

UNIVERSITY OF WISCONSIN-WHITewater
FORMAT FOR AUDIT AND REVIEW SELF-STUDIES
UNDERGRADUATE PROGRAMS

Program Title: Operations Management

Review Date: 2007-2008

Those programs in which Audit and Review for the undergraduate and graduate programs occurs during the same academic year must submit separate self-studies for the undergraduate and graduate programs (total of two self-studies).

Attach Audit and Review Evaluation Report from last review as Appendix A. [Note; accessible at: <http://acadaff.uww.edu/AuditReview/>].

Attach a list of any accreditation that the program has attained as Appendix B.

I. Program Purpose and Overview

A. Centrality

Describe the centrality of the program to the core values, and mission of the University of Wisconsin-Whitewater. UW-W's core values and mission statement are located at: <http://www.uww.edu/mission.php>. Include a discussion of how the program addresses diversity and global awareness issues.

Centrality of the program to the core values and the mission of the UWW: "To encourage and maintain a high level of personal and professional integrity in all University life and activities."

The OM major supports the specific core values and the mission of the University's Strategic Plan in the following ways:

a. Commitment to the pursuit of knowledge and understanding:

A variety of methods are used to help students learn including: Cases, Experiential exercises, Plant tours, Guest speakers, Studies in real companies, Research papers Internet and other technology-based based assignments, Team based assignments Travel study courses (CEE, Japan and China). The educational experiences are broad enough to support our students as they progress through their career paths.

b. Development of the individual:

The program faculty and staff assist students in developing and achieving their personal and professional goals through assignments that enhance communication skills, require coordination and teamwork. Program faculty and staff are available to students for formal and informal advising, mentoring and counsel.

c. Personal and professional integrity:

Faculty and staff in the OM area emphasize the importance of respecting copyright laws, following the policy against plagiarism both in the classroom and through activities of student chapter of APICS.

d. Commitment to serve:

The student organization (APICS) is actively involved with community reach programs. OM students participate in a variety of community activities (i.e. adopt a

lot).

e. Commitment to develop a sense of community, respect for diversity, and global perspectives:

For our students to be effective managers we discuss (within and outside of the classroom) the importance of diversity in the management of operations. To give our students awareness of these issues we have changed the content in several of our courses to include a sense of community, diversity and global perspectives.

f. To provide a range of undergraduate programs and degrees, including interdisciplinary programs, in letters, sciences, and the arts as well as programs and degrees leading to professional specialization:

Faculty members in the OM area are involved in developing and operating an integrated business-science major at UW-W. In addition, our major utilizes courses outside the department as electives and core courses.

g. To offer graduate education built clearly upon its undergraduate emphases and strengths with particular emphasis in the fields of business, education, communication, and human services:

The OM graduate emphasis (in-class and online) offers a range of courses consistent with and expanding on the foundation created by the undergraduate OM major.

h. Deliver state of the arts programs and services:

Improvement in courses and their content is being implemented with input from the OM Advisory group, contacts with industry and research.

i. To engage in scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its graduate programs, and its select mission:

Significant research in OM, service to campus student organizations (APICS, etc.) and active committee involvement characterize the extensive commitment and resulting performance of the educators in the program. All faculty members teaching in the OM and Supply Chain Management area have Ph.D.s in the relevant area and publish extensively in refereed journals. When a hiring need in the OM area arises at the academic staff level, we make an effort to recruit individuals with relevant industry experience to supplement academic credentials.

j. To create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them.

The conduct of OM area faculty and staff is consistent with UWW policies regarding these issues.

k. To serve as a regional cultural and economic resource center through its service initiatives:

The OM program is providing capable and competitive individuals to support service and manufacturing industries in Southern Wisconsin and Northeastern Illinois. By supplying OM majors we are providing a part of the "soft" infrastructure necessary to attract and retain companies locally. OM faculty also make presentations at industry meetings of APICS, ASQ and other forums.

l. To provide continuing education and outreach programs as integrated institutional activities:

OM faculty collaborate with GBRC and SBDC at UWW in offering continuing education and outreach programs. In addition, OM faculty are involved in offering relevant Fairhaven lectures to the local community.

m. To provide a variety of co-curricular activities to enhance out-of-class learning opportunities:
Students compete in industry sponsored case competitions, attend national, regional and local APICS industry meetings.

n. To encourage and maintain a high level of personal and professional integrity in all University life and activities:
OM area faculty and staff follow UWW code of ethics and the guidelines from professional organizations including APICS and ASQ.

2. Explain the relationship of the program to other programs at the University.

The basic operations management 306 is required by all COBE majors. In addition, electives offered by our major are also taken by management, integrated sciences and business, and economics majors. Also, OM majors take courses from ITBE, Marketing, Economics departments to fulfill OM core/elective classes.

3. List recommended actions made in the previous Audit and Review Evaluation Report and discuss how the program has responded to these recommendations (referring to Appendix A as necessary). We are very proud to have received **“Continuation without qualification.”**

The report lists 45 program strengths compared to 21 strengths from the earlier report. The program has worked diligently to further develop and maintain these strengths. The report also lists 7 program weaknesses compared to 6 weaknesses from the earlier report. The specific weaknesses and the area response are listed below.

Weakness:

a. Assessment plan still needs work in specification of student goals/learning objectives, and in the separation of student goals from program goals.

In order to diversify the assessment instruments the program continues to collect assessment-related data from alumni, the industry advisory board, the internship reports and UWW APICS student chapter surveys. The assessment plan we developed in response to a prior audit and review cycle in conjunction with consultations with Richard Telfer and considered a model for other programs.

b. The exit survey appears to be a student opinion survey (as opposed to an assessment of student skills, knowledge, performance.)

A number of other measures are now used to assess student skills, knowledge performance. We have historically been collecting pass rates of our graduates/students taking the APICS certification exams. We have now coupled this data with information on skills, knowledge and performance of students as they analyze real company operations and implement solutions. The assessment is provided by the project supervisors at the respective companies. In addition, we also obtain feedback from employers of our internship candidates (See Appendix F).

c. The number of students has decreased from 58 to 29 between 1997 and 2002.

The number of students falling to 29 in 2002 is misleading. The program name changed from Production and Operations Management to Operations Management. In

2002 was a transition period where student might have been either Production and Operations Management or Operations Management majors. In 2002, only 29 majors were classified as Operations Management, and other classified as Production and Operations Management. Our numbers have remained steady around 50 or so.

- d. The number of majors still seems low given the marketplace shortage.
Given our resources we will be unable to support significantly larger number of majors. Our objective is to focus on quality rather than quantity. Also, most students entering college are unaware of this field which we have tried to address (see comment below).
- e. The program visibility is low.
The issue has been addressed by program promotion initiatives that have been undertaken in conjunction with the CBE Student Advising Officer, Samantha Samreth, to provide information about the program to incoming freshmen. In addition, the APICS student chapter continues to actively participate in internal and external program promotion. Linkages with industry are being established by bringing practicing professionals in OM and Supply Chain Management area as guest class speakers and part-time instructors.
We have developed web pages where by alumni, industry representatives, and the area coordinator (Dr. Prasad) describe this field and the respective opportunities through video streaming. In addition, we send out mass emails to all pre-business majors inviting them to the web pages, advising sessions and student meetings.
- f. There are no women on staff. The program has a limited staff, in terms of number, which can provide problems in introducing diverse views/perspectives.
The issue of recruiting women and minorities will be addressed actively whenever the opportunity to recruit occurs. Two out of three full-time professors in the program belong to a minority community in the U.S.
- g. There is limited evidence in the self-study to suggest that all faculty are actively involved in grant writing.
All area faculty have applied and received several grants including: SPDI grant from UW-System, UW-Ciber grants for travel studies, Fulbright grant from US State Department for Oman and UWW Faculty Development Grants.
- The latest Audit and Review Evaluation Form report also lists four recommended actions. How we responded to these actions is described below.
- h. Explore ways for this program to integrate software systems with other programs in the College of Business and Economics.
In providing access to Oracle or SAP software systems requires considerable resources in terms of money for training, licensing, administration, and hardware which may run over 15,000\$. We decided to partner up with E-logix an ERP provider for small to medium size operations and generated demonstration videos our students can access. In addition, students via the project management class get to implement software systems (including Oracle and SAP) in companies.
- i. Work with the LEARN Center to further develop learning objectives, program goals, assessment plan, and assessment instruments. Clarify how assessment data, other than exit surveys and the APICS exams, can provide a measure of subject matter, skills objective, and cognition objectives.

See response for b.

3. Continue to increase efforts to publicize the program.

Program promotion efforts have been undertaken in conjunction with the CBE Student Advising Officer, Samantha Samreth, to provide information about the OM program to incoming freshmen. The area faculty routinely provide information about the program to potential majors, including the annual Majors Fair held at Wyman Mall. The OM area also maintains the web site for anybody to get information about the area. APICS students visit select classes at the beginning of each semester encouraging students to find out more about the OM area. See response for e also.

4. Develop a means of tracking students' successes on the APICS exam for use in program assessment and in recruitment.

This information is currently being tracked.

B. Program Mission, Goals and Accomplishments

1. Provide the stated mission of the program (if not addressed above).

The OM and Supply Chain Management mission is to graduate high quality students that are well prepared for industry in terms of body of knowledge, skill, and cognition. In addition, we hope to inculcate a capacity to grow and adapt as they traverse through their career paths.

Operations Management and Supply Chain Management majors will, upon graduation, have a command of the body of knowledge as defined by the American Production and certification examinations, which the OM and supply chain management students are strongly encouraged to take.

The APICS body of knowledge covered by the CPIM exam includes Inventory Management, Just-In-Time, Production Activity Control, Master Planning, Material and Capacity requirements, Planning and Systems and Technologies. The CRIM exam covers Customers and Products, Manufacturing Processes, and Integrated Enterprise.

2. Progress in fulfilling Goals and objectives (see table below)

Details of specific objectives, goals and progress towards goal/objectives are presented in the following table.

Objectives	Goals	Progress
OM and Supply Chain Management Majors should be able to effectively perform entry-level managerial responsibilities in the OM and supply chain management area in manufacturing, service and government organizations.	Increase placement of our all our students.	Current placement rate is 100% Continuing to work with the Milwaukee chapter of APICS.
	Encourage all students to take the APICS certification exams.	Ongoing.
	Offer emphases in project management	Implemented in 2006.
OM and Supply Chain Management majors	Revise course content & title.	Implemented.

	Augment faculty experience in international operations management.	Dr. Madan's sabbatical leave in international operations. Dr. Bramorski Fulbright scholarship in the Middle East. Publications in international operations management.
OM and Supply Chain Management majors should be able to identify and assess the risks and opportunities for their functional area of employment arising from their employers' strategies in the global market place.	Speakers who can describe risks and opportunities in terms of strategies for the global market place.	4-5 speakers a year.
OM and Supply Chain Management majors should be able to integrate the theoretical and practical knowledge gained through their studies at UW-W into practice.	Internships to help students understand changing strategies.	A majority of students participate in internship program.
	Reports examining real world reports in organizations.	Students study operational problems in real firms in a typical internship and project management class.
	Case competitions.	Participated annually since 1997 in APICS case competitions.
OM and Supply Chain Management majors should be able to communicate clearly and effectively both in writing and verbally.	Reports.	Need to schedule a presentation at the Milwaukee APICS meeting. Participated annually since 1997 in APICS case competitions. All 400-level area courses require a report and a presentation in class.
	Case competitions.	Participated annually since 1997 in APICS case competitions.
	Industry presentations.	Students make presentation to companies after developing solutions for them.
OM and Supply Chain Management majors should be able to conduct applied research in Management and related areas. This process includes problem formulation, literature analysis, data collection, data analysis and determination of results and recommendations.	Data analysis Literature review. Formulation Data collection. Results. Interpretation.	All 400-level area courses.

OM and Supply Chain Management majors should be able to make efficient use of available resources, such as libraries, data bases, etc. and modern technologies, such as communication networks and personal computers with multimedia capabilities.	PC-based spreadsheets.	All 400-level area courses require the use of library access information on CD-ROM, and/or the Internet.
	Multimedia.	400-level area courses currently require the use of computer software for homework and presentations.
	All students know how to use State of the art manufacturing software.	Access to ERP demos
OM and Supply Chain Management majors should be able to work effectively in teams.	Implement project approach in area courses.	Almost all the area courses require teams for preparation of cases and for other group tasks.

2. Describe how the program generally, and the involvement of students and/or faculty in particular, have impacted the community and region.

Operations management is a vital function in any organization, whether it is for profit or not, or it is in the manufacturing or service sector. Operations management helps firms efficiently and effectively manage their resources in adding value to the society. How well we manage operations has a direct bearing on such issues as profitability, environment, standard of living, government services and economic power. A well-run system is more profitable, generates a larger tax bases and can sustain a higher standard of living among its workers.

Countries/regions of the world lacking an industrial base tend to be poorer and lack independence. It is imperative that we retain and augment our industrial capability. The OM program provides a "soft" infrastructure for industries in Wisconsin. We are providing high quality graduates that are able to effectively manage operations and remain competitive in a dynamic global environment. In addition, the area faculty are a valuable resource in helping operations managers gain access to knowledge in the OM area and to solve specific operational and global supply chain problems.

Finally, we have set up a number of projects for companies locally.

Company	Location	Types of projects (number of projects)
Horizon Fitness	Madison	Designing parts warehouse (1)
DRS Technologies	Milwaukee	Integration of supplier database, ORACLE TIP/QA, purchasing & outsourcing (7)
Generac	Whitewater	Tool maintenance scheduling, Time/Motion studies, Kanban (2)
Freedom Plastics	Jainsville	Database integration for supplier ratings (1)
Bossard,	Milwaukee	Supplier certification (1)
Sanford	Madison	Kanban setup (1)
Delphi	Oak Creek	SAP implementation, SQL database to measure downtime, value stream mapping (4)

3. Discuss potential revisions to the program's mission, goals, or objectives that are being considered.

No revisions are being considered at this time.

4. List any special recognitions, awards, or accreditations earned during the review period. If accreditation was granted or renewed, provide a brief overview of the importance/advantages of holding accreditation.

Best student papers are submitted to the APICS student paper competition. UWW student have won numerous awards at the Milwaukee level and have won recognition nationwide.

The OM faculty is very active in research. The research output of OM area faculty is published in refereed academic journals or conference proceedings of international and national recognition. Please refer to the resumes of area faculty for details of their research output.

OM faculty participated in the Fulbright program and exchanges with academic institutions in Oman, Hong-Kong, Poland, Sweden and India.

The APICS student chapter is only one of the very few chapters across the nation which has received the platinum award consistently over the years. (See Appendix B).

II. Assessment

A. Curriculum

1. The current Operations Management curriculum includes the following options for our students:

Attach: facstaff.uww.edu/prasads/OMarea/UPOM.htm (see Appendix C)

2. If the program offers dual-listed (undergraduate/graduate) courses, summarize steps the program has taken to ensure that course content, intensity, and self-direction differ for undergraduate and graduate students. N/A

(Attach a list of all dual-listed courses delineating graduate expectations as Appendix C.)

3. Discuss any additional opportunities that the academic program offers for students. (Examples may include student organizations, mentoring programs, opportunities to conduct research with faculty, scholarships, internships, international field placement, capstone course, etc.)

Internships: Students have an opportunity to take an internship as an Operations Management elective in addition to the program requirements. Students are strongly encouraged to seek an internship and fulfill the academic requirements as it provides viable work experience for launching their careers. Internships may either be full time or part time and can be taken during any academic term. The Management

Department actively assists students in finding internship opportunities in a variety of companies in the region.

Student Organization: The student APICS Chapter provides students with a variety of learning opportunities including: field trips, seminars, lectures, speakers, and interaction with professionals in the OM field.

Scholarships: Students can apply for scholarships which are provided from the Russell E. Jacobson Scholarship fund and through the National APICS organization.

Other student opportunities also exist in the form of faculty mentoring programs, research with faculty, student exchange programs and through the capstone course Administrative Policy.

International: Faculty conducted travel abroad studies to China and Eastern Europe. The students were able to visit factories and interact with production managers locally.

Projects: Students also worked on international projects with an international engineering firm and World Bank.

4. Describe how students meet the University's requirements for writing and technology literacy requirements in the program. Include a discussion of how writing and technology literacy are assessed (e.g., standardized test, satisfactory completion of a required course or a specific assignment in a course, etc.).

OM students meet the University requirements for writing and technology literacy requirements through course assignments, research papers, group projects and etc. For example, students in the Operations Planning course are required to develop a working MRP system using Excel. In the Integration of Operations courses, students are required to develop a working inventory system with Excel. Throughout all courses, students are expected to prepare their assignments utilizing Word, Excel, Access, PowerPoint for their assignments and presentations. Students in Global Operations Strategy compete in a regional case study and always come 1st, 2nd or 3rd place. In addition, the students write research papers which are then submitted to Donald W. Fogarty International Student Paper Competition. Historically, the students have won at the regional level.

5. If the program offers online courses or academic programs, describe how online courses/programs are assessed.
Operations management (306) is offered on-line. The course has been certified by *Quality Matters*.

B. Assessment of Student Learning

1. State student learning performance objectives, specifying (with action verbs) what subject matter, cognitive development, and skills the students will demonstrate upon completion of the program (e.g., "Upon completion of the program, students will be able to ...").

OM majors upon graduating will have sufficient command over a number of

important topics including: supply chain management, enterprise resource planning, manufacturing planning & control, quality management, Just-in-Time systems, project management, and service management. In addition, they should be comfortable with in relevant computer technology, have strong quantitative skills, work effectively in teams, and be able to effectively communicate (written and verbal). Finally, we want to ensure that our graduates have the ability to conduct research in OM and be able to solve complex real-world problems.

2. Summarize how individual courses relate to these student performance objectives. *(Attach a matrix, chart, or list that links courses in the program's curriculum/curricula to students' learning objectives listed above as Appendix D.)*
See Appendix D.

The program covers a body of knowledge in operations management. Students can then become Certified in Production and Inventory Management by testing the following modules offered by APICS <http://www.apics.org/Certification/CPIM/modules.htm>: Elements of the Supply Chain & Just-in-Time (JIT) (covered in Management 456), Total Quality Management (TQM) (covered in Management 445), Manufacturing Resources Planning (MRP II) (covered in Management 450) and Demand Planning & Capacity Management (covered in Management 455).

3. Summarize assessment data that was collected during the review period and which was used to determine the level of success in the program for students' achieving the desired performance objectives. Include information from the University's senior exit survey, which is required of all students and surveys of UW-W alumni (both available at: <http://acadaff.uww.edu/ir/surveys/ss.php>.) as well as department-specific assessment information from other sources (e.g., pre- and post-test results, scores on standardized tests or content area tests in a capstone course, assessment information from internship supervisors, cooperating teachers, Advisory Board feedback, etc.) If the program offered online courses, include a discussion of the ways in which students' learning was assessed in the online coursework.

Source: senior exit survey

Highlighted areas indicate areas of concern.

Course	Subject								Skill			Cogn.	
	Other	A 1	A2	A3	A 4	A 5	A 6	A7	B 1	B 2	B 3	C 1	C2
Operations Management	Statistics ¹ International ¹	* ¹	*	*	*	*	* ²	*	*				
Quality Management 445	Statistics ¹			**	**	*			*			*	
Operations Planning 450			**										
Integration of Operations 455			* ³	** ₁	*	*		* ³					1,2
Global Operations Strategy 465	International ¹	*							*			**	
Supply Chain Management 456		**			*	*						*	
Logistics 442		**											
Coop/Internship in Mgmt 493											**		**
Mgmt. Information Systems 480			*						**				
Supervisory Management 486												*	
Management of Service Ops. 466								** ₄					
Project Management and ERP 460			** ₃				**			* ²	**	**	** _{1,2}
Mgmt. Decision Analysis 471										**			**

** strong exposure, * light exposure

Overall areas of weakness identified by exit survey:
 2002-2003 Understanding/basic knowledge of Sound decision making of complex problems, ability to appraise ethical consequences of decisions, & development of leadership
 2003-2004 – Use of computer technology
 2004-2005 - Sound decision making of complex problems & ability to research problems
 2005-2006 – Understanding/basic knowledge of major.

Legend A. Subject Matter: A1. supply chain management, A2. enterprise resource planning, A3. manufacturing planning & control, A4. quality management, A5. Just-in-Time systems, A6. project management, and A7. service management.
 B. Skills B1. Relevant computer technology, B.2. have strong quantitative skills, B3. work effectively in teams, and B4. be able to effectively communicate (written and verbal).
 C. Cognition C1., conduct research in OM and C2. be able to solve complex real-world problems.

¹ 2003-2004,
² 2004-2005
³ 2005-2006
⁴ 2006-2007

B. Data from Advisory Board, Alumni, industry groups (APICS & NAPM), certification exams, project feed back from supervisors, and internship supervisors.

2003-2004	2004-2005	2005-2006	2006-2007
<ol style="list-style-type: none"> 1. Changing the major name to Operations and Supply Chain Management 2. Changing emphasis (long run) - delete service emphasis 3. Include supply chain course as part of the POM core 4. Move integration of operations (shop floor, capacity planning, routing etc) to production/manufacturing emphasis. 5. 306 class encourage plant tours & integration. Give maybe two class periods for plant tour. 6. Get speakers & plant tour speakers to highlight careers in this area. 7. Revise the Operations Strategy course in a Global and Operations Strategy course. 8. Encourage students to take classes & internships overseas - give presentation to APICS. 9. APICS certification - need to review fit with classes. 10. Use of IS tool stressed & ability to understand information systems. 	<ol style="list-style-type: none"> 1. Increase exposure to international purchasing and materials management 2. Project management course update 3. Use of spreadsheets and databases integration throughout all OM courses 5. ERP/MRP 6. Lean content 7. Publicity over the web 8. Evaluation of 306 courses for coverage - transition to new text book 	<ol style="list-style-type: none"> 1. Emphasize Lean Manufacturing as part of the quality course 2. Expand partnership with other non-profit entities – National institute of supply chain management, Wisconsin Manufacturing. 3. Development for linkage between current students, alumni, advisory board, apics to serve as a job information center. 4. Ensure adequate resources to maintain the quality of the OM program. 	<ol style="list-style-type: none"> 1. Create/develop purchasing management course 2. Explore the use of professional seminars & integrate with classes 3. Use more industry projects within classes 4. Provide class schedules to meet full time employee needs. 5. Increase exposure to international/cultural issues. 6. Explore students taking languages as part of the program

4. If changes were made to the program during this review period based on assessment data, link the curricular changes to the data that was used in making the programmatic changes. (For example, these changes might include revisions to the curriculum, revisions of student learning performance objectives, changes to course scheduling, departmental or advising procedures, instructional methods, curriculum delivery methods, assessment data collection procedures, etc.) If relevant, include a discussion of potential revisions to the curriculum that you foresee over the next review period based on results of assessment data.

2003-2004	2004-2005	2005-2006	2006-2007
<p>More industry interaction. We have operated a class where students worked on real projects within companies. A range of firms participated ranging from large multinational and small local operations. Companies involved with the projects include: Delphi (three projects), Bossard, Generac, Freedom Plastics, Salramfire Students also participated in an Abbott Apprentice program where two teams were competing against each other to solve production problems at Abbott.</p>	<p>Greater industry participation & revision of the OM major and three emphases to include logistics class, CIM class updated. 2005 Conference on Global Supply Chains, Whitewater, WI.</p>	<p>Increase exposure to international purchasing and materials management included into global operations strategy course, Travel abroad (Travel to China) Change in supply chain management course to include international sourcing. Project management course updated with increased content on ERP & team management Lean content - 5S as part of quality course and value stream mapping as part of project management course. Visual basic, & Java modules added as part or project management course, Revision of OM major to include calculus and MIS.</p>	<p>Increased industry partnership (APICS & NAPM) Updating project management course Creation of project management emphasis. <i>ERP demo available for students.</i> Integration of core – test and expand modules, & respond to AOL results. Marketing, Strategic management,</p>

5. Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards, etc. In particular, indicate systematic efforts (e.g., regularly scheduled orientation meetings, departmental newsletters, etc.).

The assessment information is provided annually to our advisory group which includes alumni, representatives of NAPM and APICS, industry partners, and recruiters. In addition, it is made available as a pdf file on the OM web page (scroll down to the very bottom): http://facstaff.uww.edu/prasads/OMarea/operations_management.htm

III. Student Recruitment, Enrollment, Retention, and Graduation

A. Trend Data: Respond to the following trend data for the program:

1. Number of students enrolled each fall for each of the past five years.* Data available at: <http://acadaff.uww.edu/ir/factbook/UMM.htm> (“Fall Enrollment by Majors/Emphasis” and “Headcount and Percentage Distributions by Minors”).
2. Number of degrees granted each year for the past five years.* (Data available at: <http://acadaff.uww.edu/ir/student/majorminor.php>)

OPERATIONS MANAGEMENT		02-03	03-04	04-05	05-06	06-07
Number of majors	BBA OPER MGT	23	50	58	52	43
	SER MGNT	0	3	1	1	0
	SUPPLY CHN	3	3	7	12	10
	E-OP MGT	0	1	3	1	0
	2nd Deg SCND-PRD OP MGNT	1	7	7	0	1
	SCND-E-OP MGT	1	0	1	0	0
	SCND-SUPPLY CHN	0	0	0	1	1
	Total	28**	64	77	67	55
Degrees granted		23	19	24	36	32

** Program name change – a number of students in 02-03 were graduating with a degree on Production and Operations Management.

In 01-02 and 02-03 was a transition year with the name of the program changing from Production and Operations Management to Operations Management. Thus, numbers (majors and degrees graded) are significantly underreported for academic year 02-03 and 03-04. We try to bring a “lean” philosophy to the program – and hence we focus on the degrees graded as our primarily objective (output) rather than the number of majors (inventory). In industry “Inventory turns” a ratio of the output to inventory (degrees graded/majors) is a metric of operational efficiency. By 06-07 our ratio $32/55 = .58$ compares favorable with other programs. Given our resources our upper and lower control limits for the program are 75 and 45 majors respectively. We hope to graduate at least 30 students a year.

We unable to discern any long term trends with this data.

3. Number of credits to degree for the past five years.* Data available at:
<http://acadaff.uww.edu/ir/factbook/DS.htm>

	2002	2003	2004	2005	Min	Ave	Min	Max
				Ave.	.	.	.	x
OPERATIONS						159.		
MANAGEMENT	130.8	131.9	128	130.8	120	5	126	120
Op Mgt	129.9	136.7	127	132.536			129	120
E-Op Mgt	146	124	0	127.5			123	
Service Mgt	120.5	0	131	132			125	
Supply Chain Mgt	137.5	129.1	131	125.925			125	

* Explain reasons for fluctuations in any or the above.

At times we have students transferring from other majors into our program and carry credits that are not directly required for this major.

4. Discuss the extent to which students are able to enroll in the classes they need to proceed through the program without delaying their graduation.

All our major are able to take classes when they are need. The only exception might have been in 2004-2005 academic year when the numbers exceeded our capacity to support them. However, we did our best to accommodate all needs by expanding class sizes and offering independent studies.

5. Given the numbers reported, and assuming that the support for the program remains at current levels, what is the optimal number of students for the program? Is the program oversubscribed, undersubscribed, or at the optimum level? Explain.

The program is managed to meet the current demands. The current enrollment is close to optimum.

- B. Demand for Graduates: Identify career opportunities available for graduates of the program.

Placement statistics to be considered may include:

1. Student placement information (limited information is available from the UW-W alumni surveys on the Institutional Research web site (<http://acadaff.uww.edu/ir/surveys/>; additional information to be provided by the program), including acceptance into graduate programs and employment.

Historically, our program has placed all our graduates in positions and with the average salaries over \$ 40,000. The most recent data provided by the career services documents our placement rate to be 100% and the average starting salary is over \$ 43,000 (one the highest university wide). Communications with industry representatives, advisory board and alumni indicates that the after gaining approximately 5 years of experiences our graduates command salaries over \$ 70,000. Individuals with a supply chain background coupled with international experiences can command even higher salaries.

2. Employment projections by the Bureau of Labor Statistics and/or state agencies; and/or other indicators of employment trends.

The Bureau of Labor Statistics expects a 4.8 % growth in supply chain management jobs till 2012. Also, money.cnn.com reported that the employment and economic growth was being limited due to a lack of skilled workers including those with skills in the area of supply chain management. CNNMoney list jobs in Operations Management as Hot 6-Figure Jobs Now, and state “Operations managers typically run plant maintenance, quality control, purchasing and the technical aspects of product manufacturing. Depending on the size of their firm, they can make between \$110,000 and \$140,000.”

3. If it is appropriate, differentiate in the data between those graduates seeking full-time employment upon graduation and those graduates of the program who are already employed and may be seeking career enrichment opportunities, promotions, new job responsibilities, etc., upon the attainment of the degree.

Only a couple of our students are working full-time.

4. Discuss any systematic efforts the program has made for the recruitment and/or retention of students and the tracking of graduates of the program.

The program works with the APICS the student organization to recruit students into the program. Twice a year a mass mailing is sent out to all pre-business majors inviting them to an advising session where the opportunities and requirements of the program are spelled out. In addition, we also encourage possible recruits to interact with juniors and seniors so they can learn about the classes to take, internship and fulltime employment opportunities. Once a student declares OM as a major – it is unlike he or she will drop out. In fact, we try to ensure that the student finish their program quickly and graduate.

C. Comparative Advantage(s)

1. Identify any unique features that set the program apart from other competing programs in the UW System or other colleges or universities in Wisconsin, and/or elements that contribute to the program having a competitive edge. (For example, the program’s content or special emphases; its focus on a specific population; the expertise of the faculty and staff in specific areas; the availability of practicum or internship experiences; and/or the lack of duplication of the program at other institutions in the University of Wisconsin System.).

Nationally, there are only a few schools that are placed in the platinum level. As you can see in Appendix B, other than UWW school in close proximity with similar standings are UW-Oshkosh and UW-Eau Claire are also ranked. Below, we provide a comparison among these programs in terms of the number and types of courses. Relative to UW-Oshkosh and UW-Eau Claire the UWW program requires students to take 24 credits rather than 20 or 21 credits respectively. In terms of subject matter the UW-Oshkosh and UW-Eau Claire programs are more closely tied towards APICS certification exams, while our program offers more supply chain management and international focus. In addition, our program offers emphases in supply chain management and project management. We have been able to develop partnership with key firms in the local area which augments the program. Finally with an active

research agenda and publications in top OM journal we are able to provide students with the most recent developments in the field.

UW-Oshkosh (all 3 credits each course)	UW-Eau Claire (all 3 credits each course)	UWW (all 3 credits each course)
Required (15 credits)	Required (15 credits)	Required (15 credits)
Bus 342 Analytical Methods in Ops MGT	BSAD 280 Applied Quantitative Methods	Global Operations Strategy
Bus 343 Mfg Planning & Control Systems	MGMT 442 Production Planning & Control	Operations Planning I
Bus 344 Supply Chain Management	MKTG 336 Business Logistics Management	Supply Chain Management and interantaion sourcing
Bus 445 Enterprise Resource Planning	MGMT 343 Purchasing Management	Operations Planning II
Bus 460 Advanced Quality Management	MGMT 342 Quality Management	Quality Management
<i>Electives</i>		
6 credits from:	5 credits from (some 1 credit courses)	9 credits (emphasis in supply chain management and e-operations*)
Bus 441 Cases in Ops Management	MGMT 345 Managing Global Organizations	Managerial decision analysis
Bus 449 Operations Management Topics(spring only)	MGMT 493 Topics in Operations Management (1-credit)	
300-400 level Business or Economics	398 Internship Program	Internship
	MGMT 441 Service Operations Management	Service operations
	MGMT 443 Process Simulation and Analysis (1-credit)	Logistics
	MGMT 354 Materials Management Simulation (1 credit)	Purchasing
	BTEL 410 Information Systems in Manufacturing	Project management and computer integrated operations
	MGMT 452 Inventory, MRP, and CRP (1-credit)	Transportation
TOTAL CREDITS 21	20	24

IV. Resource Availability and Development

Include a table summarizing specific faculty and staff contributions in teaching, research, and service since the last Audit and Review as applicable as Appendix E. (On a chart, include names, bibliographic information for publications and creative activities, listing of service contributions, etc. Include a 1-2 page vita of faculty and staff who regularly teach in the program. List faculty or staff who have taught on an *ad hoc* basis, but who do not contribute to the program on a regular basis.) Include information from the **past five years** (since the last Audit & Review) in the vitae.

Please refer to Appendix E for information on faculty and staff contributions during the last 5 years.

A. Faculty and Staff Characteristics

1. Discuss the characteristics of the faculty and staff responsible for the program. (For example, significance of professional preparation or prior work experience;

appropriateness of expertise to the needs of the program; unit cohesiveness; success in meeting diversity goals in the recruitment and retention of faculty; etc.).

1 . All full-time area faculty have relevant terminal Ph.D. degrees. The program staff also includes one academic staff and two part-time adjuncts. with relevant qualifications. Program faculty and stay current in their fields, as evidenced by the attached summary of their publications and conference presentations. Program faculty and staff engage in industry activities by attending meetings of professional associations such as APICS and ASQ. Some program faculty and staff also engage in professional consulting activities and are active in professional associations as presenters and/or trainers for professional certification exams. Dr. Madan, Mr. Sisak and Dr. Washbush (retired in 2006) are certified and have CPIM designation, while Dr. Bramorski is certified as CQE by ASQ. Adjusts Pues and Tierney are CPIM certified and hold MBA degrees. The adjuncts are able to bring their experience in working with Harley Davidson to the classes they teach.

The professional characteristics of program faculty and staff members presented above are appropriate for the needs of the program and ensure high program quality. The proportion of multicultural faculty members compares favorably with the proportions found at the university level. Faculty/staff have left the program for retirement purposes only.

2. The faculty and staff responsibilities for courses are listed in the table below. Resumes for details regarding each area member's education and specialties can be found in Appendix E. The specific course assignment for each individual varies from semester to semester and is made by the departmental chairperson in accordance with departmental and college needs. Hence, no individual is solely responsible for a course. This responsibility rests with the entire group of faculty and staff teaching in the program who meet regularly. The OM group is led by the program coordinator who works with the departmental chairperson and program faculty and staff on issues related to the OM area.

3.

Table of Faculty and Staff and Courses Taught.

Status	Full Professor Support graduate in class & on- line MBA classes			Full Time Academic staff	Retired	Adjunct	
	Bramorski	Madan	Prasad			Sisak	Washbush
Course							
Operations Management	X	X	X	X	X	X	X
Quality Management 445	X	X		X			
Operations Planning 450				X			
Integration of Operations 455				X			
Global Operations Strategy 465	X		X			X	
Supply Chain Management 456		X					
Coop/Internship in Mgmt 493				X			
Supervisory Management 486				X			
Management of Service Ops. 466				X			
Project Management and ERP 460		X	X				
Mgmt. Decision Analysis 471	X				X		

3. Identify anticipated staffing changes or areas of need, and how these will affect the program.

The OM area has lots 2 half time positions (Washbush and Hancock). In addition, increased demands due to the on-line programs a both the undergraduate level and graduate level is making resources very tight. We have worked diligently in making our program “lean” and using course from other areas to fill some of the gaps in staffing. If resources are not replenished into the program over the long run, quality will suffer.

B. Teaching and Learning Enhancement

Summary of faculty and staff activities in the areas of teaching and learning enhancement.

a. Involvement in academic advising and efforts to maintain or improve advising performance.

All faculty and staff in the OM area advise students assigned to them during the two-week advising session. Students are expected to see their assigned advisor to review their progress in the program and to ask questions. In addition to the formal advising sessions, all faculty and staff interact with the students on an on-going basis through student organization advising, attendance at meetings, office hours, etc. and offer their input to students in their area of interest. In addition, through our web page we provide “on-line” advising using video streaming.

b. Work with undergraduate students on research project

All upper-division courses in the OM area require that students prepare a research report. The report requires significant time expenditure on the part of the students as well as faculty and staff. The report involves computer programming work, library work, data collection from companies and data analysis. Faculty and staff assist students in all phases of the process. Students form teams of two or three and are expected to divide the work equally. A written report summarizing the literature, outlining the business environment, stating the research problem, the research methodology, results and conclusions must be submitted to the instructor for grading by each student team. In addition, students must make a 20-minute oral presentation of their paper to the rest of the class using PowerPoint, and answer audience questions.

Best student papers are submitted to the APICS student paper competition. UWW student have won numerous awards at the Milwaukee level and have won recognition nationwide.

A student team developed a research project for World Bank.

c. Initiatives in student-learning based outcomes

Students are encouraged to submit their work to academic conferences through channels including student organization advisors and the UWW undergraduate research initiative.

d. New course development

Faculty and staff in the OM area continuously modify the content of their courses to reflect changes in the field. This is evidenced by several proposals for course title and course description changes presented to the UWW. Four graduate courses and one undergraduate course in the OM area have been developed for online delivery by area faculty. Two of these courses have been certified by Quality Matters.

The expectations for the faculty and staff are to keep the relevant certifications current. All undergraduate courses in the area will be offered in the hybrid mode, i.e. web-enhanced.

C. Research and Other Scholarly/Creative Activities

1. Summarize the program’s expectations of the faculty and staff related to research and other scholarly/creative activities since the previous audit and review. (Examples may include level of participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.)

Program expectations in this area follow the College and Department expectations. Summary of faculty/staff activities in this area is shown in the table below.

Name	Refereed Publications	Books or chapters in books	Other Publications	Conference Presentations	Other Presentations
Madan	4	1		3	
Prasad	18	1		11	12
Bramorski	8	2	7	8	5
Sisak	4		2		

D. External Funding

1. Summarize the program’s expectations of the faculty and staff in generating funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.

Program expectations in this area follow the College and Department expectations (Successful submission and receipt of a grant of \$1000 or more).

Bramorski Full Bright - \$ 65,000, Faculty development grant \$ 2,000.
 Madan UW- CIBER - \$ 2400, \$ 3,500, \$ 5,000, Faculty development \$ 4,500, SPDI-UW Exten \$ 225,000
 Prasad Tsunami research – Faculty development grant \$ 6,400.

E. Professional and Public Service

1. Summarize the program’s expectations of the faculty and staff related to professional and public service activities since the previous audit and review. (For example, level of service involvement in professional organizations at state, regional, national, or international levels; editing or reviewing for professional publications within the discipline; non-compensated consulting or intervention activities

related to the discipline; and/or roles and memberships in university, college, and departmental committees.)

Expectations are derived from our merit document.

Met by	Expectation
Bramorski Madan Prasad	6. Presentation of a paper of significant research and/or member of discussant panel in a faculty member's discipline to a professional society. Simple chairing of a session does not count unless evidence of a significant contribution is presented. (1 point each)
Bramorski	7. Editor of a professional publication. There must be at least one issue published during the year. (1 point for each editorship per academic/fiscal year)
Bramorski Prasad	8. Editorial board member of a refereed or professional publication. (only 1 point will be given for each editorship per academic/fiscal year)
Prasad Madan	10. Presentation of a program in Continuing Education, Executive Development, or Certification. Effectiveness should be demonstrated by ratings or other means. (Only one point will be given for each unique program in any academic/fiscal year, regardless of the number of times that program is offered). Maximum points for the two academic/fiscal years are 6.
Madan Prasad	11. Major faculty advisor to a student organization in the College of Business and Economics in which the organization is not only progressing, but also making significant contributions to the background of the students and the College. (1 point for each advisorship per academic/fiscal year).
Prasad	12. Officer, leader, or active committee member in a professional organization in the faculty member's discipline. The maximum number of points for the category is 8. (1 point per organization per academic/fiscal year).
Bramorski Madan Prasad Sisak	13. Holding office or making a significant contribution to an active University or College Committee where a high level of responsibility is required. Documentation must include a minimum of 10 hours and/or 3 meetings per committee per academic/fiscal year. The maximum number of points for this category is 8.
Prasad	14. Officer of a community organization or an active member of a public advisory committee (e.g., advisory committees of the Department of Public Instruction or other public agencies or commissions, statewide programs committee, etc.). These are normally appointments based on expertise and are unpaid positions. Holding public office and posts in religious/charitable organizations will not be counted. (1 point for each post per academic/fiscal year)
Bramorski	15. Professional consulting considered significant by the faculty member's department. Documentation of a minimum of 15 hours time per project must be submitted to qualify for 1 point per project. (SBDC and SBI consulting are limited to 1 activity point per academic/fiscal year regardless of the number of cases handled). Maximum points for this category are 6.
Bramorski Madan Prasad Sisak	16. Attendance at professional meetings. Maximum points for this category are 2.

F. Resources for Students in the Program

1. Discuss the number of students in the program in relation to the resources available to the program. (For example, the number of students per faculty member; the amount budgeted to student help, capital, supplies/services, etc.)

The OM program has three full-time tenured faculty, one permanent academic staff and several part-time adjuncts. The departmental service and supply budget covers three majors so that resources available to the OM program are not broken down as a separate figure. The program support not only the 50+ majors, but services the needs for all COBE students taking 306, minors, on-line 306, and the graduate program (on-line, in class & Waukesha).

G. Facilities, Equipment, and Library Holdings

1. Discuss the adequacy of the facilities, equipment, and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.
 - a. Facilities are adequate.
 - b. Equipment: The multimedia equipment, computers and projectors in a number of rooms where OM courses are generally taught are in excellent operating condition. Internet access is readily available in the classrooms.
 - c. Library. The library holdings are more than adequate to support teaching and research in the OM program.
 - d. Internet. Internet access is readily available Facilities are at best adequate.
 - e. Software: General-purpose software such as Word, Excel, DBMS, PowerPoint is available. Access to Microsoft Project is provided through the textbooks.

Appendices

The following appendices must be included as attachments to the self-study:

Appendix A: Audit and Review Evaluation Report from Last Review

Appendix B: Accreditation Report (if relevant) N/A –
Student Chapters Receiving Awards

Appendix C: List of Dual-Listed Courses and Graduate Requirements (if any) N/A
OM Major, supply chain management and project management emphasis requirements.

Appendix D List Linking Courses to Learning Objectives

Appendix E: Table of Faculty and Staff contributions in teaching, research, and service;
Faculty vitae

Appendix F: Sample of assessment instruments used by industry supervisor for projects executed by students and of internship candidates.

Appendix A: Audit and Review Evaluation Report from Last Review

AUDIT AND REVIEW EVALUATION FORM

Program: Operations Management BBA Major X Minor

Strategic Plan/Mission

Program Strengths:

1. The program supports each of the six priorities of the University's Strategic Plan.
2. The program has a clearly stated mission that is specialized and in consonance with professional group standards.
3. The program contributes to state and societal needs by providing highly capable individuals to support service and manufacturing industries.

Program Weaknesses:

Accreditation/Honors

Program Strengths:

1. The POM program is accredited as part of the AACSB accreditation of the College of Business and Economics.
2. Students have performed very well on the American Production and Inventory Control Society (APICS) certification exam passing several modules over the review period.
3. The student chapter of APICS attained platinum status in 2002 for outstanding performance, only one of four chapters in the U.S. to have been so recognized.

Program Weaknesses:

Assessment

Program Strengths:

1. The program goals and objectives are well defined and articulated.
2. Data collection techniques have been matched to the educational objectives they assess.
3. The program has incorporated changes based on assessment data.
4. A student assessment survey has been revised to provide better insights into the program.
5. The program has systematically responded to the recommendations from the previous A/R.
6. Assessment information is shared with faculty, students, and advisory board members. The department actively consults with its own Advisory Board on a variety of issues to gear programmatic direction.
7. Employers consistently have praised the technical competence of graduates and are actively seeking future graduates.

Program Weaknesses:

1. Assessment plan still needs work in specification of student goals/learning objectives, and in the separation of student goals from program goals. The exit survey appears to be a student opinion survey (as opposed to an assessment of student skills, knowledge, performance).

Curriculum

Program Strengths:

1. Program faculty have integrated up-to-date business practices and experiences with in-class experiences.
1. There have been substantial curricular linkages to professional groups and their standards/requirements.
2. Currency of the curriculum is ensured through input from the Advisory Board, internship employers, results of the APICS certification exam, faculty scholarly activity, and via feedback from faculty attendance at professional meetings.
3. Three new emphases have been established in Service, E-operations, and Supply Chain.
4. The UWW BBA POM major program covers all five modules of the APICS Body Of Knowledge in senior level courses, a unique requirement among comparable POM programs.
5. Student-learning based outcomes include applications-based learning through the use of case studies, experiential exercises, plant tours, studies in real companies, computer-based assignments, and team-based assignments.
6. Site plant and video tours are used as part of 400 level courses to demonstrate manufacturing technologies.
7. Educational objectives are being modified to address a diverse population, ensure equity and freedom of access.
8. Critical thinking, problem solving, and collaborative learning are integrated across the curriculum.
9. The program has initiated discussions with the MCS faculty to better integrate course offerings.
10. Faculty are working with the Milwaukee APICS chapter to find ways to subsidize the high cost of APICS exams.

Program Weaknesses:

Enrollment

Program Strengths:

Program Weaknesses:

1. The number of students has decreased from 58 to 29 between 1997 and 2002.
2. The number of majors still seems low given the marketplace shortage.
3. The program visibility is low. *Faculty*

Program Strengths:

1. The principal program faculty are active in research/scholarship and in service to the university, their profession, and the community.

2. Faculty are able to teach several courses in accordance with departmental and college needs.
3. One faculty member was awarded a Fulbright Exchange Scholar grant
4. Three faculty/staff members are fully certified by APICS in Production and Inventory Management.
5. One faculty member is certified by the American Society for Quality (ASQ) as a Certified Quality Engineer.
6. Several highly experienced area practitioners serve as adjunct faculty.

Program Weaknesses:

1. There are no women on staff. The program has a limited staff, in terms of number, which can provide problems in introducing diverse views/perspectives.
2. There is limited evidence in the self-study to suggest that all faculty are actively involved in grant writing. *Opportunities for Students*

Program Strengths:

1. All students receive individual advisement.
2. Extensive research projects are required of all students in upper division courses.
3. Students are encouraged to participate in undergraduate research initiatives.
4. The internship program is very strong with international opportunities available.
5. The student APICS chapter is extensively engaged in a wide scope of activities including plant tours, professional speakers, community service projects, chapter web site development and attendance at state and national conferences.
6. The program has a strong link to three Chapters of APICS facilitating professional ties for students.
7. Projections from the U.S. Bureau of Labor Statistics indicate job opportunities for operations research analysts and systems analysts for years to come.

Program Weaknesses:

Location

Program Strengths:

1. The geographical proximity to Milwaukee, Rockford, Madison, Racine/Kenosha, Beloit/Janesville, and Chicago provide support and opportunities for students and graduates for tours, speakers, and employment interviewing/screening.

Program Weaknesses:

Community

Program Strengths:

1. Students and faculty are involved in APICS/ASQC activities.
2. OM student advisors assist local firms in defining their problems and recommending business solutions.

3. The Milwaukee chapter supports students by funding purchases of APICS educational material.
4. UWW's location is ideal for inviting speakers from large businesses for classroom visits, employment opportunities, and student employment interviewing.
5. Several faculty consult with area businesses.

Program Weaknesses:

Placement

Program Strengths:

1. BLS projections suggest that future employment prospects will continue to be good.
2. Demand for POM graduates exceeds the number of graduates.
3. Placement statistics are excellent with a five-year average of 100%.

Program Weaknesses:

Resources/Administration

Program Strengths:

1. Facilities and equipment are adequate.
2. The faculty have up-to-date technology at their disposal for both professional and pedagogical purposes.
3. The library holdings are sufficient with a vast amount of electronic resource materials available for student use.
4. Computer access for majors and minors is currently adequate.
5. There is a need for specific software (e.g., ERP) for supporting instruction in higher-level OM courses.

Program Weaknesses:

Other

Strengths:

1. The program maintains an informative website including course requirements, course descriptions, syllabi, and audit and review reports.
2. The self-study was well organized and easy to read.

Weaknesses:

Recommended Actions:

1. Explore ways for this program to integrate software systems with other programs in the College of Business and Economics.
2. Work with the LEARN Center to further develop learning objectives, program goals, assessment plan, and assessment instruments. Clarify how assessment data, other than exit surveys and the APICS exams, can provide a measure of subject matter, skills objective, and

cognition objectives.

3. Continue to increase efforts to publicize the program.
4. 4. Develop a means of tracking students' successes on the APICS exam for use in program assessment and in recruitment.

Recommended Result:

- Continuation without qualification.
- Continuation subject to minor concerns.
- Continuation subject to annual reports from dean on progress remedying deficiencies until noted deficiencies are corrected.
- Withhold recommendation for continuation, place on probation, and require another complete audit and review within 1 - 3 years at committee's discretion.
- Withhold recommendation for continuation, place on probation, recommend placing in receivership within college, and require another complete audit and review within 1 - 3 years at committee's discretion.
- Non-continuation.

2-18-03

Appendix B: Student chapters receiving awards.

Region	Parent	Student Chapter	2001	2002	2003
1	GRAN	University of New Hampshire			
1	NOSH	Lowell University			
1	WORC	Assumption College			
2	ROCH	Rochester Institute of Technology		Gold	Gold
2	ROCH	SUNY-Geneseo	Platinum		
3	COLM	Ohio State University			
3	COLM	DeVry-Columbus			
3	DAYT	Miami University of Ohio			
3	TOLE	Bowling Green State University	Platinum		Bronze
3	TOLE	University of Toledo			
4	FLWC	University of South Florida			
4	OEST	University of Puerto Rico			
4	PURI	Bayamon Technical University	Platinum	Platinum	
5	CEMN	St Cloud State University			
5	GRKC	DeVry-Kansas City			
5	NEIA	University of Northern Iowa			
5	TWIN	University of St Thomas	Silver		
5	WICH	Wichita State University	Gold	Gold	Gold
6	AUST	University of Texas-Austin			
6	GRFW	University of Texas-Arlington			Participant
6	HOUS	University of Houston	Silver		
6	HOUS	Texas A&M University	Gold	Gold	Bronze
6	MEXI	Capitulo Estudiantil Univ la Salle	Gold	Silver	Gold
6	MEXI	Inst Tech de Estud Super de Monterrey	Gold	Gold	Gold
6	PASO	University of Texas at El Paso		Gold	Participant
6	PASO	Univ Autonoma de Ciudad	Silver	Gold	Silver

6	PASO	Juarez Inst Tech de Juarez			Silver
7	PHOE	DeVry-Phoenix			
7	SAND	San Diego State			
7	TUSC	University of Arizona			
8	GRAV	Constoga College	Silver	Gold	Gold
8	KAWA	Sir Sanford Fleming College		Silver	
8	MONT	Hautes Etudes Commerciales			Bronze
8	OTTA	Algonquin College			
9	CJER	Rutgers University			
9	CPEN	Shippensburg University			
10	PORT	Oregon State University			
10	SDAN	Brigham Young University			
10	SEAT	Western Washington University			
10	SORG	Southern Oregon State			
10	TREA	Boise State University			Silver
11	CAPE	UNC-Wilmington			
11	CRES	Clemson University			
11	FOOT	Appalachian State University			
11	SWVA	VPI and State University			
13	CHIC	Northern Illinois University			
13	CHIC	Northeastern Illinois University	Platinum		
13	CHIC	Governors State University			
13	CIND	Ball State University			
14	DETR	Eastern Michigan University	Gold	Platinum	Platinum
14	FOXV	University of Wisconsin-Oshkosh	Platinum	Platinum	Platinum
14	GRAP	Ferris State University			
14	GRAP	Grand Valley State University	Silver	Silver	Gold
14	INHD	University of Wisconsin-Eau Claire	Gold	Gold	Gold
14	INDH	University of Wisconsin-Stout			
14	KALA	Western Michigan University	Gold	Gold	Platinum
14	MILW	University of Wisconsin-Whitewater	Platinum	Platinum	Platinum

Appendix C:

OM MAJOR AND SUPPLY CHAIN EMPHASIS REQUIREMENTS (24 Credits)

1. REQUIRED FOR ALL OM MAJORS (15 Credits)

	Course #	Semester
Quality Management	445	Fall
Operations Planning	450	Fall
Integration of Operations	455	Spring
Global Operations Strategy	465	Spring
Fundamental of Supply Chain Management	456	Spring

2. ELECTIVES (Select 9 Credits from the following courses)	Department	Course #	Semester
Mgmt. Decision Analysis	Management	471	Spring
Project Management and ERP	Management	460	Spring

Management of Service Ops.	Management	466	Offered sporadically
Supervisory Management	Management	486	Fall
Mgmt. Information Systems	IT/BE	480	
Coop/Internship in Mgmt. Contact : Mr. Jim Sisak Office: C5049, sisakj@uww.edu Tel. 472-5441	Management	493	Fall, Spring, Summer
Urban, Regional and Transportation Economics	Economics		
Logistics	Marketing	442	Fall & Spring

For a supply chain emphasis: Take three of the following courses as part of the electives: Mgmt. Decision Analysis, Project Management and ERP, Coop/Internship in Mgmt., Urban Regional and Transportation Econ. or Logistics.

For a project management emphasis: (available starting Spring 2008)

**1. REQUIRED FOR ALL PROJECT MANAGEMENT EMPHASIS
(15 Credits)**

	Course #	Semester
Quality Management	445	Fall
Operations Planning	450	Fall
Integration of Operations	455	Spring
Project Management & ERP	460	Spring
Fundamental of Supply Chain Management	456	Spring

2. Electives (9 credits).	Department	Course #	Semester
Concepts of Programming	MCS	220	
Advanced Database Design and Administration	MCS	314	
Mgmt. Information Systems or	IT/BE	480	
MCS 214	MCS	214	
Coop/Internship in Mgmt.	Management	493	Fall, Spring, Summer
Project Management	IT/BE	385	
Supervisory Management	Management	486	Fall

APPENDIX D: List Linking Courses to Learning Objectives

Course	Subject							Skill			Cogn.	
	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	C1	C2
Operations Management	*	*	*	*	*	*	*	*				
Quality Management 445			**	**	*			*			*	
Operations Planning 450		**										
Integration of Operations 455		**		*	*							
Global Operations Strategy 465	*							*			**	
Fundamental of Supply Chain Management 456	**			*	*						*	
Logistics 442	**											
Coop/Internship in Mgmt 493										**		**
Mgmt. Information Systems 480		*						**				
Supervisory Management 486											*	
Management of Service Ops. 466							**					
Project Management and ERP 460		**				**		**		**	**	**
Mgmt. Decision Analysis 471									**			**

** strong exposure

* light exposure

A. Subject Matter: A1. supply chain management, A2. enterprise resource planning, A3. manufacturing planning & control, A4. quality management, A5. Just-in-Time systems, A6. project management, and A7. service management.

B. Skills B1. Relevant computer technology, B.2. have strong quantitative skills, B3. work effectively in teams, and B4. be able to effectively communicate (written and verbal).

C. Cognition C1., conduct research in OM and C2. be able to solve complex real-world problems.

Appendix E: Table of Faculty and Staff contributions in teaching, research, and service;
Faculty vitae.

Sameer Prasad

Department of Management
C5053
University of Wisconsin – Whitewater
Whitewater, WI 53190
Phone: 4725440
Email: prasads@uww.edu

Education

Ph.D., Kent State University, 1990.
Emphasis/major: Operations Management

Professional Licensures and Certifications

Professional Memberships

APICS. (October 1998 - Present).

Decision Sciences. (January 1998 - Present).

WORK EXPERIENCE

Professional Positions

Academic

UT-Pan American. (1993 - 1996).

St. John Fihser College. (1989 - 1993).

RESEARCH

Conference Presentations

Group-Based Micro-Credit Structure and Business Success: Findings from a Case, Midwest Decision Sciences Institute,. Annual Meeting of the Midwest Decision Sciences Institute. (March 2007).

An Integrated Supply Chain Model for Disaster Relief, Production and Operations Management Society (POMS). Annual Production and Operations Management Society (POMS) Meeting,. (March 2006).

A Model for Global Service Strategy: Implications for Developing and Developed Countries, GBATA – Global Business and Technology Association. GBATA – Global Business and Technology Association. (June 8, 2004).

Modeling Complex Organizational Systems via Robust Neural Networks.. ANZSYS 2002. (December 2002).

Predicting Teams Behavior via Neural Networks. 2002 Midwest Decision Sciences Conference. (April 2002).

Raw Material and Product Mix Optimization in International Supply Chains.. 2002 MBAA Annual Meeting. (March 2002).

Use of Spreadsheets in Teaching Quantitative Courses. 2002 Midwest Decision Sciences Conference. (March 2002).

Teams and E-commerce : Exploring the Future Via the Past.. 2001 International Conference on Electronic Business. (December 2001).

Classification of E-commerce Operations: Implications for Theory Development.. 2001 International Conference on Electronic Business. (December 2001).

Mandatory Laptop Computers for All Students: Lessons Learned from the Technology-Learning-Communication (TLC) Initiative at Northern Michigan University.. 2001 International Conference on Electronic Business. (December 2001).

The Global Context of Quality: the Influence of Political, Legal, Economic, Legal and Socio-cultural Factors on Quality Management Practices., Academy of Management. 2001 National Academy of Management. (August 2001).

Continuing Education Presentations

Disaster Relief and Poverty Nexus, World Bank, Washington, D.C.. (February 2007).

APICS International Outsourcing Workshop, APICS - Milwaukee. (October 2006).

APICS International Outsourcing Workshop, APICS - Milwaukee. (April 2005).

Conference on Managing Global Supply Chains, APICS student chapter at the University of Wisconsin - Whitewater in cooperation with the Milwaukee, South Central Wisconsin, Madison, Racine/Kenosha and Rock Valley APICS chapters. (April 2005).

Kaizen and the Meaning of Life, APICS – South Central Wisconsin. (March 2005).

Lean Manufacturing and Happiness, APICS - Milwaukee. (January 2005).

Global Outsourcing, APICS - Milwaukee. (October 2004).

Globalization of operations - implications for you and your children, Keynote speaker to the Regional APICS conference - Chicago, IL. (February 2004).

Global Outsourcing, APICS, APICS - Milwaukee. (November 2003).

Supply Chain Management Conference, APICS - Milwaukee/Whitewater, Whitewater. (April 2002).

Quality Management & International Operations, APICS - Milwaukee. (March 2001).

Global Quality Management: a Managerial Perspective, APICS - Rockford. (November 2000).

Publications

Book, Chapter in Scholarly Book-New

Prasad, S. (2006). *Teams and E-governance* (pp. 71-79.). Delhi, India: E-government: Macro Issues.

Journal Article, Academic Journal

Prasad, S. Relative Treatment of Workers in Mexico vs. China: Implications for Location Decisions.

Grznar, J., Prasad, S., Tata, J. (2007). Neural Networks and Organizational Systems: Modeling Non-linear Relationships. *European Journal of Operational Research*, 181, 939-955.

Prasad, S., Tata, J. (2006). A Framework for Informational Services: Benchmarking for Countries and Companies. *Benchmarking - An International Journal*, 13(3), 311-323.

Prasad, S., Tata, J. (2005). Publication patterns concerning the role of teams/groups in the information systems literature from 1990 to 1999:. *Information & Management*, 42(8), 1137-1148.

Prasad, S., Porter, D., Yu, L. (2005). Internet Typology: Implications for Market Returns. *Mid-American Journal of Business*, 22(2), 25-34.

Prasad, S., Tata, J., Madan, M. (2005). Build to Order Supply Chains in Developed and Developing Countries. *Journal of Operations Management*, 23, 551-568.

Gosen, J., Babbar, S., Prasad, S. (2005). Quality, Technology, and Productivity Issues in Developing Countries. *International Journal of Quality and Reliability Management*, 22(5), 452-464.

Mirchandani, D., Prasad, S., Tata, J. (2005). The Evolution of TQM: An Information Theory Perspective. *TQM Magazine*, 17(1), 54-66.

Prasad, S., Tata, J. (2003). International Quality at the Turn of the Millenium. *International Journal of Operations and Production Management*, 23(5), 487-521.

Prasad, S., Tata, J. (2003). The Role of Socio-cultural, Political-legal, Economic, and Educational Dimensions in Quality Management. *International Journal of Operations & Production Management*, 23(5), 487-521.

Prasad, S., Sounderpandian, J. (2003). International Supply Chain Networks: Implications for E-Commerce. *Supply Chain Management: An International Journal*, 8(3), 241-250.

Tata, J., Prasad, S. (2003). Organizational Structure, Team Self-Management, and Judgements of Team Effectiveness. *16(2)*, 248-265.

Prasad, S., Hasan, J. (2003). Specifications for Material Management Software: Implications for Research. *International Journal of Operations and Quantitative Methods*, 10(1), 37-58.

Prasad, S., Suh, M., Grznar, J., Lloyd, S., Hamburg, J., Booth, D. (2001). Fuzzy and Robust Neural Networks and Information System Process Control. *Industrial Mathematics*, 50(1), 5-31.

Motwani, J., Prasad, S., Babbar, S. (2001). Operations Management in Transitional Economies. *International Journal of Technology Management*, 21(5/6), 586-603.

Jongsuwanrak, W., Prasad, S., Babbar, S. (2001). Inventory Systems in a Newly Industrialized Country. *Multinational Business Review*, 8(2), 47-51.

Prasad, S., Babbar, S., Motwani, J. (2001). International Operations Strategy: Current Efforts and Future Directions. *International Journal of Operations and Production Management*, 21(5/6), 645-665.

Prasad, S., Tata, J., Motwani, J. (2001). International Supply Management: Learning and Evolving Networks. *Global Institute of Flexible Manufacturing Systems Journal*, 12(2), 31-36.

SERVICE

Professional Activities

University

Department web - management. (2005 - 2007).

Student Organization Advisor, APICS. (2002 - 2007).

Other Officer, Research committee. (2005 - 2006).

Other, AREA. (2002).

Other, Dean Search. (2002).

Other, Faculty Search. (2002).

Public/Community

Other, Math is fun. (2004).

Grants

Ranking of OM programs, APICS Milwaukee, \$500.

Collaborative Research Grant, COBE, \$4000. (June 2007 - December 2007).

Regional Development Grant, COBE, \$4000. (June 2007 - December 2007).

Tsunami research, Faculty Development Grant –, \$6400. (January 2006 - December 2006).

Honors and Awards

Outstanding achievement for student mentorship, APICS Milwaukee. (2004).

MANOHAR S. MADAN, Ph.D., CPIM

Professor
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University of Wisconsin-Whitewater, Whitewater, Wisconsin, USA.
E-Mail: madanm@uww.edu
Ph: (262) 472-5455

Residence:

922 River Hill Dr
Waukesha, WI-53189, USA

ACADEMIC EXPERIENCE:

July 1997- Now Professor (tenured), Management Department, University of Wisconsin-Whitewater, Whitewater, Wisconsin, USA.

August 2006 – August 2007 Visiting Associate Professor, Industrial Engineering and Logistics Management Department, Hong Kong University of Science and Technology, Hong Kong (on sabbatical leave from the University of Wisconsin-Whitewater).

August 2000 – August 2002 Associate Professor (visiting), Systems Engineering and Engineering Management Department, Chinese University of Hong Kong, Hong Kong (on leave of absence from UW-Whitewater).

September 1992 – June 1997 Associate Professor (tenured), Management Department, University of Wisconsin-Whitewater, Whitewater, Wisconsin, USA.

August 1994 – August 1995 Assistant Professor (visiting), Systems Engineering and Engineering Management Department, Chinese University of Hong Kong, Hong Kong (on leave of absence from UW-Whitewater).

August 1989 – August 1992 Assistant Professor, Management Department, University of Wisconsin-Whitewater, Whitewater, Wisconsin, USA.

January 1985 – August 1989 Assistant Professor, Information Systems and Operations Management Department, University of Toledo, Toledo, Ohio, USA.

EDUCATIONAL BACKGROUND:

Ph.D., March 1988 Operations Management (minor area: Computer Science), University of Tennessee, Knoxville, Tennessee, USA.

M.S., Dec. 1979 Engineering Management (emphasis: Manufacturing Engineering), University of Detroit, Detroit, Michigan, USA.

B. E., June 1977 Mechanical Engineering, M.S. University, Baroda, India.

CERTIFICATION:

Certificate in Production and Inventory Management (CPIM) by the Association of Operations Management (www.APICS.org)

HONORS:

1. Visiting Researcher (April 29th - May 2nd, 1998), School of Business, McMaster University, Hamilton, Ontario, **Canada**.
2. Visiting Researcher (May 1997- June 1997), Systems Engineering and Engineering Management Department, Chinese University of Hong Kong, **Hong Kong**.
3. Nominated for the **Leon P. Hermsen Outstanding Teaching Award** several times since 1990 (as recently as 2004) in the College of Business and Economics at the University of Wisconsin-Whitewater.

PUBLICATIONS IN JOURNALS:

1. Sounderpandian, J., Prasad S. and Madan, M.S., "Supplies from Developing Countries: Optimal Order Quantities under Loss Risks", forthcoming in *OMEGA - The International Journal of Management Science.*, Feb 2008, Vol. 36, Issue 1, p122.
2. Prasad S., Tata J. and Madan M.S. , "Build to order supply chains in developed and developing countries" , *Journal of Operations Management*, Volume 23, Issue 5, 2005, pp. 551-568.
3. Cheng, C.H., Madan M.S., Miltenburg J.G. and Motwani J., " A Study of Multi-level Layouts on Quality", *International Journal of Quality and Productivity Management*, Vol. 4, 2004, PP. 2-32.
4. McLaughlin, J., Motwani J., Madan M.S., and Gunasekaran A., "Using Information Technology to Improve Downstream Supply Chain Operations: A Case Study", *Business Process Management Journal*, Vol. 9, No. 1, 2003, pp. 69-80.

PUBLICATIONS IN CONFERENCE PROCEEDINGS (partial list):

1. Gnanendran K and Madan M.S., "Incorporating Line Efficiency Considerations in Production Planning", *Academy of Business Administration*, Aruba, December 2005.
2. Madan M. S. and Gnanendran K., "Balancing Efficiency and Output Rates in Production Lines", *International Applied Business Research Conference*, Puerto Vallarta, Mexico, March 2005.
3. Madan and Cheng C.H., "Allocation Decisions in a Wholesaler-Retailer Supply Chain", *Proceedings of European Applied Business Research Conference*, June 14-18, 2004, Edinburgh, Scotland.

INDUSTRY EXPERIENCE:

1. Conducted course (in 2006) in Project Management for Xiandai Architecture Group in Shanghai as part of **CEIBS** (China Europe International Business School) Executive Education program.
2. Developed (2004) a Decision Support System (Toyota Scheduling System) for Delphi Corporation, Oak Creek, Wisconsin.

GRANTS:

1. Awarded UW-CIBER Grant (2004-2005) of 2400 US dollars towards partial funding of students participating in Travel Study – China Management (Spring 2006) course.
2. Awarded UWW Faculty Development Grant (2004-2005) of 4,500 US dollars.
3. Awarded UW-CIBER Faculty Development Grant (2004-2005) of 3,500 US dollars.
4. Awarded UW-CIBER Grant (2004-2005) of 5000 dollars towards partial funding of students participating in Travel Study – Japan Management (Spring 2005) course.
5. Co-PI on Strategic Program Development Initiative (SPDI) Grant awarded by UW-Extension. 2006-2009. Total amount: \$225,000.

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Professor of Management
College of Business and Economics
University of Wisconsin
Whitewater, WI 53190, USA
E-mail: bramorst@www.edu

EDUCATION:

Doctor of Philosophy (Ph.D.) in Business Administration, University of Iowa, 1989

Master of Business Administration (MBA), University of Iowa, 1981

Master of Science in Mechanical Engineering (MSME), Warsaw Technical University, Poland 1976

Bachelor of Science in Mechanical Engineering (BSME), Warsaw Technical University, Poland 1976

Professional Certifications:

Certified Quality Engineer (CQE) by the American Society for Quality (ASQ), 1994

PROFESSIONAL EXPERIENCE:

Visiting Professor of Management (Senior Fulbright Scholar), Modern College of Business and Science (MCBS), the Sultanate of Oman, 2005-2006 (<http://mcbs.uww.edu.om>)

Professor of Management, University of Wisconsin-Whitewater (UW-W), 1998 – present

Visiting Professor of Management, Brno International Business School (BIBS), 2006 – present
(<http://www.bibs.cz/dba-doktorsky-program/lektorsky-tym>)

Associate Professor of Management, University of Wisconsin-Whitewater (UW-W), 1994 – 1998
(<http://www.uww.edu>)

Assistant Professor of Management, University of Wisconsin-Whitewater (UW-W), 1988 – 1994
(<http://www.uww.edu>)

Consultant and lecturer, The Center for Business Development, Poland, 1995 – present
(<http://www.irb.pl>)

Consultant, Quality Progress, Poland, 1998 – present (<http://www.qualityprogress.com.pl/>)

Visiting Professor, Department of Marketing, Umeå School of Business and Economics, Umeå, Sweden, 2003 – 2005 (<http://www.usbe.umu.se/master/marketing/index.shtml>)

Visiting Professor of Management (Senior Fulbright Scholar), Department of Quality Management, Poznan Academy of Economics, Poland, 1998 – 1999 (<http://www.ae.poznan.pl/>)

Visiting Professor of Management, Czech Management Center, the Czech Republic, 1998 – 1999
(<http://www.cmc.cz/default.php?area=b>)

International trade specialist at the Department of Trade and Foreign Relations, Ministry of Machine Engineering, Poland, 1978-1979

Product Engineer, Bumar-Warynski Excavator Manufacturing Company, Poland, 1977-1978
(<http://www.bumar-warynski.com.pl/>)

Designer of hydraulic systems and components, Research Center for Hydraulics and Excavators, Poland, 1976-1977

TEACHING EXPERIENCE:

Experienced in developing course curricula for and teaching diverse groups of MBA and BA level students:

1. **Traditional** students participating in academics full-time
2. **Adult** evening students combining professional development goals, careers and family responsibilities
(<http://www.uww.edu/>)
(<http://www.bibs.cz/dba-doktorsky-program/lektorsky-tym>)
3. **Online** MBA and BA
This responsibility also includes developing and maintaining class content in Lotus Notes (Learning Space), Blackboard, Desire to Learn and Educator environments.

PUBLISHED BOOKS:

George Tesar, Sibdas Ghosh, Steven W Anderson and Tom Bramorski (Editors) **Strategic Technology Management: Building Bridges between Sciences, Engineering and Business Management, World Scientific, March 2004 (Second Edition forthcoming in 2008)**

(<http://www.wspc.com.sg/books/business/p300.html>)

T. Bramorski "The Use of Cases in Teaching Business Courses in Central and Eastern Europe and the United States," in International Business Teaching in Eastern and Central European Countries

(George Tesar, Editor), Haworth Press Inc. May 2003

(<http://www.booksmatter.com/b0789019531.htm>)

T. Bramorski and J. Luczak "QS 9000: System Jakosci Dostawcow na Rynek Motoryzacyjny," (The QS 9000 Quality System for Automotive Suppliers), Quality Progress Publishing Company, Poznan, Poland, 1999 (in Polish)

T. Bramorski, J. Luczak and M. Urbaniak "Total Quality Management and Reengineering", Wielkopolska Business School, Poznan, Poland, 1998 (in Polish). This work was published under the auspices of Phare Fiesta II Program funded by the European Union

Chapter in a book titled "ISO 9000: Latwy i Skuteczny Sposob Uzyskania Certyfikatu Jakosci," (An Effective Method of Achieving ISO 9000 Quality System Certification) by E. Krieger and J. Luczak." Chapter title: "Statistical Process Control," Forum Publishing Company, Poznan, Poland, 1998 (in Polish and German)

(<http://www.e-forum.pl>)

PAPERS PUBLISHED IN REFEREED JOURNALS:

T. Bramorski and S. Zaplata, "The Implementation Of ISO 9001:2000 Quality Management System In Universities and Manufacturing Organizations – Similarities And Differences," *The Journal of Business & Economics Research*, Vol. 3, No. 12, 2005

T. Bramorski, "Best Practices in Operations Executive Information Systems Software Development and Implementation," *The Review of Business Information Systems*, Vol. 9, No. 2, 2005

T. Bramorski, "Technology Transfer at LaserService, Inc.," in **Strategic Technology Management: Building Bridges between Sciences, Engineering and Business Management, World Scientific, March 2004**

T. Bramorski, "Training and Development in Engineering Companies: The Case of Ultrahone, Inc.," in **Strategic Technology Management: Building Bridges between Sciences, Engineering and Business**

Management, World Scientific, March 2004

B. Glick, D. Penrose, and T. Bramorski, "Phytoremediation: A Natural Solution to Environmental Contamination," in **Strategic Technology Management: Building Bridges between Sciences, Engineering and Business Management, World Scientific, March 2004**

T. Bramorski, "The Use of Cases in Teaching Business Courses in Central and Eastern Europe and the United States," *The Journal of Teaching in International Business*, Vol. 13, No. 3/4, 2001

T. Bramorski, "Privatization and Technology Transfer in Central and Eastern Europe," *International Journal of Technology Management*, Vol. 21, No. 5/6, 2001

T. Bramorski and A. Matuszak-Flejszman, "Factors Influencing the Implementation of Environmental Management System at „AMICA” WRONKI S.A.," *International Journal of Technology Management*, Vol. 21, No. 5/6, 2001

T. Bramorski, M. Madan and J. Motwani and R.P. Sundarraj, "Improving Competitiveness of Ready-to-Assemble Manufacturers through Information Technology," *Logistics Information Management*, Vol. 13, No. 4, 2000

T. Bramorski, M. Madan, J. Motwani, "QS 9000 Registration for Lean Manufacturing," *The TQM Magazine*, Vol. 12, No. 4, 2000

T. Bramorski, "Wielcy Tworcy Jakosci: Dr. Joseph M. Juran," (The Great Quality Pioneers: Dr. Joseph M. Juran,) *Problemy Jakosci (The Issues of Quality)*, Vol. 31, No. 4, 1999, Warsaw, Poland

S. Prasad and T. Bramorski "Robust Process Capability Indices," *Omega, The International Journal of Management Science*, Vol. 26, No. 3, 1998

J. Motwani, T. Bramorski and M. Madan "Approaches to Improving Quality in the Service Sector," *Journal of Customer Service in Marketing and Management*, Vol. 4, No. 3, 1998

T. Bramorski, J. Gosen, M. Madan and J. Motwani "The Extent of Use of Technology for Effective Management of Operations in the Service Sector: A Survey of Auto Parts Stores," *Journal of Customer Service in Marketing and Management*, Vol. 4, No. 3, 1998

PAPERS PUBLISHED IN REFEREED CONFERENCE PROCEEDINGS:

T. Bramorski, "Applying ISO-9000 Standards in Education: A Framework for Czech and Slovak Republics," Proceedings of the *Twenty Fifth World Congress of the Czechoslovak Society of Arts and Sciences*, Ceske Budejovice, Czech Republic June 26 – 30, 2006

T. Bramorski, "The Globalization and Supply Chain Effectiveness in the U.S. Automotive Industry," Proceedings of the *Eight International Conference on Technology Policy and Innovation*, Lodz, Poland, July 6-8, 2005

T. Bramorski, S. Zaplata, "The Implementation of ISO 9001:2000 Quality Management System in Universities and Manufacturing Organizations – Similarities and Differences," Proceedings of the *International Applied Business Research Conference*, Puerto Vallarta, Mexico, March 13 – 19, 2005

T. Bramorski, "Best Practices in Operations EIS Software Development and Implementation," Proceedings of the *International Applied Business Research Conference*, Edinburgh, June 14 – 18, 2004

T. Bramorski, "ERP Implementation Problems: Two Case Studies," Proceedings of the *Second International Conference on Electronic Business*, Taipei, December 11 – 14, 2002

T. Bramorski, "Quality Issues in E-Commerce Distribution Chains," Proceedings of the *First International Conference on Electronic Business*, Hong Kong, December 18 – 21, 2001

- T. Bramorski, "Academic Experiences Abroad – Using Cases in Teaching Business Courses in the United States and in Poland," Proceedings of the *Midwest Academy of International Business (MAIB)*, Chicago, March 7 – 9, 2001
- M.S Madan, T. Bramorski and R.P. Sundarraj, "A Decision Support System for Allocation Decisions in Managing Supply Chains," Proceedings of the *Midwest Decision Sciences Institute Meeting*, Chicago, March 30 - April 1, 2000
- T. Bramorski, "Manufacturing Strategies of Technologically Advanced Polish Manufacturing Enterprises," Proceedings of the *First International Conference: Integrated Management Systems: Quality Environment, Safety and Technology*, Szczyrk, Poland, October 11 - 13, 2000
- T. Bramorski, "New Advanced Technologies and Cost Competitiveness," Proceedings of *TRANS99 Conference: Common Europe: International Competitiveness of Polish Enterprises*, Warsaw School of Economics, Poland. Edited by Dr. Ewa Baranowska-Prokop, Warsaw School of Economics, Warsaw, Poland, November 18-19, 1999
- T. Bramorski, and J. Luczak, "The Impact of ISO 9000 Quality System Certification on Competitiveness of Businesses in Poland and the United States," Proceedings of the *Twelfth IGWT Symposium: Quality for the 21st Century*, Poznan, Poland, September 5 – 11, 1999
- T. Bramorski, "Effective Use of Case Methodology in Teaching Quality Courses in Poland and the United States," Proceedings of the *Twelfth IGWT Symposium: Quality for the 21st Century*, Poznan, Poland, September 5 – 11, 1999
- T. Bramorski, "The Use of Quality Management Techniques in Privatized Companies of Central and Eastern Europe," in refereed proceedings of the *International Conference on Industry, Engineering and Management Systems*, Cocoa Beach, 1999. Edited by Dr. Randall Harris, California State University, Stanislaus, 1999
- T. Bramorski and J. Luczak, "Comparison of QS-9000 Registration Processes in the United States and Poland: A Case Study," *International Conference Business and Economic Development in Central and Eastern Europe*, Brno, Czech Republic, 1998
- T. Bramorski, "The Challenges of Restructuring the State – Owned Ukrainian Enterprise," *International Conference on Business Restructuring and Improvement of Economic Effectiveness*, Zakopane, Poland, 1998
- T. Bramorski and J. Luczak, "The Use of TQM and Mathematical Programming to Increase Job Satisfaction of Nursing Personnel in Hospitals," *National Conference on the Role of Quality in the Economies of Transition*, Krakow, Poland, 1998
- T. Bramorski, "Management Education and Training for Economic Transition: A Bilingual Perspective," *Nineteenth World Congress of the Czechoslovak Society of Arts and Sciences*, Bratislava, Slovak Republic, 1998
- T. Bramorski, "On the Role of Quality in the Strategy of a Modern Manufacturing Organization," A lecture to the members of Polish Economic Society and Polish Foundation of Entrepreneurship, Poznan, Poland, 1998
- T. Bramorski and M. Madan, "A Mathematical Programming Approach for Quality Improvement of Ready-to-Assemble products," *INFORMS Spring Conference*, Montreal, Canada, 1998
- T. Bramorski, "The Methods of Enhancing Quality in the US Business Schools," *National Conference on Quality in Colleges of Business and Economics*, Poznan, Poland, 1998

OTHER PROFESSIONAL ACTIVITIES:

Provided assistance in the operation of the Legal English program. The program was designed for Omani legal personnel and was offered by the Ministry of Justice in Oman in collaboration with the U.S. Department of State, 2005 – 2006.

Serves on the Editorial Board of International Journal of Information and Operations Management Education (IJIOME), 2004 – present

<http://www.inderscience.com/browse/index.php?journalID=149>

Serves on the Scientific Committee of Journal of Commodity Science Rivista di Metceologia, Cooperativa Libreria Universitaria Editrice Bologna, Italy, 1999 – present

[\(http://www.sci.unich.it/altro/journalCS/\)](http://www.sci.unich.it/altro/journalCS/)

Serves on the Advisory Committee to BetterMD, Janesville, Wisconsin, 1999 – present

<http://www.BetterMD.com>

Offers training seminars in quality management, technology management, supply chain management, and strategic management to many clients in the US and in Europe, 1996 – present

Guest Editor of the special issue of *The International Journal of Technology Management* titled “Privatization: Strategic Opportunities, Threats and the Role of Technology,” Vol. 21, No. 5/6, 2001

<http://www.inderscience.com/catindex.html>

Developed and presented a Project Management module for Wisconsin Physicians Services (WPC) Insurance Company, Madison, Wisconsin, 2000 and 2001

GRANTS:

1. Awarded Fulbright grant (2005-2006) of 65,000 US dollars to lecture at Modern College of Business and Science in Muscat, Oman.
2. Awarded UWW Faculty Development Grant (2005-2006) of 2,000 US dollars.

CONTINUING EDUCATION PRESENTATIONS:

1. Prepared and offered a training module on “Strategic Management for Entrepreneurs.” The seminar was offered through SBDC at UWW-W in March, 2007.

REFERENCES:

Available upon request.

James Sisak
Department of Management
C5049
University of Wisconsin – Whitewater
Whitewater, WI 53190
Phone: 472-5441
Email: sisakj@uww.edu

Education

MBA, UW Whitewater, 1978.
Emphasis/major: Management

BS, UW Parkside, 1971.
Emphasis/major: Management Science/Psychology

Professional Licensures and Certifications

Completed the requirements for APICS Certification Renewal. (2002).

Professional Memberships

American Production and Inventory Control Society. (September 1978 - Present).

RESEARCH

Executive Development Presentations

Master Planning of Resources, Harnischfeger Corporation. (August 2001).

Publications

Journal Article, Professional Journal

Sisak, J. (2002). UW Learning Innovations Course Guide for Management Information Systems. *Business U*(216-211).

Sisak, J. (2002). UW Learning Innovations Course Guide for Production Concepts. *Business U*, 216-307.

Anderson, P., Pulich, M., Sisak, J. (2002). A Macro Perspective of Non-Clinical Student Intern Programs. *The Health Care Manager*, 20(3), 59-68.

Sisak, J. (2001). Sexual Harassment Claims: A Process in Reducing Corporate Liability Equal Opportunities. *International Journal*, 2(3).

Study Guide

Sisak, J. (2007). *UW Learning Innovations Course Guide for Operations Management as an Independent Learning*.

Sisak, J. (2006). *UW Learning Innovations Course Guide for Small Business Management as an Independent Learning*. Madison, WI: UW Learning Innovations.

SERVICE

Professional Activities

University

Other, UW-W Chapter of Phi Beta Lambda. (2000 - Present).

Committee Member, UW-W Alumni Board of Directors. (1999 - 2006).

Committee Member, Academic Staff Economic Issues Committee. (1999 - 2004).

Committee Chair, Russell Jacobson Scholarship Committee. (2000 - 2003).

Other, College of Business and Economics. (2000 - 2003).

Committee Member, Strategic Planning and Budget Committee. (1998 - 2000).

Professional

Harnischfeger Corporation—MPS Training course. (2001).

Other

College of Business and Economics' Golf Outings.

Instructional Technology Workshop, UW-Whitewater. (2001).

Instructional Technology Workshop, UW-Whitewater. (2006).

UW-W Chapter of Phi Beta Lambda. (2000 - 2005).

Committee Chair, Russell Jacobson Scholarship. (2000 - Present).

Peer Coaching Program. (2002 - 2003).

Committee Member, Academic Staff Review Committee. (1990 - 2000).

Professional Development

Pedagogical Seminar

Physical Inventory Management, Presented by Mike Loughrin, CFPIM, CIRM and Tim Wilson, CPIM, CIRM, CMA. (January 2006).

Managing Inventory, Control it Before it Controls You, Presented by Randall Schaefer, CPIM. (January 2005).

Our Disciplines and Their Learning, Presented by Tim Riordan. (August 2004).

Evaluating Higher-Order Cognitive Skills Using Multiple-Choice Questions, Presented by Robert Gruber. (August 2003).

Every Course Differently: Diversity and College Teaching, Presented by Craig E. Nelson. (August 2003).

Perspectives on Critical Thinking and their Classroom Application, Presented by Craig E. Nelson. (August 2003).

Peer Coaching Program. (2002).

Instructional communication in the Classroom: What Affects Learning? , Presented by Sally Vogl-Bauer. (August 2002).

Producing Dramatic Gains in Student Learning, Presented by Lion Gardiner. (August 2002).

Web-based course delivery systems, Presented by Lorna Wong. (August 2002).

Instructional Technology Workshop, UW-Whitewater. (July 2001).

Appendix F: Sample of assessment instruments used by industry supervisor for projects executed by students and of internship candidates.

Projects executed by students

Deliver to Prasad/UW-Whitewater
250- 460

Group Name: DRS Supplier Quality Team.

Please complete this form - mail or fax it to me before April 5th. Your honest evaluation will help the student team learn the processes they need as professional systems developers. Your feedback is part of their course grade.

Product: Please circle or highlight the response that best represents your feelings about the following characteristics of the Project Description.

Accurately reflects information I gave to the team.

completely agree -X- partly agree --- neutral --- partly disagree --- completely disagree

Is clearly written and documented.

completely agree -X- partly agree --- neutral --- partly disagree --- completely disagree

Faithfully captures the features of the system as I currently envision them.

X completely agree --- partly agree --- neutral --- partly disagree --- completely disagree

Is written in a professional style and manner.

X completely agree --- partly agree --- neutral --- partly disagree --- completely disagree

Describes a system that will meet my needs when constructed and delivered.

X completely agree --- partly agree --- neutral --- partly disagree --- completely disagree

Suggestions for improving the project: _____ We suggested that the team evaluate the data based on Supplier commodity; including other suppliers for direct spend.

Process: Please circle or highlight the response that best represents your feelings about the following characteristics of the team's interaction with you and your staff.

Behave in a respectful and professional manner.

X completely agree --- partly agree --- neutral --- partly disagree --- completely disagree

Are timely and organized.

completely agree -X- partly agree --- neutral --- partly disagree --- completely disagree

Follow through on commitments.

completely agree -X- partly agree --- neutral --- partly disagree --- completely disagree

Are well prepared for meetings.

X completely agree --- partly agree --- neutral --- partly disagree --- completely disagree

Carefully listen to suggestions, comments, and descriptions.

X completely agree --- partly agree --- neutral --- partly disagree --- completely disagree

Suggestions for improving the interaction process: The team is very receptive to feedback from DRS relative to Suggestions. The team asks questions when clarification is required and takes initiative to contact us outside of the scheduled meetings.

Internship candidates: Sample survey.

Operations Management 2006

Internship survey results from employers for the spring, summer, and fall 2006 semesters.

1. Training

- a. Student fully met our expectations in learning to complete assignments.---24
- b. Student adequately met our expectations in learning to complete assignments.---5
- c. Student was slow in learning to complete assignments.---0
- d. Student required repeated instructions on how to complete assignments.---0

2. Productivity

- a. Student completes assignments completely, faster than projected.---16
- b. Student completes assignments at level projected.---13
- c. Student is slow in completing assignments.---0
- d. Student does not fully complete assignments.---0
- e. Performance of assignments is unacceptable.---0

3. Initiative

- a. Student identifies additional relevant work related to assignments and integrates it successfully.---20
- b. Student requests additional assignments.---8
- c. Student does a minimum of what is assigned.---1
- d. Student frequently does not fully complete assignment and fails to verify completed work.---0

4. Trust and Confidence

- a. Student takes responsibility to respect the privacy of personal and organizational information.---29
- b. Student needs to be told not to discuss confidential information.---0
- c. Student fails to respect the privacy of personal and organizational information.---0

5. Communication-Written

- a. Student writes clearly and with acceptable English usage.---25
- b. Student's written material needs some editing.---4
- c. Student's written material requires extensive rewriting.---0

6. **Communication-Oral**

- a. Student's oral communication is clear and understandable.---27
- b. Student needs to explain things more than once to be understood.---2
- c. Student's word usage is not always professional.---0

7. **Communication-Comprehension**

- a. Student understands oral instructions and asks questions to clarify.---29
- b. Student misses key elements in oral instructions.---0
- c. Student does not ask questions if they are unsure of oral instructions.---0

8. **Interpersonal Skills**

- a. Employees and Managers find the student to be a colleague who contributes and works with them cooperatively.---27
- b. Employees and Managers have to urge student to contribute and interact.---1
- c. Employees and Managers find difficulty in getting student to accept team responsibilities.---1
- d. Student does not interact well with others, avoids contact with fellow workers.---0

9. **Overall Recommendation on Basis of intern Observation. We would:**

- a. Hire as employee if appropriate position were open.---25
- b. Recommend as entry level employee in major area of study to other employees.---4
- c. Recommend with reservation.---0
- d. Unable to make a positive recommendation.---0