materials, work-in-process and finished goods inventories. This research investigates the effects of various inventory types on firm performance. The empirical analyses of data from US manufacturing industries, conducted in several stages, reveal that the magnitude of the inventory-performance relationship varies by type of inventory and across industries. Specifically, raw materials inventories have a greater impact on firm performance than work-in-process and finished goods inventories. As a possible explanation, intertemporal interactions among these inventory types are explored using vector autoregressive and vector error correction models. The results suggest that raw materials and finished goods inventories asymmetrically affect each other over time. Implications for research and practice as well as future research opportunities are discussed.

*Journal Article (Published)*


While firms increasingly adopt lean inventory practices, there is limited evidence that inventory leanness leads to improved firm performance. This study reexamines this relationship in an attempt to overcome some shortcomings of previous research. To that end, a theory-based measure of inventory leanness, which takes into account industry-specific inventory management characteristics, is proposed. The analysis of a large panel data set of U.S. manufacturing companies reveals that the significance and shape of the inventory-performance relationship varies substantially across industries. This relationship is significant in two-thirds of the 54 industries studied. In most of these instances, the relationship is concave, suggesting that there is an optimum level of inventory leanness beyond which firm performance deteriorates. A post-hoc analysis is conducted to identify industry-level characteristics that may determine the nature the inventory-performance relationship. Managerial implications are discussed and several opportunities for future research are outlined.

*Journal Article (Rejected)*
Hofer, C., Waller, M., Hofer, A. R. "Toward an Organizational Theory of Inventory: A Resource Dependence Theory Perspective on the Power-Inventory Relationship". The paper is currently under revision for submission for a different outlet.

Book Chapter (Published)
Hofer, C. On Airline Pricing Behavior During Financial Turnarounds. Emerald. This chapter contributes to the literature on the effects of airline financial distress on ticket prices. Past research has presented evidence that distressed carriers’ fares are lower, all else equal. Yet, little is known about how such price effects vary throughout the turnaround process. Based on the contention that the effect of distress on air fares is non-linear, this research aims to provide more detailed insights into the nature and magnitude of distressed carriers’ pricing actions during the downturn and recovery phases of the turnaround process. Several hypotheses are developed and tested using a large panel data set from the US domestic airline industry. The empirical analyses provide ample support for the contention that a distressed firm’s strategic options and, thus, its pricing behavior change as the firm proceeds through the downturn and recovery phases. Regulators will be interested to learn more about the effect of distress on air fares and, hence, social welfare. Likewise, airline managers will benefit from a greater understanding of their distressed competitors’ pricing behaviors.

Journal Article (Published)
Hofer, C., Eroglu, C., Hofer, C. "Investigating the effects of economies of scope on firms’ pricing behavior: Empirical evidence from the US domestic airline industry". Transportation Research Part E: Logistics and Transportation Review. issue1. January (1st Quarter/Winter) 2010. 109-119. This study investigates to what extent cross-product (belly cargo) output affects (passenger ticket) prices in the US domestic airline industry. The empirical analysis indicates that greater cargo volumes generally result in lower air fares, presumably as a result of the airlines’ realization of economies of scope. This magnitude of this price effect, however, depends on certain firm and route market characteristics. The findings of this study add to extant research on economies of scope, multi-product yield management and airline pricing and provide important insights for policy makers and airline managers alike.

Journal Article (Published)
Hofer, C., Dresner, M., Windle, R. "The Environmental Effects of Airline Carbon Emissions Taxation in the US". Transportation Research: Part D. issue1. January (1st Quarter/Winter) 2010. 37-45. This study investigates how air traffic emissions taxes may impact total carbon emissions in the US. The magnitude of emissions savings in the US. domestic airline industry that would result from lower demand for air travel as taxes are levied and air fares increase is estimated. At the same time, the air-automobile substitution effect is considered and it is argued that some air travelers may divert to automobiles, thus increasing automobile carbon emissions. Both the analysis of the aggregate U.S. domestic airline industry and the study of a sample of US. domestic route markets indicate that potentially sizeable increases in automobile traffic and related emissions may substantially reduce the environmental benefits of air travel carbon emissions taxes. In some instances, total carbon emissions may even increase in short-haul markets. Sensitivity analyses are performed to demonstrate the robustness of these findings.

Contracts, Grants, and Sponsored Research

Research Honors and Awards
Title of paper: “Environmental management rivalry and firm performance"

Outstanding “All Around” Faculty Award, Sam M. Walton College of Business, Scholarship/Research, (2014).


**SERVICE**

**University Service**

**College/School**

Committee Member, Master's Programs Committee. (September 2017 - Present).

Various guest lectures. (January 2017 - Present).

Guest lectures during full-time MBA and EMBA orientation sessions; guest lecture for WCOB 6111 (Ph.D. Teaching Seminar).

Committee Member, MBA Committee. (September 2016 - Present).

Committee Member, Full-time MBA Program redesign. (January 2015 - December 2017).

Committee Chair, Doctoral Program Committee. (August 2011 - July 2017).

As the departmental Ph.D. Program Coordinator, I was also a member of the college doctoral program committee (chair from 8/2015 to 7/2017).

Committee Member, Entrepreneurship Task Force. (January 2016 - May 2016).

Committee Member, Teaching Effectiveness Steering Committee. (June 2008 - May 2014).

I participated in a committee meeting and a luncheon for first year Ph.D. students.

Committee Member, Placement and Co-op Advisory Committee. (August 2007 - August 2011).

I reviewed about six coop reports and ranked them by quality to help determine the winner of the outstanding coop award.

**Department**

Committee Chair, Departmental Doctoral Program Committee. (August 2011 - July 2017).

As the departmental Ph.D. Program Coordinator, I worked with current and prospective doctoral students and took care of any administrative issues relating to students' admission into or progression through the Ph.D. program.

Committee Member, Hiring committee for SCM faculty position 2015. (January 2015 - April 2015).


I organized the 2013 Logistics Doctoral Symposium. This event brings together logistics & SCM faculty and doctoral students from leading universities across the country.

We hosted about 80 attendees for this three-day event (April 4-6). I developed the program, assigned speakers, put together panels, and organized event logistics (with Jennifer's help!).

Support, MKTL Ph.D. Program recruiting (support only). (2010 - 2011).
I assisted Steve Kopp in selecting prospective Ph.D. students on the Logistics side of the department and helped organize their campus visits.

Committee Member, Hiring committee for SCM faculty position 2010. (August 2010 - November 2010).
I was a member of the hiring committee for the SCM faculty position opening in 2010. As a member of this committee, I participated in the pre-screening, interviewing and selection process.

University
Ad-hoc (replacement) member, All University Academic Integrity Board. (December 2018).
Filled in for permanent member (Jen Kish-Gephart) in December AUAIIB meeting

Committee Member, All University Academic Integrity Board. (December 2018).

Professional Service
Committee Member, CSCMP Research Strategies Committee. (January 2017 - Present).
Chaired (and continue to chair) the subcommittee on Research Incubation and Curation.

Developed module on "Student Engagement", AACSB Online Teaching Effectiveness Seminar. (January 2016 - Present).
Developed module throughout the spring 2016 semester; facilitated online delivery in Feb/March 2018 and June 2018.

I co-organized (planned and delivered) this seminar in cooperation with Kuehne Logistics University in Hamburg, Germany.

Conference Program Organizer, AACSB Seminar "Developing & Delivering a SCM Curriculum". (January 2016 - March 2016).

Conference Program Organizer, AACSB Seminar "Curriculum Development for Supply Chain Management". (March 2014).
I was in charge of organizing the AACSB seminar in "curriculum development for SCM." The Walton College hosted this seminar (about 40 attendees) in March 2014 (3/13-3/14). I was in charge of developing the program (and significant parts of the content) and organizing the event logistics. I was also the key contact for AACSB.
We will host the second AACSB SCM seminar in March 2015.

Service Honors and Awards

Service, Professional
Jeffrey Mullins  
University of Arkansas  
Information Systems  
WCOB 220  
Qualifications: Scholarly Practitioner  
Sufficiency: Participating  
Phone: (479)-575-7745  
Email: JMullins@walton.uark.edu

Brief Biography

Jeff is the Associate Director of MIS programs and a faculty member in the Information Systems department. He regularly teaches graduate and upper level undergraduate courses in Enterprise Resource Planning, Database, and Application Development.

Education

MS, University of Arkansas, 2006.  
Emphasis/major: Information Systems  
Supporting Areas of Emphasis: Enterprise Resource Planning

BS, University of Arkansas, 1997.  
Emphasis/major: Computer Science

Professional Licenses and Certifications

ERPsim Certified Trainer (Level 2), HEC Montreal. (January 2010 - Present).  
Demonstrated expertise in the understanding and administration of ERPsim; qualified to conduct faculty training and grant ERP Certified Instructor (Level 1) certification.

WORK EXPERIENCE

Teaching Experience

University of Arkansas
ISYS 4283 - BUS DATABASE SYSTEMS, 6 terms.  
ISYS 5103 - DATA ANALYTICS FUNDAMENTALS, 8 terms.  
ISYS 511 - IT SKILLS SEMINAR, 1 term.  
ISYS 511V - IT SKILLS SEMINAR, 43 terms.  
ISYS 5213 - ERP FUNDAMENTALS, 10 terms.  
ISYS 5223 - ERP CONFIG & IMPLEMENTATION, 2 terms.  
ISYS 5833 - DATA MANAGEMENT SYSTEMS, 23 terms.  
ISYS 636V - SPECIAL PROBLEMS, 2 terms.  
WCOB 4213 - ERP FUNDAMENTALS, 2 terms.  
WCOB 4223 - ERP CONFIG & IMPL, 3 terms.  
WCOB 5213 - ERP FUNDAMENTALS, 11 terms.  
WCOB 5223 - ERP CONFIG & IMPLEMENTATION, 5 terms.

Non-Credit Instruction Taught

University of Arkansas - ERP Presentations, 60 participants. (2018).
Facilitated ERPsim Distribution Game in 2 sections of ISYS 2263 (Bopp and Shipp).

Phillips66, 12 participants. (July 2018).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

ConocoPhillips, 21 participants. (June 2018).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

University of Arkansas - ISYS Department, 15 participants. (September 2017).
Facilitated 2-day ERPsim faculty workshop at the University of Arkansas for ISYS faculty and Ph.D. students. Worked with Susan Bristow to design and deliver the workshop.

ConocoPhillips, 17 participants. (July 2017).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 12 participants. (July 2017).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

Provided instruction, guidance, and assessment for Ally Maumba to complete a "special projects" class in Spring 2017 (officially taught by Paul Cronan), which involved completing the Python components of ISYS 5103 coursework and embarking on a larger project using that knowledge after completing the coursework. Approx 20 hours spent in addition to normal course load.

University of Arkansas - Database Presentations, 150 participants. (January 2017).
Guest speaker in ISYS 2103
- 2/1 Hoehle

University of Arkansas - ERP Presentations, 130 participants. (2016).
Facilitated ERPsim Distribution Game in 1 section of ISYS 2263 (approx 15 students, McDaniel's class) and covered one class session of ERP lecture in ISYS 5213 (approx 32 students, Serrano's class).

University of Arkansas - Database Presentations, 250 participants. (2016).
Guest speaker in ISYS 2103
- 2/1 Hoehle
- 9/6 Bristow
- 9/7 Ma

ConocoPhillips, 18 participants. (July 2016).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 14 participants. (June 2016).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

ISYS Department, 250 participants. (2015).
Guest speaker in ISYS 2103 (Spring, Hoehle) and 2 sections of ISYS 3293 (Spring and Summer, Bristow).

University of Arkansas - ERPsim, 130 participants. (November 2015).
Facilitated ERPsim Distribution Game in 2 sections of ISYS 2263 (approx 50 students each) and covered one class session of ERPsim competition in ISYS 5213 (approx 30 students).

ConocoPhillips, 23 participants. (July 2015).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 16 participants. (July 2015).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

ConocoPhillips, 36 participants. (July 2014).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 15 participants. (July 2014).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

University of Arkansas - ISYS Department, 10 participants. (June 2014).
Facilitated 3-day ERPsim faculty workshop at the University of Arkansas for ISYS faculty and Ph.D. students. Worked with Susan Bristow and Christina Serrano to design and deliver the workshop.

University of Arkansas - ERPsim, 50 participants. (February 2014).
Facilitated ERPsim manufacturing game for Dr. David Douglas' MBA Enterprise Systems class; supported ERPsim questions and requests for help as needed for ISYS 2263, WCOB 4213, and WCOB 5213

University of Arkansas - ERPsim, 350 participants. (January 2013 - November 2013).
Facilitated ERPsim Distribution Game as a full-week supplemental content module in most spring and fall sections of ISYS 2263 (7 sections total); provided some support for Extended Manufacturing Game as a 4-week project in ISYS 5433 (MBA Enterprise Systems)

University of Arkansas - ERPsim, 20 participants. (July 2013).
Covered 2 summer class sessions (6 hours) for Susan Bristow involving instruction and practice for the ERPsim extended manufacturing game.

ConocoPhillips, 24 participants. (July 2013).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Phillips66, 22 participants. (July 2013).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

Tyson Foods, Inc., 25 participants. (June 2013).
Provided instruction and facilitation for ERPsim research study involving a group of business professionals from Tyson Foods, Inc.

University of Arkansas - ERPsim, 250 participants. (January 2012 - November 2012).
Facilitated ERPsim Distribution Game as a full-week supplemental content module in all spring and fall sections of ISYS 2263 (4 sections total); facilitated Extended Manufacturing Game as a 4-week project in ISYS 5433 (MBA Enterprise Systems)

ConocoPhillips, 20 participants. (July 2012).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

Provided instruction and facilitation for ERPsim research study involving a "new hire" group from Phillips66

Business Analytics Certificate (ITRI/ExecEd), 14 participants. (January 2012).
Taught part two of a three part executive education certificate program on Business Intelligence. 2-day workshop covered database design, SQL, and data warehousing tools and techniques.

Received excellent feedback and evaluations.

Provided instruction and facilitation for ERPsim research study involving a group of IS professionals from Tyson Foods, Inc.

University of Arkansas - ERPsim, 250 participants. (January 2011 - November 2011).
Facilitated ERPsim Distribution Game as a full-week supplemental content module in all spring and fall sections of ISYS 2263 (6 sections total)

ConocoPhillips, 25 participants. (July 2011).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

SAP University Alliance, 16 participants. (January 2011).
Facilitated 4-day ERPsim faculty workshop at 2011 ERPsim Winter Workshops in Huntsville, TX.

SAP University Alliance, 20 participants. (December 2010).
Facilitated online "remote" ERPsim distribution game with faculty from multiple universities in preparation for 2011 ERPsim Winter Workshop.

Information Systems Department, 12 participants. (October 2010).
Facilitated ERPsim distribution game to introduce ISYS PhD students to the ERPsim game and discuss research opportunities.

ERPsim Labs, 30 participants. (September 2010).
Assisted in supporting online "remote" ERPsim distribution game facilitated by Gilbert Babin.

ConocoPhillips, 25 participants. (May 2010).
Provided instruction and facilitation for ERPsim research study involving a "new hire" group from ConocoPhillips

SAP University Alliance, 24 participants. (March 2010).
Assisted in supporting ERPsim Workshop at SAP Curriculum Congress, led by the ERPsim creators from HEC Montreal.

University of Arkansas, 40 participants. (January 2010 - March 2010).
Supported ERPsim in the MBA Enterprise Systems course taught by Christine Davis.

**Professional Development**

Attended ICIS

Attended ICIS Doctoral Consortium

"Visiting Scholar Presentation - Jens Foerderer," University of Arkansas Department of Information Systems, Fayetteville, AR. (December 2018).

CARMA webinar


SAS Day morning speakers


Integrating SAS and Python

"Visiting Scholar Presentation - Paul Pavlou," University of Arkansas Department of Information Systems, Fayetteville, AR. (May 2018).


U of A Blockchain 1-day Conference

"Diversity Training," University of Arkansas, Fayetteville, AR, United States. (April 2018).

Diversity training conducted for the ISYS department.


Ro Windwalker presented new IRB process highlights.

"Visiting Scholar Presentation - Ryan Wright," University of Arkansas Department of Information Systems, Fayetteville, AR. (March 2018).


Attended HICSS


Attended HICSS Doctoral Consortium

Teaching/Learning Workshop, "EAB Cutting Edge Recruitment Strategies," Education Advisory Board (EAB), Fayetteville, AR, United States. (January 2018).

Cutting-Edge Recruitment Strategies: Competing on Student Outcomes to Attract Today’s Career Changer

Cutting-Edge Strategies for Turning Passive Interest into Program Enrollments

As marketing channels have become more crowded and expensive than ever, it’s become increasingly challenging to capture the attention of today’s prospective student. While technology advances enable consumers to spend more time online, they are increasingly distracted and skeptical. This presentation will examine how progressive institutions are using outcomes-focused marketing messages to highlight program value by identifying relevant career and learning outcomes and designing effective campaigns across channels. This study provides a special focus on attracting career changers – a substantial, largely untapped population of working professionals who are dissatisfied in their current role and are seeking a next step in their career, but aren’t necessarily even considering or evaluating further education.

During the presentation, we’ll focus on how you can attract the attention of would-be career changers, support their exploration of available professional opportunities, and use student stories to demonstrate program value as prospects independently build and prioritize their consideration sets.

In This Session, Participants Will Learn…

- What student-centric messaging and content strategies compel undecided career changers to consider pursuing a new field?

- How can we educate prospects on a new field and make the case for how the skills conferred in the program meet demonstrated labor demand?
• What strategies most effectively provide proof of program value as prospects independently build and prioritize their consideration sets


Arkansas Digital Government Summit one-day conference

"Visiting Scholar Presentation - Mary Lacity," University of Arkansas Department of Information Systems, Fayetteville, AR. (September 2017).
Business of Blockchain

Highly-regarded international conference in management

Applied, was accepted, and attended the Organizational Communications and Information Systems (OCIS) Doctoral Consortium at AOM 2017.

Presented by Andre de Waal and James Harroun from SAS

Seminar, "Online Programs and Courses," University of Arkansas Global Campus, Fayetteville, AR. (April 2017).
Overview and updates on online program initiatives with Don Judges & team.


Americas SAP User Group annual practitioner conference focusing on BI and analytics

Conference Attendance, "NWA Tech Summit," Bentonville/Bella Vista Chamber of Commerce, Rogers, AR. (October 2016).
Northwest Arkansas Technology Summit one-day conference

Applied, was accepted, and attended the AMCIS Doctoral Consortium - Mid-Stage Doctoral Student Track

Highly-regarded international (Americas region) conference in our field

"Tech3Labs and ERPsim Visit," University of Arkansas. (July 2016).
Teaching and Research meetings with faculty and graduate students at HEC Montreal involving NeuroIS lab capabilities at Tech3Labs, and discussion/work on ERPsim for classroom and online use.

Presented by Mike Speed and Tom Bohannon

"Visiting Scholar Presentation - Indranil Bardhan," University of Arkansas Department of Information Systems, Fayetteville, AR. (April 2016).


"Mathematical Models of Short-Term Memory," University of Arkansas, Fayetteville, AR. (March 2016).

Zachary Kilpatrick from the University of Houston

"Visiting Scholar Presentation - Elise Labonte-LeMoyne," ISGSA. (March 2016).

"Visiting Scholar Presentation - Varun Grover," University of Arkansas Department of Information Systems, Fayetteville, AR. (March 2016).


Professional development and networking with other institutions using ERP in the classroom.

Conference Attendance, "Hawaii International Conference on System Sciences (HICSS)," University of Hawaii, Kauai, HI. (January 2016).

Highly-regarded international conference in our field

Conference Attendance, "International Conference on Information Systems (ICIS)," Association for Information Systems, Fort Worth, TX. (December 2015).

Premier international conference in our field


Networking with professional developers in NWA


Local IS research conference for Big XII and other invited schools


Professional development and networking with other institutions using ERP in the classroom.

"Visiting Scholar Presentation - Brent Scott," Department of Management. (April 2015).

Publishing in AMJ


"Visiting Scholar Presentation - Thiagarajan Ravichandran." (March 2015).

"Visiting Scholar Presentation - Deborah Compeau." (February 2015).


Premier international conference in our field


"Research Presentation to ICBA - Viswanath Venkatesh." (November 2014).


"Visiting Scholar Presentation - Russ Johnson," Department of Management. (October 2014).

Publishing in AMR, tips from an associate editor


Local IS research conference for Big XII and other invited schools

CTE Panel, "CTE Teaching Panel," Center for Teaching Effectiveness, Fayetteville, AR. (February 2014).

Online teaching methods and best practices

"Visiting Scholar Presentation - Amrit Tiwana." (February 2014).

Seminar, "TFSC Faculty Luncheon - Blackboard," TFSC, Fayetteville, AR. (December 2013).

Abi Moser - Blackboard: What's New? What's Easy?

TFSC Luncheon, "TFSC Dead Day Luncheon," TFSC, Fayetteville, AR. (December 2013).

Our Best Approaches to Enhancing Learning on Campus - various presenters


Seminar, "IBM Academic Initiative Role in Developing Big Data, Analytics, Mobile and Security Curriculum," IBM, Fayetteville, AR. (September 2013).

Valinda Kennedy


Deep learning & various other topics

"ERPsim Level 2 Training," HEC Montreal. (June 2013).

Training class to learn advanced instruction and techniques for ERPsim, and updates to system and curriculum

Conference Attendance, "Big XII+ MIS Research Symposium," Oklahoma State University, Stillwater, OK. (April 2013).

Local IS research conference for Big XII and other invited schools


Presented at Barnhill Arena


"Visiting Scholar Presentation - Rudy Hirschheim." (March 2013).

Conference Attendance, "SAP Academic Conference Americas," SAP, Milwaukee, WI. (February 2013).
Professional development and networking with other institutions using ERP in the classroom.


Civility and Collegiality

TFSC Luncheon, "TFSC Dead Day Luncheon," TFSC, Fayetteville, AR. (December 2012).

Who are our Students?

"Advanced Powerpoint," Graduate School of Business, Fayetteville, AR. (November 2012).

Half-day workshop on advanced Powerpoint techniques

"Online Program Development," Global Campus, Fayetteville, AR. (October 2012).

Workshop with Dr. Tawnya Means


Research seminar/presentation

"Web-based Proctoring Technology Demonstration," Global Campus, Fayetteville, AR. (October 2012).

Demos from multiple vendors of online proctoring products and services

CTE Luncheon, "CTE Luncheon," Center for Teaching Effectiveness, Fayetteville, AR. (September 2012).

Technology Showcase


Full-day Saturday workshop on Hierarchical Linear Modeling facilitated by Likoebe Maruping

Seminar, "Online Programs," AACSB, Tampa, FL. (September 2012).

AACSB seminar on developing and managing online programs


Advanced/speed reading skills


Online learning & various other topics

"ERP Configuration with Global Bike," SAP, Chico, CA. (June 2012).

SAP University Alliance Summer Workshop; topics included configure of SAP in the new standard Global Bike (GBI) environment


Brattin - 3/28 (defense)

Hassel - 5/31 (proposal)

Conway 5/31 (defense)

Seminar, "Pinnacle of Online Learning," Graduate School of Business, Fayetteville, AR. (May 2012).

MBA student perspectives on online learning


Teaching Tips

TFSC Luncheon, "TFSC Dead Day Luncheon," TFSC, Fayetteville, AR. (December 2011).

The Privilege of Teaching
Academic Integrity & various other topics

Training class to familiarize ERP faculty at the UA with the new GBI 2.0 environment for use in the ERP Fundamentals course

Networking and idea-sharing with ConocoPhillips leaders and faculty from schools selected by ConocoPhillips

IIBA Chapter Meeting, "IIBA Chapter Meeting," IIBA, Rogers, AR. (May 2011).
Formation of NWA IIBA Chapter

Project Management and work estimation techniques

Professional development and networking with other institutions using ERP in the classroom.

Teaching with Technology: Pedagogy, Potential, Pitfalls + breakout sessions

TFSC Luncheon, "TFSC Dead Day Luncheon," TFSC, Fayetteville, AR. (December 2010).
Assisting Distressed Students

AACSB Accreditation Luncheon, "AACSB Accreditation Luncheon," WCOB, Fayetteville, AR. (November 2010).
The Executive Committee is pleased to present Dr. Kathryn Martell (Ph.D. University of Maryland), a nationally-known expert on the topic of assessing student learning. Since the new accreditation standards were passed in 2003, Dr. Martell has worked closely with AACSB to help schools meet the Assurance of Learning Standards. She has trained more than 900 faculty and administrators from more than 250 universities and edited the publication “Assessment of Student Learning in Business Schools: Best Practices Each Step of the Way.”

Dr. Martell will be on campus Monday, November 29, working with our faculty committees to review our Assurance of Learning status and she will provide suggestions regarding how we can make improvements. She will also speak to the entire faculty regarding AACSB standards, best practices in assessment and simple procedures you can put into place to make the assessment process easier.

SAS Day, Friday, November 12, 2010
8:00 am – 8:15 am sign in – coffee and juice
SAS Day Opening 8:15 am - 8:30 am : Welcome and Agenda overview -- TBA
8:30 am – 10:10 am – Introduction to Data Mining with SAS Enterprise Miner
10:10 am - 10:30 am - Break
10:30 am – 11:20 SAS Enterprise Guide for Analytics – Target students in intro statistics
11:30 am to 12:15 pm – Dr. Jim Goodnight presentation
12:15 pm - 1:30 – Lunch
1:30 pm – 2:20 pm - Teradata/Sam’s demonstration of SAS in database data mining
2:30 pm – 3: 20 pm – University of Arkansas demonstration of SAS Data Warehouse
3:20 pm – 3:30 pm – Break
3:30 pm – 4:20 pm – Introduction to SAS Forecast Studio, Advanced Analytics and demo SAS/ACCESS at the University of Arkansas
"ITRI Business Intelligence Roundtable," ITRI, Fayetteville, AR. (November 2010).
A Roundtable on Business Intelligence (BI) has been scheduled for Monday, November 8, 2010 from 10:00 am – 2:00 pm. The roundtable will be held in the Wal-Mart Executive Boardroom on the 5th floor of Willard W. Walker Hall and will be facilitated by Melody Playford of Dillard’s. This event provides our board member companies to discuss topics among each other in a very open atmosphere.

Academic Honesty Luncheon, "Academic Honesty Luncheon," Center for Teaching Effectiveness, Fayetteville, AR. (October 2010).
An Honest Discussion About Academic Dishonesty
Friday, October 15th in WJWH 427 11:30-12:30

Ro Di Brezzo, chair of the Faculty Senate, has named an ad hoc task force to review and revise the university's Student Academic Honesty Code. Paul Cronan is co-chairing this important effort, with plans to bring a revised Student Academic Honesty Code to the Faculty Senate for review this fall.

ERPsim BI Lunch, "ERPsim BI Lunch," ERPsim Labs, Fayetteville, AR. (October 2010).
Preview & Discussion of new BI tools under development with ERPsim

"ISYS Department Colloquium," ISYS Department, Fayetteville, AR. (September 2010).
Title: “ERPsim : A platform for multi-method experimental research in IS”

Presenter: Dr. Pierre-Majorique Leger, HEC Montreal

IT Executive Forum, "IT Executive Forum," ITRI, Fayetteville, AR. (September 2010).

Matt Hinze talks about inversion of control, object-oriented principles, software architecture and how to develop quality software very quickly. In this intermediate to advanced level talk, Matt presents the basics of IOC in C# and codes live several interesting usage patterns...

Planning Poker is a consensus-based estimation technique for estimating, mostly used to estimate effort or relative size of tasks in software development. It is a variation of the Wideband Delphi method. In this session you will learn not only what planning poker is but how to facilitate it with your team. Using Planning Poker to estimate task on your project is not only accurate its fun.

TFSC Luncheon, "Our International Students: Enrollment, Retention, and Resources," TFSC, Fayetteville, AR. (September 2010).

"Baum Teaching Workshop," TFSC, Fayetteville, AR. (August 2010).
“Exploring Academic Integrity: Where Can We Go from Here?”

"Blackboard Training Workshops," UITS, Fayetteville, AR. (August 2010).
Blackboard 9.1 Introduction, Content Management, and Assessment

Conference Attendance, "CyberInfrastructure Days," University of Arkansas, Fayetteville, AR. (May 2010).
University of Arkansas hosted Cyberinfrastructure Days to promote available cyberinfrastructure capabilities and resources and to engage faculty and students in the use of these resources to advance research and education.

Underprepared Students
This time allows companies to share information about their organization. It is our hope that this will increase the dialog between the company and the U of A.

Teaching Honors and Awards

Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2017).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of Terrill Standifer and Nick Lenz (Professional MIS)

Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Outstanding Lecturer (Adjunct), Sam M. Walton College of Business, Teaching, (2016).
Selected as the 2015 outstanding lecturer for the Walton College

Student Feedback, University of Arkansas, Teaching, (2016).
Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2015).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of Jasleen Bhatia (MIS), Wesly Clark (Professional MIS) and Nanda Nair (Professional MIS).

Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2014).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of Sonali Arab (MIS) and Vinod Sivagnanam (MIS).

Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2013).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of Rasul Aggarwal (MBA), and Bin Liu (also MBA) if I recall, but can't find confirmation for Bin.

Student Feedback, University of Arkansas, Teaching, (2013).
Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Beta Gamma Sigma - Favorite Professor, Beta Gamma Sigma, Teaching, (2012).
Invited to the annual Beta Gamma Sigma initiation banquet as the favorite professor of 3 inductees: Sally Nguyen (Accounting undergraduate), Dawa Lama Tamang (full-time MIS), and Ed Spaunhurst (Professional MIS).

Student Feedback, University of Arkansas, Teaching, (2012).
Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

Student Feedback, University of Arkansas, Teaching, (2010).
Various positive student feedback/recognitions received throughout the year over e-mail and evaluation comment sections - see supplementary documents for details.

RESEARCH

Editorial Activities

Conducted review, paper was not of sufficient quality for HICSS.

Conducted 2 reviews, recommended one for revision, and the other paper was not of sufficient quality for ICIS.

Paper was relevant and showed promise for a significant contribution - recommended a major revision.


Conducted review, paper was not of sufficient quality for HICSS.

Conducted review, paper was not of sufficient quality for ICIS.

Conducted review, paper was not of sufficient quality for HICSS.

Conducted review, paper was not of sufficient quality for ICIS.

Paper lacked important elements to make a suitable contribution in the journal; provided comments and suggestions for improvement.

Conducted review, paper was not of sufficient quality for ICIS.
Paper was of insufficient quality for publication in this journal.

Paper was not very good, but a good idea. MWAIS is a good conference for budding authors to further develop ideas.


Conducted review, paper was not of sufficient quality for ICIS.


Presentations Given

The success of gamified systems depends on their ability to engage players by eliciting both positive and negative emotions, but little guidance exists on creating emotional experiences through gamified design. This paper reviews work in psychology and neuroscience to highlight the interactive processes of cognition and emotion, and describes their relevance to gamification. Drawing on a model of the cognitive structure of emotions, and the mechanics-dynamics-emotions (MDE) framework for gamification, this paper advances a cognitive-emotional perspective on gamification and provides general propositions and directions for future research.


Serious games and gamification offer opportunities for organizations to engage their stakeholders in a variety of ways. Research on these phenomena has uncovered an array of positive, mixed, and negative outcomes associated with the use of game design elements in non-gaming contexts. Further, research in this area is nascent and largely atheoretical with calls for greater theorizing and attention to context when doing so. To address the practical challenges, prior empirical findings, and calls for theory, we develop a mid-range theory by extending the nomological network of cognitive absorption and IS acceptance to include elements of game design and IS use behaviors. We test this model using a combination of longitudinal and cross-sectional analyses of data from 232 individuals in the context of a serious game using a real-world enterprise resource planning (ERP) system. Results indicate general support for the proposed model, highlighting the additive and differential effects of two performance-based game design elements and suggesting boundary conditions for some previously accepted relationships in the context of serious games.

University," International Center for Academic Integrity, Santa Ana Pueblo, New, Mexico. (February 19, 2016).

Bristow, S. E. (Presenter & Author), Serrano, C. I. (Author Only), Mullins, J. K. (Presenter & Author), SAP Academic Conference Americas, "Online versus Flipped Learning: Understanding Factors that Shape Student Success in an ERP Fundamentals Course," San Diego, CA. (February 17, 2016).


This study assesses the effectiveness of an ERP simulation intervention to influence ERP knowledge, self-efficacy, perceived ease of use, perceived usefulness, and attitude. ERP knowledge is conceptualized and operationalized as a second-order formative construct with three reflective dimensions: business process knowledge, enterprise systems knowledge, and transaction skill knowledge. Additionally, a model is developed based on predominant theories of IS acceptance and tested using survey data and an intervention in which 248 professionals from three different organizations use a real-world ERP system to manage virtual manufacturing firms in an accelerated real-time competitive simulation game. Using PLS SEM, results support the proposed model, suggesting that ERP knowledge is an important antecedent of ERP self-efficacy, perceived ease of use, perceived usefulness, and attitude.


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Presented results of Fall 2014 Academic Integrity research study. In this interactive session, we discuss how influencing freshmen and incoming international students could effect change in the academic integrity (AI) culture. Survey results of University of Arkansas freshmen and incoming international students as well as Colorado State University international students who were exposed to AI learning are presented and discussed. AI learning included on-line learning using the RAISE System for Academic Integrity Education. Preliminary results (based on attitudes and perceptions regarding AI, and pre/post AI learning sessions) indicate a significant increase in AI awareness and a positive change in attitudes and show promise in enhancing awareness and attitudes.


Decision makers’ cognitive capabilities cannot keep pace with the ongoing exponential growth in the available amount of data. Seeking to understand the resulting consequences, this paper addresses three research questions: How does information load in teams affect decision quality in the context of an integrated information system? How do the attributes of team members affect decision quality? How do the attributes of team members moderate the effects of information load in teams on decision quality? Building on prior literature, the proposed research model includes a curvilinear relationship between information load and decision quality, moderated by the decision-makers’ computer self-efficacy (CSE) and computer anxiety. The model is tested using empirical data from 95 dyads making
decisions within a business simulation. The results generally support the research model. More specifically, information load has a curvilinear relationship with decision quality, which is attenuated and reinforced by CSE and computer anxiety, respectively.


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The ability to effectively leverage information systems and data resources for decision making has become a key differentiator in successful organizations. Decision makers must be competent and confident in their use of information systems to gather, analyze, and act on data available to them through integrated enterprise systems. They must also be able to effectively communicate with others in their organization, in an adjacent cubicle or halfway across the world, to exchange information. Drawing upon the literature in the areas of cybernetic communication and human information processing, this paper develops a communication framework to model the circular and causal process of system usage that includes: gathering information about a current state; interpreting information into a problem space; deciding on a course of action to move closer to a desired state; enacting the decision; and subsequently gathering information to assess the impacts and updated state. Characteristics of decision makers are proposed to influence the processes by which communication into and out of IS impact performance in an IS-enabled decision making context, and the effect of media synchronicity on communication through IS in this context is also explored. The model is tested using data collected from individuals and dyads competing in a simulation game using SAP®, a market-leading Enterprise Resource Planning (ERP) system, to manage virtual organizations in an accelerated real-time environment. Performance for each dyad is analyzed as longitudinal panel data, with results generally supporting the proposed model and explaining 41 percent of the variance in operational performance. Implications for research and practice are discussed.


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Presented results of Fall 2013 Academic Integrity research study


The ability to effectively leverage information systems and data resources for decision-making has become a key differentiator in successful organizations. Knowledge workers must be competent, confident, and innovative in their use of information systems to gather, analyze, and act on data available to them through integrated enterprise systems. They must also be able to effectively communicate with others in their organization, in an adjacent cubicle or halfway across the world, to exchange knowledge and share information and insights. This study explores the effects of individual IT attributes and aspects of system use on dyad performance in a complex task environment, and investigates the moderating effects of lean media communication on the relationships of those factors to task performance.

Drawing on previous research of individual IT attributes (computer self-efficacy, computer anxiety, personal innovativeness, and computer playfulness), and following a staged approach to develop a contextualized model of system usage as a framework of cybernetic and socio-psychological communication, a model is proposed to explain task performance in a simulated business environment. The model is extended to include the effects of lean-media communication on relationships to performance. The model is tested using data collected from individuals and dyads competing in a simulation game using SAP®, a market-leading Enterprise Resource Planning (ERP) system, to manage virtual organizations in an accelerated real-time environment. Quarterly performance for each dyad is analyzed as longitudinal panel data, with results generally supporting the model and explaining 24-30% of the variance in dyad performance. This study proposes a communication framework through which system usage can be measured, illuminates the effects of lean-media communication on performance-affecting factors, and advances understanding of how individual IT attributes and system use affect outcomes.

Mullins, J. K. (Presenter Only), Cronan, P. (Leader), Shah, V. S. (Presenter Only), Hammer, B. (Presenter Only), University of Arkansas, "Teachable Moments: Freshman Attitudes and Knowledge "Changing the AI Culture"," University of Arkansas. (November 29, 2012).

Presented initial results of Fall 2012 Academic Integrity research study to senior university administrators.

Publications - Teaching Related

Conference Proceeding (Accepted)

Publications - Research Related

Journal Article (Paper Under Review)
Mullins, J. K., Cronan, P. "Game Changer: Using Gamified Enterprise Systems Training to Promote Self-Efficacy and Attitudes through Knowledge".

Journal Article (Accepted)
Mullins, J. K., Sabherwal, R. "Gamification: A cognitive-emotional view". Published online, awaiting journal issue assignment.
Successful gamified systems engage players by eliciting their positive and negative emotions. However, prior literature provides little guidance on how to create emotional experiences through gamified design. This paper reviews work in psychology and neuroscience to examine the interactive processes of cognition and emotion and connect them to gamification. More specifically, it draws upon a model of the cognitive structure of emotions and the mechanics–dynamics–emotions framework for gamification to advance a cognitive–emotional view of gamification.

Journal Article (Revise and Resubmit)

Serious games and gamification offer opportunities for organizations to engage their stakeholders in a variety of ways, but high failure rates and a lack of guidance pose serious challenges. Research on these phenomena has uncovered an array of positive, mixed, and negative outcomes associated with the use of game design elements in non-gaming contexts. However, research in this area is nascent with calls for greater theorizing and attention to context. To address the practical challenges, the inconsistent empirical findings, and the calls for theory, we develop a model that explains the impacts of common performance-based game design elements (i.e., points and ranking) on behavioral and perceptual outcomes in a serious game context. In doing so, we extend the nomological network of cognitive absorption and IS acceptance to include elements of game design and IS use behaviors. We test this model through longitudinal and cross-sectional analyses of data from 259 individuals using a real-world enterprise resource planning (ERP) system. Results indicate general support for the proposed model, highlighting the differential effects of the two performance-based game design elements and suggesting boundary conditions for some previously accepted relationships in the context of serious games.

Conference Proceeding (Accepted)

The success of gamified systems depends on their ability to engage players by eliciting both positive and negative emotions, but little guidance exists on creating emotional experiences through gamified design. This paper reviews work in psychology and neuroscience to highlight the interactive processes of cognition and emotion, and describes their relevance to gamification. Drawing on a model of the cognitive structure of emotions, and the mechanics-dynamics-emotions (MDE) framework for gamification, this paper advances a cognitive-emotional perspective on gamification and provides general propositions and directions for future research.

Journal Article (Published)

Academic integrity (AI) violations on college campuses continue to be a significant concern that draws public attention. Even though AI has been the subject of numerous studies offering explanations and recommendations, academic dishonesty persists. Consequently, this has rekindled interest in understanding AI behavior and its influencers. This paper focuses on the AI violations of plagiarism and sharing homework for freshman business students, examining the factors that influence a student’s intention to plagiarize or share homework with others. Using a sample of more than 1300 freshman business students over two years, we modeled intent to plagiarize and intent to share homework using factors in the Theory of Planned Behavior (TPB) in addition to past violation behavior and moral obligation (feelings of guilt). Based on the results of this study, attitude, perceived behavioral control, subjective norm, and in addition past behavior and moral obligation, were found to significantly influence an individual’s intention to violate academic integrity (for plagiarism and sharing homework when asked not to do so), explaining 33% and 35% of the variance in intention to commit an AI violation for sharing homework and plagiarism respectively. These results contribute to a better understanding of individuals’ motivations for plagiarizing and sharing homework, which is a necessary step toward reducing academic integrity violations.
Journal Article (Revise and Resubmit)
Mullins, J. K., Sabherwal, R. "Beyond Information: Cognitive Overload in Decision Making". In making decisions, organizations need information. They rely on individuals and teams, who have cognitive limitations, resulting in a tension with organizational access to increasing amounts of information. Therefore, this paper investigates the relationship between information volume and decision performance, especially the potential for cognitive overload, and how decision makers’ dispositional attributes – computer self-efficacy, computer anxiety, and learning goal orientation – influence this relationship. We develop a theoretical model using cognitive load, information processing, and social cognitive theories. Empirical data on system use behaviors and decision outcomes is collected over time from 117 dyads, who used an enterprise resource planning system to make decisions for a competitive virtual firm in a business simulation, and supplemented with survey data. The results support the theoretical model, indicating a curvilinear relationship between information volume and decision performance, which is reinforced by decreasing computer self-efficacy, increasing computer anxiety, and increasing learning goal orientation.

Journal Article (Accepted)
Cronan, P., Mullins, J. K., Douglas, D. E. "Changing the Academic Integrity Climate on Campus Using a Technology-Based Intervention". Ethics & Behavior, issue2. February 17, 2017. 89-105. Academic integrity (AI) violations on college campuses continue to be a significant concern that draws public attention. Even though AI has been the subject of numerous studies offering explanations and recommendations, academic dishonesty persists. Consequently, this has rekindled interest in understanding AI behavior and its influencers. This paper focuses on the AI violations of plagiarism and sharing homework for freshman business students, examining the factors that influence a student’s intention to plagiarize or share homework with others. Using a sample of more than 1300 freshman business students over two years, we modeled intent to plagiarize and intent to share homework using factors in the Theory of Planned Behavior (TPB) in addition to past violation behavior and moral obligation (feelings of guilt). Based on the results of this study, attitude, perceived behavioral control, subjective norm, and in addition past behavior and moral obligation, were found to significantly influence an individual’s intention to violate academic integrity (for plagiarism and sharing homework when asked not to do so), explaining 33% and 35% of the variance in intention to commit an AI violation for sharing homework and plagiarism respectively. These results contribute to a better understanding of individuals’ motivations for plagiarizing and sharing homework, which is a necessary step toward reducing academic integrity violations.

Conference Proceeding (Accepted)
Bristow, S. E., Serrano, C. I., Mullins, J. K. "Online versus Flipped Learning: Understanding Factors that Shape Student Success in ERP Courses". 2016.

Journal Article (Published)
Cronan, P., Douglas, D. E., Mullins, J. K. "An Online Graduate Certificate Credential Program at the University of Arkansas", in Reshaping Society through Analytics, Collaboration, and Decision Support; Role of Business Intelligence and Social Media". Annals of Information Systems, 2015. 239-247. Business, Analytics and Big Data have become a very popular topics in recent years. Many universities are gearing up to meet the reported demand people with these skills. This paper shares background, principles, and processes in the development of an online Business Analytics Graduate Certificate Credential program consisting of four graduate courses (each three semester hours). Innovative use of technology is incorporated into all four of the courses to ensure consistency and quality content across courses. The four courses are (1) IT Toolkit—designed to level students (especially those students who do not have an adequate IT background), (2) Decision Support and Analytics – an introduction to statistical analytics with a focus on what the data is telling us, (3) Database Management Systems – a focus on sourcing, preparing, storing and retrieval for data and (4) Business Intelligence – a focus on the discovery of knowledge from data and model development using data mining including social media. Included are the efforts, activities, software, hardware, concepts, teaching philosophy, and
desired outcomes for the graduate credential certificate program. The paper should be very valuable to all those teaching or planning to teach in the Business Analytics area.

Journal Article (Conditionally Accepted)
This paper focuses on the use of a technology-based intervention to change academic integrity (AI) knowledge and attitudes. Using a total sample of over 5000 freshman students drawn from two major Midwestern universities in the U.S. over a three year period, an online intervention was used to determine whether AI knowledge and attitudes could be changed. Based the results of this study, AI knowledge and attitudes can be improved using an online intervention. These results contribute to a better understanding of the AI climate on campus and suggest technology-based interventions can be used to enhance knowledge and change attitudes toward AI on campus.

Conference Proceeding (Published)

Educationally Related Presentations and Workshops

Invited to speak on the topic of the citizen data scientist and the role in business.

Invited to speak on data integration and data quality alongside Richard Wang (MIT, Arkansas CDO) and Doug Palette (Cisco Systems).

Abstract: The key to superlative information management is accurately determining the nature of the data, including where it came from, where it resides, its format, who owns it, who plans to use it, and how it will be accessed and used. These questions can be tedious and even painful to answer but they are critical steps to optimizing security and getting the most out of analytics. This session focuses on building a solid foundation through effective data management.

Invited to participate as a panelist alongside faculty from University of Texas Dallas, Georgia College & State University, and Southern University and A&M

Invited and proposal accepted for a panel on analytics and higher education.

"Online Delivery of ERPsim", presented at HEC Montreal Luncheon, Local, Sponsored by HEC Montreal, Accepted. (July 14, 2016).
Sharing experiences from online delivery of the ERPsim game. Joined via Skype by Susan Bristow and Christina Serrano.

"Game Play: Online Delivery of ERP Simulation Game", presented at SAP Academic Conference Americas, International, Accepted, Published in Proceedings. (February 18, 2016).

"Business Analytics and Big Data - Available Resources; Preparing the Next Generation of Knowledge Workers", presented at Hawaii International Conference on Systems Sciences, International, Sponsored by IEEE, Accepted. (January 5, 2016).
"Pen & Paper/iPad/Smart Phone", presented at Dead Day Teaching Symposium, Local, Sponsored by University of Arkansas TFSC, Accepted. (May 2, 2014).
Discussing and illustrating how technology can enhance curriculum and learning, covering options for different levels of technology comfort and different ways in which technology can be used.

"Online Learning Methodology", presented at Teaching Camp, Local, Sponsored by University of Arkansas TFSC, Accepted. (August 6, 2013).
Sharing experiences from blended and online delivery courses, emphasizing a "no compromise" approach to developing and teaching online while recognizing the strengths and limitations of online delivery.

"Integration of ERPsim and GBI Curricula", presented at ERPsim Workshop, Level 2 Training, International, Sponsored by HEC Montreal, Accepted. (June 12, 2013).
As an attendee at the workshop, and a long-time partner with HEC, I was asked during the workshop to present our unique approach to integrating the ERPsim game with Global Bike, Inc. (GBI) lab exercises in our curriculum.

Invited to conduct a workshop in January 2013, but was unable to accept the invitation due to competing commitments


"Continuing Education in Information Technology", presented at NWA .NET User Group Meeting, Local, Sponsored by NWA .NET User Group, Accepted. (October 12, 2010).
In the IT field, you have to keep learning. Whether you keep learning because you want to, or because you have to (if you don’t, someone else will), many options exist for IT professionals to expand the breadth and depth of their skill sets. This presentation will explore several different options for continuing education in the IT field, including self-learning, traditional training, conferences, and a couple of interesting part-time graduate school programs.

Co-presented an ERPsim Overview webinar with Pierre-Majorique Leger from HEC Montreal.

"Continuing Education in Information Systems", presented at Arkansas DIS Employee Forums, State, Sponsored by Arkansas Department of Information Systems, Accepted. (July 8, 2010).
Presented information on part-time programs in Information Systems as a featured guest speaker at employee forums.

Presentation of ERP & BI Certificate opportunities in WCOB undergraduate and graduate programs

Research Honors and Awards

HICSS 2018 Doctoral Consortium - applied, was accepted, and attended.

ICIS 2018 Doctoral Consortium - applied, was accepted, and attended the premier consortium event in our field.

SERVICE
Consulting

For Profit Organization, Moez Limayem; Sam M. Walton College of Business, University of, AR. (August 2010 - December 2011).
Designed and developed a movie "recommendation agent" to assist in research experiments.

Academic, ERPsim Labs, Montreal, CA. (April 2010 - November 2010).
Key contributor to redesigned ERPsim game payment model, and assisted in continued development of ERPsim related knowledge assessment instruments.

University Service

College/School

Revamped Sam's Club and Dillard's enterprise data sets to maximize data integrity and quality, clarify models, and clean up documentation.

* Presentation/promotion of analytics classes during MACC orientation 8/16
* Tyson Analytics Community Summit presentation 11/15
* Tyson meeting for analytics collaboration brainstorming 12/19
* EMBA info session for analytics focus study area 4/7

Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings as scheduled, as well as individual advising and discussions with ES director and associate directors on topics related to enterprise systems and data sets.

Attended ITRI Luncheon on 2/5

Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings as scheduled, as well as individual advising and discussions with ES director and associate directors on topics related to enterprise systems and data sets.

Attended ITRI Luncheon on 8/31
Attended ITRI Board Meeting on 9/15

Committee Member, Assurance of Learning (AOL) Task Force. (November 2016 - 2017).
Participated in AOL task force to help ensure alignment of AOL practices and preparation for upcoming AACSB visit

Committee Member, GSB Associate Director Search Committee. (October 2017).
Assisted in evaluation, interview, and selection of new GSB Associate Director for Recruiting.

Committee Member, Enterprise Systems. (2016).
Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director.

Attended ITRI Luncheon on 8/31
Attended ITRI Board Meeting on 9/15

Committee Chair, ISYS Assistant Director Search Committee. (April 2016).
Assisted in evaluation, interview, and selection of new ISYS Assistant Director for Graduate Programs.
Committee Member, GSB Assistant Director Search Committee. (January 2016). Assisted in evaluation, interview, and selection of new GSB Assistant Director.

Committee Member, ISYS Associate Director Search Committee. (January 2016). Assisted in evaluation, interview, and selection of new ISYS Associate Director / Instructor.

Committee Member, Walton Tech Center System Administrator Search Committee. (January 2016). Assisted in evaluation, interview, and selection of new Tech Center system administrator.

Committee Member, Enterprise Systems. (2015). Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director.

Attended ITRI Board Member pre-meeting dinner on 3/30.

Presented ITRI Board Meeting update on MIS programs 3/31.

Committee Member, GSB Assistant Director Search Committee. (April 2015). Assisted in evaluation, interview, and selection of new GSB Assistant Director.

Committee Member, Enterprise Systems. (2014). Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director.

Attended ITRI Board Member dinner with Glen Endress of COP, met with Michael Goul from Arizona state on Analytics, and met with John Tully from SAP on SAP Curriculum.

Facilitated and participated in a full-day visit to Walmart Global Integrated Processes (GIP/SAP team) to visit with key stakeholders in their SAP projects.

Facilitated analytics meetings with faculty from other departments (supply chain 1/22, accounting 2/13).

Committee Member, Enterprise Systems. (2013). Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director.

Committee Member, GSB Assistant Director Search Committee. (August 2013 - September 2013). Participated in the search for a new Assistant Director, as well as in the interview process for both assistant director positions hired this year. Reviewed candidates to narrow and discuss, provided feedback and insights on valuable characteristics and perceptions of applicants.

Committee Member, Enterprise Systems. (2012). Supported ES efforts through attendance of board meetings (ITRI, ECSC, ITRI/ISYS Faculty Luncheons) and ES faculty meetings, as well as individual advising with ES director and associate director; helped conceive, develop, and execute the idea of a "meet and greet" forum for ISYS majors following the ECSC meeting in Fall 2012.


Recommender, SURF Grant. (October 2011).
Provided SURF Grant recommendation letter for Joseph Hogan

Workshop Organizer, Walmart ERP Collaboration. (October 2011).
Facilitated collaborative meeting between Walmart SAP project team leaders from business & ISD, and ISYS faculty, to further develop our relationship with Walmart, with the aim of Walmart recruiting more students with ERP skills, and Walton recruiting more professionals for ERP courses.

Guest Speaker, NWACC Transfer Days. (January 2011).
Attended NWACC Transfer days as a Walton College & ISYS Department representative to help answer questions about the ISYS program and transfer requirements.

Guest Speaker, NWACC Transfer Days. (October 2010).
Presented ISYS major and transfer process information to 6-10 computing classes at NWACC.

Committee Member, Enterprise Systems Associate Director - Selection Committee. (June 2010).
Assisted in reviewing, interviewing, and selecting candidates for the position of Associate Director of Enterprise Systems for the Walton College

Attendee, Meeting, Microsoft Appreciation Day. (April 2010).
Attended Microsoft Appreciation Day event

Department
Committee Member, ISYS Course Scheduling Committee. (2013 - Present).
An informal committee consisting of Drs. Sabherwal, Cronan, and Bristow, in addition to myself. 2-3 times per semester, we meet to plan and rationalize the ISYS department class schedule.

Committee Member, ISYS Undergraduate Curriculum Committee. (August 2012 - Present).
Assist in guiding undergraduate curriculum and program decisions for the ISYS department;

Committee Member, MIS Advisory Committee. (January 2007 - Present).
I serve on the MIS advisory committee as a faculty member and in my capacity as Associate Director of MIS programs. I organize and facilitate application review, admissions, and coordinate with the GSB on behalf of the committee. I also work with the committee when curriculum, faculty, or individual student issues require attention. Note that the hours specified for this activity indicate the amount I feel is reasonable as a faculty member, not in my capacity as Associate Director (which is much more substantial).

Committee Member, Dan Ferritor Award Task Force. (November 2018 - December 2018).
Worked with Susan Bristow and Elizabeth Keiffer to construct a narrative and application packet for the Dan Ferritor Service Award for the department.

Served as Marshal for MIS students in the Walton College commencement ceremony in May

* Actively participated in Clinical and Tenure Track faculty interview processes in Spring 2018.
* Attended BGS induction banquet on 3/13
* Lunch meeting with Google on 9/20
* 8/31 BBRL users meeting to support department interests in the lab
* 4/25 Met with HEC Montreal faculty on EDGE analytics simulation for potential curriculum integration
* Supported department in recruiting, advertising, reviewing and editing communications, and various other ways.

Served as Marshal for MIS students in the Walton College commencement ceremony in May
Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Walmart, First Orion, J.B. Hunt, Tyson.

* Ad-hoc subcommittee member for ISYS 1123 (April 6)
* Walton Honors Ceremony attendee, awarding regalia to Joshua Parisi
* Presentation/promotion of analytics classes during MACC orientation 8/17
* Actively participated in Clinical and Tenure Track faculty interview processes in Spring 2017 and Fall 2017.
* Attended BGS induction banquet on 3/14
* Interdisciplinary meeting on VR/AR/Game Design (12/11)
* BA minor faculty/student feedback meeting on 12/12
* Supported department in recruiting, advertising, reviewing and editing communications, and various other ways.

Attendee, Graduation, Commencement. (2016).
Attended Walton College commencement ceremony in May

Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Tata, Global Shop Solutions, and J.B. Hunt.

Faculty Participant, Misc. ISYS Dept. Service. (2016).
* Volunteered to assist with IT Showcase on 10/31
* Actively participated in Clinical and Associate Director Faculty interview processes in Spring 2016.
* Actively participated in Senior Faculty interview process in Spring 2016.
* Actively participated in Assistant Faculty interview process in Fall 2016
* Attended BGS induction banquet on 3/8
* Supported department in recruiting, advertising, reviewing and editing communications, and various other ways.

Attended Walton College commencement ceremony in May, and served as MIS marshal

Acted as a customer and subject-matter (MIS Program Administration) expert to answer questions about requirements for ISYS 4363 projects;

Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including PWC, SAP, and Tyson.

Assisted in identification of guest speakers for ISYS 2103 course in Spring 2015.

Actively participated in Clinical Faculty interview process in Spring 2015.

Supported department in recruiting, advertising, reviewing and editing communications, and various other ways.

Committee Member, NTTT Peer Review Committee. (February 2015).
Participated in NTTT peer review process as assigned

Attendee, Graduation, Commencement. (2014).
Attended Walton College commencement ceremony in May, and served as MIS marshal

Acted as a customer and subject-matter (MIS Program Administration) expert to answer questions about requirements for ISYS 4363 projects;

Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Tyson, Dillard's, and Walmart.

Attended departmental receptions and recruiting events for ISYS students, visited with prospective ISYS students, and provided feedback and ideas on various occasions regarding the recruiting, retention, and communication processes for ISYS students.

Guest speaker for colleagues in ISYS 3293 (6/13) and WCOB 4223 (9/3).

Guest speaker for AIS Meeting - Career Fair Readiness Panel (9/25).

Guest speaker for MSSU senior project class (3/11) and CIS club (10/30) in Joplin, MO.

Guest Speaker, ISYS 2263 Video Shoot. (October 2014).
Recorded videos for the redesigned ISYS 2263 course with global campus to introduce concepts in database and ERP

Committee Member, NTTT Peer Review Committee. (February 2014).
Participated in NTTT peer review process as assigned

Attendee, Graduation, Commencement. (2013).
Attended Walton College commencement ceremony in May, and served as an undergraduate ISYS Marshal; also attended December all-University commencement.

Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Koch, IBM, and Walmart.

Committee Member, IT Day. (March 2013).
Assisted in the planning and execution of IT Day

Committee Member, IT Day. (March 2013).
Assisted in the planning and execution of IT Day

Committee Member, NTTT Peer Review Committee. (February 2013).
Participated in NTTT peer review process as assigned

Acted as a customer and subject-matter expert to answer questions about requirements for ISYS 4363 projects; helped support a pilot project for students carrying a database course project forward into ISYS 4363 for Fall 2012

Facilitated and/or participated in meetings between career services, ISYS leadership, and several companies establishing hiring relationships with the college, including Hilti, Mustang Fuel, Cognizant, CapSpire, and Merkle.

Committee Member, IT Day. (March 2012).
Assisted in the planning and execution of IT Day
Acted as Marshal for MIS students at May commencement, and attended December commencement.

Acted as a customer and subject-matter expert to answer questions about requirements for the Spring and Fall ISYS 4363 projects, and assisted in the evaluation of near-final products.

Student Recruiter, Information Systems Recruiting. (April 2011).
Presented ISYS major information undergraduate "core" class.

Committee Member, IT Day. (March 2011).
Assisted in the planning and execution of IT Day (only setup and cleanup this year due to recruiting schedule conflict)

Attendee, Meeting, NTTT Peer Review Committee. (February 2011).
Participated in NTTT peer review process as assigned

Acted as a customer and subject-matter expert to answer questions about requirements for the Spring and Fall ISYS 4363 projects, and assisted in the evaluation of near-final products.

Student Recruiter, Information Systems Recruiting. (September 2010).
Presented ISYS major information to 3 undergraduate "core" classes.

Attendee, Meeting, NTTT Peer Review Committee. (February 2010).
Participated in NTTT peer review process as assigned

Student Organization
With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal; this year's team of 4 consisted of students in the full-time and Professional MIS programs

I served as a co-advisor to CSSA along with Carole Shook, Vikas Anand, and Gary Peters. I provide support for the organization as requested and attend events when schedule permits.

I am the faculty sponsor for the University of Arkansas chapter of the .NET User Group. As the sponsor, I assist in planning and marketing events, connecting our group with professionals in the area, and general guidance and support for the student organization. We held 1 meeting this year, and were unable to find students interesting in serving as officers for AY 2012-2013.

I am the faculty sponsor for the University of Arkansas chapter of the .NET User Group. As the sponsor, I assist in planning and marketing events, connecting our group with professionals in the area, and general guidance and support for the student organization. We held 4 meetings this year and increased our attendance and membership significantly.

I am the faculty sponsor for the University of Arkansas chapter of the .NET User Group. As the sponsor, I assist in planning and marketing events, connecting our group with professionals in the area, and general guidance and support for the student organization.

Professional Service
Provided significant assistance to several students for professional placement, including letters of
recommendation, serving as a reference, career advising, and making students aware of
opportunities.

Student Placement, Student Placement Assistance. (2017).
Provided significant assistance to several students for professional placement, including letters of
recommendation, serving as a reference, career advising, and making students aware of
opportunities.

With a group of full-time MIS students, attended an APAN meeting and networking event, and a
follow-up discussion about the MIS programs and the indirect spend management team at
Walmart.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2017).
With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual
International ERP Simulation Competition hosted by HEC Montreal; this year's team of 4
consisted of students in the full-time MIS program

Student Placement, Student Placement Assistance. (2016).
Provided significant assistance to several students for professional placement, including letters of
recommendation, serving as a reference, career advising, and making students aware of
opportunities.

Committee Member, MSSU CIS Program Advisory Committee. (April 2013 - 2016).
I was invited in 2013 to serve on the MSSU CIS Program Advisory Committee as the Associate
Director of the MIS program, to represent the interests and perspectives of an outstanding IS
graduate program in shaping MSSU's undergraduate CIS curriculum.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2016).
With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual
International ERP Simulation Competition hosted by HEC Montreal; this year's team of 4
consisted of students in the full-time MIS program

Student Placement, Student Placement Assistance. (2015).
Provided significant assistance to several students for professional placement, including letters of
recommendation, serving as a reference, career advising, and making students aware of
opportunities.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2015).
With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual
International ERP Simulation Competition hosted by HEC Montreal; this year's team of 3
consisted of students in the full-time and Professional MIS programs

Student Placement, Student Placement Assistance. (2014).
Provided significant assistance to several students for professional placement, including letters of
recommendation, serving as a reference, career advising, and making students aware of
opportunities.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2014).
With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual
International ERP Simulation Competition hosted by HEC Montreal; this year's team of 3
consisted of students in the full-time MIS program

Student Placement, Student Placement Assistance. (2013).
Provided significant assistance to several students for professional placement, including letters of recommendation, serving as a reference, career advising, and making students aware of opportunities.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2013). With Susan Bristow, co-coached a competitive team of full-time MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal; this year the 3 team members were in 3 different countries, and the 2 coaches were in 2 different countries for the final "virtual" competition!

Student Placement, Student Placement Assistance. (2012). Provided significant assistance to several students for professional placement, including letters of recommendation (4-6), career advising, and making students aware of opportunities.

Student Org Advisor (Non-Professional Org), International ERP Simulation Competition. (May 2012). With Susan Bristow, co-coached a competitive team of Professional MIS students in the annual International ERP Simulation Competition hosted by HEC Montreal

Student Placement, Student Placement Assistance. (2011). Provided significant assistance to several students for professional placement, including letters of recommendation (5-10), career advising, and making students aware of opportunities.

Student Placement, Student Placement Assistance. (2010). Provided significant assistance to several students for professional placement - Sawyer Burnett, Adam Lawless, Sichen Dong, and Jacob Hendricks. All of those students were employed in the position for which I provided assistance and/or recommendations. I also provided assistance and recommendations for several other students.

Of particular note was the placement of Justin Jones, a former database student, who was the first "new hire" to ever be placed as an Oracle DBA at ConocoPhillips. I did not provide direct assistance or a recommendation for this position, but it reflects the skills Justin developed in the database class.

I also provided placement assistance to MIS students for internships, collecting & distributing resumes, etc.

Public Service

Attendee, Meeting, AUTIS Board Meeting. (November 2010). Attended AUTIS Board Meeting on 11/10 and provided feedback regarding students, curriculum, and ideas for collaboration between the UA and AUTIS organizations

Interaction with Industry, City of Fayetteville. (May 2010). Met with Heather Sprandel and Julie McQuade to discuss opportunities for collaboration and recruiting between the City of Fayetteville and the Information Systems department.

Service Honors and Awards

Service, University

Outstanding Team Achievement Award, Sam M. Walton College of Business, Service, University, (2017). The mission of this team was to more effectively align the MIS program with the mission of the Walton College, and specifically with the strategic endeavor of Data Analytics.
Sebastian W. Schuetz
University of Arkansas
Information Systems
WCOB 209
Qualifications: Scholarly Academic
Sufficiency: Participating
Email: swschuet@uark.edu

Education

PhD, City University of Hong Kong, 2017.
   Emphasis/major: Information Systems

MSc, University of Mannheim, 2014.
   Emphasis/major: Business Informatics

BS, University of Mannheim, Germany, 2011.
   Emphasis/major: Business Informatics

Professional Licenses and Certifications

ERPsim Certified Instructor, HEC Montreal. (September 2017 - Present).
Certification to instruct the ERP Sim Game

WORK EXPERIENCE

Professional Positions

Professional
   Internships in multiple positions in the area of ecosystem and channel development in Walldorf, Germany
   (Jan. 2011 to June 2012; Jan. 2013 to Dec. 2014); intercepted by an abroad placement in Dubai, United Arab Emirates (July 2012 to Dec. 2012); followed by a master thesis position in the area of platform strategy in Walldorf (6 months in 2014).
   Business analytics; ecosystem growth and coverage/gap analysis
   Quarterly sales reports (revenue, deals, pipeline)
   Support of partner on-boarding and certification

Teaching Experience

University of Arkansas
   ISYS 4213 - ERP FUNDAMENTALS, 2 terms.
   ISYS 5213 - ERP FUNDAMENTALS, 4 terms.

RESEARCH

Editorial Activities


"ECIS", AIS, Associate Editor, International. (2017 - Present).


Presentations Given


Schuetz, S. W., Summer Research Workshop, City University of Hong Kong, "Why organizations should tell better horror stories." (2016).

Schuetz, S. W., Summer Research Workshop, City University of Hong Kong, "Being prisoner to our past: Using privacy experiences to inoculate motivation to perform privacy-protective behaviors.." (2015).


Publications - Research Related

Journal Article (Published)

Journal Article (Rejected)
Schuetz, S. W., Lowry, P. B., Pienta, D., Thatcher, J. B. "Improving the efficacy of security fear appeals through concrete threat representations: A construal level approach". Finished paper. Recently rejected at ISR. Will resubmit to JMIS within the month.

Journal Article (Rejected)
Schuetz, S. W., Thatcher, J. B., Lowry, P. B. "More than fear: Proposing a pluralistic framework of emotions to improve theory, research, and practice of information security appeals". Finished paper. Was rejected and will be resubmitted to another journal.

Journal Article (Rejected)
Schuetz, S. W., Lowry, P. B., Pienta, D., Thatcher, J. B. "On the design of information security threat messages: The effects of temporal framing and message abstractness". Finished paper. Recently rejected, will be sent to ISR within the next few weeks after addressing reviewers' comments.
Magazine/Trade Publication (Accepted)

Journal Article (Revise and Resubmit)

Journal Article (Paper Under Review)
Hull, D. M., Schuetz, S. W., Lowry, P. B. "Tell Me a Story: Using Narrative-based Content Design to Enhance the Performance of Security Education, Training, and Awareness (SETA) Programs".

Journal Article (Revise and Resubmit)
Schuetz, S. W., Hull, D. M., Lowry, P. B., Roberts, T. L. "Toward security management that enhances organizational performance by mitigating risk: A critical review and proposed research roadmap".

Conference Proceeding (Accepted)

Conference Proceeding (Published)
Schuetz, S. W. "Off the leash: The meaning of non-punitive security approaches to organizational insiders". ICIS.

Journal Article (Working Paper)
Schuetz, S. W. "Better than horror stories: An empirical investigation of emotion appeals as behavioral interventions".

Journal Article (Rejected)
Schuetz, S. W. "More than fear: A pluralistic framework of emotions in information security appeals".

Journal Article (Working Paper)
Schuetz, S. W. "Preventing spear-phishing victimization through concrete and abstract fear appeal construals: A field experiment grounded in construal-level theory and protection-motivation theory".

SERVICE

University Service

Department
- Member, Research Committee. (October 2017 - Present).
- Member, Graduate Committee. (October 2018 - October 2019).
- Committee Member, PhD Committee. (October 2017 - October 2018).
- Committee Member, Search Committee for Associate Professor Position. (October 2017 - June 2018).
Remko van Hoek
University of Arkansas
Supply Chain Management
Qualifications: Other
Sufficiency: Participating
Email: rvanhoek@uark.edu

WORK EXPERIENCE

Teaching Experience

University of Arkansas
SCMT 3613 - SUPPLY MANAGEMENT, 10 terms.
SCMT 5683 - SUPPLY CHAIN MGMT GLOBAL, 3 terms.

Non-Credit Instruction Taught

(December 2018).
(November 2018).
(June 2018).

RESEARCH

Editorial Activities


Presentations Given

van Hoek, R., "Demystifying Blockchain." (September 2018).
van Hoek, R., CSCMP, "Don't build a bridge to nowhere." (September 2018).

Publications - Research Related

Journal Article (Published)

Journal Article (Published)
Godsell, J., Birtwistle, A., van Hoek, R. "Insight from industry Building the supply chain to enable business alignment: lessons from British American Tobacco (BAT)". Citeseer.


van Hoek, R. "Building more agile supply chains". GLOBAL LOGISTICS. 2010. 92.


van Hoek, R., Johnson, M. "Sustainability and energy efficiency: research implications from an academic roundtable and two case examples". Emerald Group Publishing Limited. 2010. 148--158.
University Service

College/School
Member Marketing Committee. (August 2018 - Present).
Committee advises the Dean on marketing

Professional Service

Board of Directors, CSCMP. (2006 - December 2019).
Member and past chair of the board of directors

Service Honors and Awards

Other
Plowman Award, CSCMP, (2018).
Donnie F. Williams  
University of Arkansas  
Supply Chain Management  
Email: dfw003@uark.edu

WORK EXPERIENCE

Teaching Experience

University of Arkansas
SCMT 2103 - INTRO TO SUPPLY CHAIN, 3 terms.
SCMT 4633 - TRANSPORTATION ANALYTICS, 2 terms.

RESEARCH

SERVICE
Master of Science in Supply Chain Management

Appendix D

Course Evaluation
**Demographics**

UofA Student Demographics

Your class

Freshman  Sophomore  Junior  Senior  Graduate  Other

Expected grade

A/PASS  B  C  D  F/FAIL

Your college:

College of Education and Health Professions
College of Engineering
Dale Bumpers College of Agricultural, Food and Life Sciences
Fay Jones School of Architecture
J. William Fulbright College of Arts and Sciences
Sam M. Walton College of Business
School of Law
Graduate School
UNDECLARED

Course required

Yes  No
**Unviversity Core Course**

Overall, I would rate this course as:

- Excellent
- Good
- Fair
- Poor
- Very Poor

**University Core Instructor**

Overall, I would rate this instructor as:

- Excellent
- Good
- Fair
- Poor
- Very Poor

My Instructor is fluent in English

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

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<thead>
<tr>
<th>WCOB College Core: Course Questions</th>
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<th>Course Based Questions</th>
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When I have a question or comment I know it will be respected.

- Strongly Agree
- Agree
- Undecided
- Disagree
- Strongly Disagree

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<th>WCOB College Core: Instructor Questions</th>
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<th>Instructor Based Questions</th>
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My instructor displays a clear understanding of course topics.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

My instructor is actively helpful when students have problems.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

My instructor displays enthusiasm when teaching.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree

My instructor seems well-prepared for class.

Strongly Agree  Agree  Undecided  Disagree  Strongly Disagree