

## Building a Sustainable Supply Chain BUSML 4385

**Semester:**  
Spring 2020

**Class Day/Time:**  
MW 2:20p-3:40p  
06 Jan – 24 Feb 2020

**Room:**  
Schoenbaum Hall 209

**Instructor:** Dr. Vince Castillo

**E-mail:** [Castillo.230@osu.edu](mailto:Castillo.230@osu.edu)

**Student Hours:** MW 10-11a, by appointment

**Office:** Fisher Hall 532

### Course Description:

When you think about the concepts of “Sustainability” and “Supply Chain Management”, what comes to mind? What about “Corporate Social Responsibility” or “Triple Bottom Line”? My guess is that you’ve probably heard these terms in the popular press or in other courses. Perhaps they convey mental images of climate change, green technology, or philanthropy. Not a bad start, but we’re going to take it a step further and discuss not only what sustainability in supply chain management is and why it’s critical, but we’re also going to study how companies *compete in the marketplace with sustainable supply chains*. We’re also going to explore what SSCM is at a *strategic* level and learn some of the best practices at the *operational* level for sustainability in procurement, manufacturing, and logistics activities. By the end of this course, you should be able to articulate what a sustainable supply chain strategy consists of, why it is important, and provide exemplars of SSCM in practice.

### Required Texts/Materials:

We will read excerpts from ***Sustainable Supply Chain Management***, by Joëlle Morana (2013 edition). This text is freely available through the university library system, so there is no need to purchase a hard copy. You can download it for free while on campus (or via remote log-in): <https://onlinelibrary.wiley.com/doi/book/10.1002/9781118604069>. All other course materials are sourced from a variety of outlets, including academic journals and the popular press. These materials, including the course schedule, are posted on Carmen. You’ll find that each session has “Preparatory Readings” and “Supplemental Materials.” Consider the “Preparatory Readings” to be assigned reading that you should complete prior to that session. The given supplemental materials are optional, but they can enhance your understanding of the topic for that session.

*Disclaimer: In the event that extenuating circumstances arise necessitating a change to the course schedule, policies, or other content, I will clearly communicate those changes by explaining them in class and posting an announcement to Carmen.*

### Evaluation Criteria:

Graded Components	% of Total	Type
Attendance & Participation	10%	C ⬆
Concepts Exam	20%	N ⬆
Group Assignments	50%	C ⬆
Individual Essay	20%	C ⬆

(See remaining pages for Details/Due dates)

#### Requirements for each form of graded component.

Failing to follow these will represent academic misconduct. See below.

**Independent Work [N ⬆]:** Strictly non-collaborative, original individual work. You may discuss this assignment with your instructor only. Discussions with other individuals, either in person or electronically, are strictly prohibited.

**Collaboration Required [C ⬆]:** An explicit expectation for collaboration among students either in class or outside of class (i.e. group work).

**Collaboration Optional [O ⬆]:** Students are permitted, but not required, to discuss the assignment or ideas with each other. However, all submitted work must be one's original and individual creation.

### Academic Conduct:

If a student is suspected of, or reported to have committed, academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct (COAM). If you have questions about the above policy or what constitutes academic misconduct in this course, please contact me. See OSU Prohibited Conduct – [Section 3335-23-04\(A\)](#)

University Policies,  
Services and Resources  
([go.osu.edu/UPolicies](http://go.osu.edu/UPolicies))



Fisher Undergraduate  
Handbook and QuickLinks  
([www.bsbalinks.com](http://www.bsbalinks.com))



Fisher Navigator  
Resource Portal  
([www.nav-1.com](http://www.nav-1.com))



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## **Instructor's Teaching Philosophy**

I base my approach to teaching on accumulated research in higher education as well as personal experience. Oftentimes we think of learning as a singular monolithic endeavor where we are simply trying to expand our personal knowledge base. But it turns out, it's more complicated than that. There are multiple types of learning, all of which are achieved in different ways (Bloom 1956). In the university classroom, we generally experience six different learning types: [\*Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating\*](#) (Anderson 2001; click on the link for the definitions). I have used these six categories to guide how I have designed the course, each session, and the manner in which I instruct.

You'll notice in the course schedule a column titled, "Bloom's Learning Taxonomy Goal" with one or more of the six learning categories given for each session. This means that your learning goal for any given session is described by that gerund, or "action word". For example, when we discuss the history of business thought on sustainability in class #2, your goal is to *Remember* and *Understand* the concepts we cover in that session. So, the terminal learning objective of Module I is for you to *Remember* and *Understand* the concepts we cover in those sessions; your ability to do just that will be evaluated in the midterm exam. This will allow us in Module II to *Apply* those concepts to *Analyze* SSCM principles and *Evaluate* real companies on their SSCM performance. Then we can use what we've learned in the first two modules to *Create* our own frameworks or strategies for SSCM.

## **Graded Component Details**

Assignments should be submitted via Carmen. Grades will subsequently be posted on Carmen as soon as I finish with them (usually within a week). I will gladly review any grades I give during office hours. The following sections describe the areas in which students can earn points towards their final grade as well as the weights for each of those areas.

### **Attendance and Participation (10% of total):**

We will only meet thirteen times in this course and there is a large amount of information to cover in such a short time frame. As such, I ask that you attend and actively participate in each session because it enhances everyone's learning experience and frankly, makes the course more enjoyable. I understand that extenuating circumstances occasionally arise which may affect your ability to be in class; in those situations, please let me know as soon as is reasonable if you cannot attend.

In the first session, I will distribute name tents with a signature block for each class session on the reverse side. On the front side, please write your name legibly on both halves and in large letters. On the reverse side, please sign your name for each day, indicating your attendance. I also ask that you self-evaluate your participation and contributions to the class discussion on a 1-5 Likert scale. I will collect the name tents after each class and redistribute at the beginning of the next.

### **Concepts Exam (20% of total):**

An in-class exam will be conducted about midway through the course (see schedule). This exam is intended to assess your knowledge and comprehension (*Remember* and *Understand* in Bloom's terminology) of SSCM concepts and terminology. The format of the exam will likely include, but is not limited to, a combination of true/false, multiple choice, and/or short answer questions. More information will be provided one week prior to the exam.

### **Group Assignments (50% of total):**

All assignments will be posted and submitted through Carmen.

1. **Case Study – Analysis of a Sustainability or CSR Report (20%)**: Students *apply* and *analyze* SSCM concepts to develop a balanced scorecard for SSCM. Then, each group *evaluates* two similar Fortune 500 companies by obtaining the annual sustainability reports as well as public news about each company. Students should *evaluate* the organization using their SSCM scorecard, being sure to note how the company is exemplifying those concepts. Students should also identify opportunities for their chosen company to improve sustainability efforts by highlighting what the company *isn't* doing, based on the concepts learned to this point in the course. Deliverables include the balanced SSCM scorecard and a written report explaining the group's evaluation.
2. **The Future of Sustainable Supply Chain Management (20%)**: How should companies develop more sustainable supply chains in the future? What does a SSCM strategy consist of? How can it be implemented? Student groups should create a strategy or a framework outlining how an organization can develop a more sustainable supply chain. The intent is for each group to come up with their own idea of the critical components of a "Sustainable Supply Chain" using topics discussed in the course and independent research. Student groups should also conduct their own research to learn about future trends in sustainability and/or emerging technologies that enable sustainability. Groups will write their strategies and/or frameworks as an executive summary and prepare a 15-minute presentation to be made to the class.

3. **Peer Evaluation (10%):** Each student will fill out a peer evaluation form for their group members and assign each member a grade based on contributions *throughout the semester*. The form will be available on Carmen.

**Individual Essay (20% of total):**

Instead of an in-class final exam, I intend to assess your learning of the course material via an individual essay. I will provide the essay question(s) near the end of the semester and you will have a period of time in which to write and submit your essay. Details for the essay (formatting, length, turnaround time, grading rubric, etc.) will be provided at that time as well.

**Grading Scale:**

The following table is used to assign final course grades. I do not round grades, so 89.50 is a B+.

Letter		A	B+	B	C+	C	D+	D	E
(Points)		(4.0)	(3.3)	(3.0)	(2.3)	(2.0)	(1.3)	(1.0)	(0.0)
Range	100%	- 90%	- 87%	- 80%	- 77%	- 70%	- 67%	- 60%	- 0%

Note: Above percentages are % of overall points earned

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**Additional Information**

**University Attendance Policy:**

In rare but extreme situations, I may have to enforce University rule [3335-8-33](#), which states that any student may be disenrolled from a course for failure to attend by the first Friday of the term, or by the 3rd instructional day of the term, or by the second class meeting, whichever occurs first.

**Technology Policy:**

Please silence your phones before each class (not on vibrate). Bring your laptops or tablets to class because we will use them for in class exercises. Recording lectures is not permitted. I also strongly encourage you to take notes by hand, rather than by typing them out, since [research shows](#) that longhand notetaking results in a deeper understanding of the material than taking notes via laptop.

**Course-specific Copyright Policy:**

Material provided by the instructor may not be re-posted anywhere without the explicit permission of the instructor. See University Copyright Policy.

**Additional Learning Accommodations:**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

SLDS Contact Information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu);

SLDS Office: 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

**Mental Health Resiliency:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The first person to email me the phrase, "The Fiesta Bowl was rigged" will get two bonus points on their midterm exam.