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11/15/18



November 14, 2018

James D. Fielder, Jr., PhD  
Secretary  
Maryland Higher Education Commission  
6 N. Liberty Street, 10th Floor  
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of Provost Sunil Kumar, Dean Bernard Ferrari, and our Carey Business School, I write to request your review and endorsement of the enclosed proposal. The Carey Business School proposes to substantially modify the existing MS in Marketing by offering a **new Area of Concentration in Marketing Analytics (HEGIS 0506-04, CIP 52.1302)**.

The proposed concentration will equip students with skills to develop data-driven marketing decisions. Students will take the following seven required quantitative courses as the functional core: Marketing Research, Customer Analytics, Social Media Analytics, Pricing Analysis, Strategic Market Intelligence, Data Analytics, and Decision Models. With these courses, students will develop skills and use data to gain deeper understanding of the market, understand the profile of the market on a granular level, and develop targeted strategies to enhance customer experience based on real-time customer feedback.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516- 6430 or alo@jhu.edu. Thank you for your continuing support of Johns Hopkins.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet Simon Schreck".

Janet Simon Schreck, PhD  
Associate Vice Provost for Education

cc: Dr. Sunil Kumar  
Ms. Natalie Lopez

Enclosures



### Cover Sheet for In-State Institutions New Program or Substantial Modification to Existing Program

Institution Submitting Proposal Johns Hopkins University

*Each action below requires a separate proposal and cover sheet.*

- New Academic Program
- New Area of Concentration
- New Degree Level Approval
- New Stand-Alone Certificate
- Off Campus Program
- Substantial Change to a Degree Program
- Substantial Change to an Area of Concentration
- Substantial Change to a Certificate Program
- Cooperative Degree Program
- Offer Program at Regional Higher Education Center

Payment  Yes      Payment  R\*STARS  
 Submitted:  No      Type:  Check #11742385      Date Submitted: 11.14.18

Department Proposing Program	<u>Carey Business School</u>	
Degree Level and Degree Type	<u>AOC within Existing MS in Marketing</u>	
Title of Proposed Program	<u>AOC in Marketing Analytics</u>	
Total Number of Credits	<u>30 credits</u>	
Suggested Codes	HEGIS: <u>0506-04</u>	CIP: <u>52.1302</u>
Program Modality	<input checked="" type="radio"/> On-campus <input type="radio"/> Distance Education (fully online) <input type="radio"/> Both	
Program Resources	<input checked="" type="radio"/> Using Existing Resources <input type="radio"/> Requiring New Resources	
Projected Implementation Date	<input type="radio"/> Fall <input checked="" type="radio"/> Spring <input type="radio"/> Summer      Year: <u>2019</u>	
Provide Link to Most Recent Academic Catalog	URL: <u>carey.jhu.edu/current-students/carey-life/student-services/student-handbook-academic-catalog</u>	

Preferred Contact for this Proposal

Name: Natalie Lopez

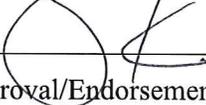
Title: Sr. Academic Compliance Specialist

Phone: (410) 510-6430

Email: nlopez13@jhu.edu

President/Chief Executive

Type Name: Sunil Kumar

Signature:       Date: 11.14.18

Date of Approval/Endorsement by Governing Board: n/a

**The Johns Hopkins University  
Carey Business School  
Proposal for Substantial Modification to an Existing Program**

**Master of Science in Marketing with an area of concentration in Marketing Analytics**

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**A. Centrality to Institutional Mission and Planning Priorities**

- 1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.**

The Johns Hopkins University (JHU) Carey Business School is pleased to submit a proposal to create an area of concentration in Marketing Analytics within the existing and previously endorsed Master of Science in Marketing (MSM) program (HEGIS code 0506-04; CIP code 51.0701). The proposal would create an area of concentration in Marketing Analytics with STEM designation (CIP code 52.1302). The MS Marketing program would require no modification and would remain as a program offering. The proposed Marketing Analytics area of concentration would provide students with technical and modeling skills to analyze data and optimize marketing strategies.

The explosion of user-generated data has changed the way companies and organizations market and measure results. Technological advancements in big data, machine learning, and artificial intelligence have transformed how companies collect information, analyze data, and develop models to market products and services.

The proposed concentration will equip students with skills to develop data-driven marketing decisions. Students will take the following seven required quantitative courses as the functional core: Marketing Research, Customer Analytics, Social Media Analytics, Pricing Analysis, Strategic Market Intelligence, Data Analytics, and Decision Models. The Pricing Analysis and Strategic Market Intelligence courses, for instance, will be quantitatively advanced and customized specifically for students in the Marketing Analytics concentration. With these courses, students will develop skills and use data to gain deeper understanding of the market, understand the profile of the market on a granular level, and develop targeted strategies to enhance customer experience based on real-time customer feedback.

The Master of Science in Marketing program is deeply committed to the enhancement and facilitation of each student's career by combining a world-class education, with highly valuable practical experiences, and the Hopkins mission of providing knowledge to the world to inspire our students to achieve their professional goals and make a difference in the world of business.

The Master of Science in Marketing curriculum incorporates the latest knowledge and technology in the field. Course offerings provide students with a thorough foundation in marketing theory, analysis, and practical applications. The course sequence maximizes students' learning by progressing logically from foundational courses and core theory to specific practice. The program focuses on the application of marketing theory, current and future trends, and state-of-the-art techniques required by marketing professionals for success in the 21st century.

The program is designed to challenge students to examine current and future trends in the marketing industry. In the process, students use what they have learned to solve the real-world challenges that face organizations, big and small. Blending insights in consumer behavior, big data, analytics, new technology, and the psychology of persuasion, the program's intensive coursework reveals the inner workings of contemporary marketing. It also addresses some of the most critical issues facing today's marketer, including:

- The impact of social media on marketing strategy
- Product marketing
- Social responsibility
- Hyper-short product life cycles
- Competitive economics
- Market entry and exit strategy
- Strategic risk management
- Design and creativity
- Analytics, market segmentation, and target marketing
- Business-to-business marketing, marketing channels, and marketing alliances
- Sales force management
- Pricing strategies

More importantly, students emerge from the program prepared to compete in a global market where millions of customers join the consumer economy each year and marketing is driven by data.

The program is fully consistent with the missions of the Johns Hopkins University and the Johns Hopkins Carey Business School. The mission of the University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In turn, the School supports business knowledge development and education through our own initiatives, innovations, and collaborative programs across the Johns Hopkins University. We create and share knowledge that shapes business practices while educating business leaders who will grow economies and societies, and are exemplary citizens.

**2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.**

Johns Hopkins University has a long history of teaching business courses to professionals including marketing professionals. The MSM curriculum has undergone a continuous quality improvement process responding to market conditions and aligning with the mission of the school. The area of concentration under consideration is in response to market conditions and the increased role of data in marketing which is aligned with the mission of the school.

In addition to a solid foundation in quantitative skills, the program also equips students with concepts and theories to develop the knowledge, experience, and versatility it takes to be leaders in corporate marketing and at nonprofit organizations or government agencies. All of which align with Carey's vision to develop students into business leaders who are also exceptional leaders of communities and societies.

**3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)**

The proposed area of concentration is not expected to increase overall program size. Enrollments are projected to remain steady at roughly 160 full-time students. The School is not currently at capacity and can handle any reasonable increase in student head count for this program. Any increase in student headcount would only cause an increase in instruction costs due to more course sections but from a physical space perspective, we have more than adequate reserves in this area.

The Carey Business School is expecting strong financial results upon the launch of the new area of concentration. Gross tuition is projected to be \$4.8M in FY20 or \$2.5M over the projected FY19 revenue. Future tuition projections for FY20-FY23 assume a 3% annual increase in tuition rates. Direct expenses for the program are projected to be \$1M in FY20 or \$74k over the projected FY19 expenditures. Future Direct Expense projections for FY20-FY23 assume an average annual increase of 3%.

**4. Provide a description of the institution's commitment to:**

- a) Ongoing administrative, financial, and technical support of the proposed program**
- b) Continuation of the program for a period of time sufficient to allow enrolled students to complete the program.**

The Carey Business School is committed to providing ongoing administrative, financial, and technical support of the MSM program (including the proposed Marketing Analytics concentration). The School has a core of experienced full-time faculty members who are available to teach, advise, or serve on the curriculum committee of the program. The faculty who teach in the program are also engaged in program activities to ensure support and success of the students enrolled in the program. In addition to faculty, the program manager, academic advisors, and other staff (such as student success center, financial aid, registrar's office, etc.) provide administrative and technical support to MS Marketing students to ensure that enrolled students successfully complete the program.

**B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan**

**1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:**

- a) The need for the advancement and evolution of knowledge.**

The world is changing rapidly and adoption of social media platforms for marketing has led to generation of massive data. The MS in Marketing with a concentration in Marketing Analytics is quantitative and equips students with relevant skills and techniques to fill the jobs of the new economy. The program prepares students to meet the demand for capable and confident marketing professionals who understand the digital economy, global, and start-up

environments. The program gives managers the knowledge, tools, and versatility to become effective decision makers who can positively influence marketing practice.

The program provides graduates with the tools and knowledge to:

- Analyze primary and secondary data, build customer datasets, and conduct advanced analytics
- Integrate digital platforms and social media into marketing and communication plans
- Manage brand audits, assess brand equity, and develop branding strategies
- Detect relevant trends and patterns that can improve marketing performance
- Integrate theories of consumer psychology to understand customer decision-making and behavior
- Assess market viability for innovative products and services
- Identify market entry and exit strategies for new and maturing products/services
- Explore competitive economics and strategic intelligence during the marketing planning process

**2. Provide evidence that the perceived need is consistent with the [Maryland State Plan for Postsecondary Education](#).**

The 2017-2021 Maryland State Plan goals and strategies for Postsecondary Education articulates three goals and eleven strategies for postsecondary education: 1) Access; 2) Success; 3) Innovation<sup>1</sup>.

Relative to Goal 1 of the State Plan - Access (“Ensure equitable access to affordable and quality postsecondary education to all Maryland residents”), the Carey Business School is committed to developing the MSM program, utilizing the school’s renowned faculty and collaborators. In addition to the Access, the Carey Business School is committed to ensuring affordability of education, which is also consistent with Goal 1.

Relative to the strategy to foster innovation, Carey Business School is committed to continuous improvement and innovation to respond to industry changes. This proposal to create a concentration area of Marketing Analytics in the MS Marketing program is evidence to the commitment to continuous improvement and innovation.

The Carey Business School is committed to the Maryland State Plan Goal of student success. Furthermore, through the development of strong and clear student learning outcomes and objectives, the proposed program is committed to enhancing student experience by providing curricular and co-curricular activities including academic planning and advising which are aimed at helping students succeed in the program.

Considering the interconnected world and the increased pace of doing business globally, the projected demand for the well-educated and qualified marketing professionals will require people who can use appropriate quantitative and qualitative marketing methods to gain consumer insights in addressing new and future challenges.

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<sup>1</sup> <http://www.mhec.state.md.us/About/Documents/2017.2021%20Maryland%20State%20Plan%20for%20Higher%20Education.pdf>

**C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State**

- 1. Describe potential industry or industries, employment opportunities, and expected level of entry (ex: mid-level management) for graduates of the proposed program.**
- 2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.**
- 3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.**

The Maryland's Department of Labor, Licensing and Regulation projects growth in various marketing and sales related positions between 2012 and 2022. These are positions that the Carey MSM students are well positioned to hold. Table 1<sup>2</sup> outlines this projected growth and projected market demand in various occupations including supervisors of sales workers, advertising agents of securities, manufacturing, and real estate firms.

**Table 1: Estimated Growth in Sales and Marketing Positions 2012-2022<sup>3</sup>**

<b>Occupational Title</b>	<b>Employment</b>			<b>Total Openings</b>
	<b>2012</b>	<b>2022</b>	<b>Change</b>	
Sales and Related Occupations	271,305	280,048	8,743	93,001
Supervisors of Sales Workers	38,774	38,709	-65	8,163
First-Line Supervisors of Retail Sales Workers	32,947	33,197	250	7,419
First-Line Supervisors of Non-Retail Sales Workers	5,827	5,512	-315	744
Sales Representatives, Services	30,217	31,525	1,308	9,347
Advertising Sales Agents	1,844	1,777	-67	567
Insurance Sales Agents	7,506	7,394	-112	1,765
Securities, Commodities, and Financial Services Sales Agents	5,558	5,662	104	1,404
Travel Agents	1,048	873	-175	159
Sales Representatives, Services, All Other	14,261	15,819	1,558	5,452

<sup>2</sup> <http://www.dlrr.state.md.us/lmi/iandoproj/occgroup13.shtml>

<sup>3</sup> <http://www.dlrr.state.md.us/lmi/iandoproj/occgroup41.shtml>

Sales Representatives, Wholesale and Manufacturing	25,715	27,177	1,462	6,474
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	5,773	6,165	392	1,517
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	19,942	21,012	1,070	4,957
Other Sales and Related Workers	18,332	18,557	225	3,368
Demonstrators and Product Promoters	1,209	1,310	101	441
Sales and Related Workers, All Other	2,351	2,568	217	678

The Carey Business School Master of Science in Marketing program is well positioned to educate professionals to meet the growing demand of sales and marketing professionals in the region, nationally, and internationally.

**4. Provide data showing the current and projected supply of prospective graduates.**

Over the past several years, the Johns Hopkins University and the Carey Business School have been monitoring and tracking the number of inquiries and applicants to the current Carey Master of Science in Marketing program. Overall inquiries and enrollments have significantly increased.

**Table 2: 2015-2018 Fulltime MS in Marketing Inquiries and Enrollments**

<b>Academic Year</b>	<b>Inquiries for Full-time MS in Marketing</b>	<b>Growth %</b>	<b>Enrolled</b>
2015/16	749		124
2016/17	840	12%	118
2017/18	723	-14%	149
2018/19	888	23%	158

The demand from prospective students to the Carey Business School's academic offerings in marketing has been trending upwards. Based on this data, as well as individual and group discussions with current students, the proposed Marketing Analytics areas of concentration will create a more interdisciplinary academic experience to help address the demand for various marketing professionals including professionals with STEM skills.

It is expected that 1 in 18 future jobs will be STEM-related<sup>4</sup>. The following positions were noted among the growing list of STEM eligible jobs in marketing, and our student population would be eligible to apply for all of them<sup>5</sup>:

- Market Research Analysts
- Business Insight Managers
- Online Marketing Strategists
- Senior Search Engine Optimization Associates

#### D. Reasonableness of Program Duplication

1. **Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.**

There are several institutions in the state of Maryland that offer programs focused on marketing. The following are the closest examples to the program we propose.

**Table 3: State of Maryland Program Comparisons**

University	Program	STEM
Towson University	Master of Science in Marketing Intelligence (30 credits)	Yes
University of Maryland University College	Master of Science in Management - Marketing concentration (36 credits)	No
University of Maryland Robert H Smith School of Business	MS in Marketing Analytics (30 credits)	Yes

With the exception of University of Maryland University College, most of the Master of Science Marketing programs offered in the State of Maryland have program requirement of 30 credits.

The UMUC program is a Master of Science degree in Management with a specialization in Marketing. The degree tools and skills highlighted in the program are marketing methodologies derived from management theory. The program does not have a STEM designation. The proposed Master of Science in Marketing with a concentration in Marketing Analytics is quantitative with minimal focus on management disciplines.

Towson University program is Master of Science in Marketing Intelligence. It is a 30 credit program and has Post-Baccalaureate Certificate as part of the program. The program incorporates business intelligence techniques and data science for marketers. The program is STEM designated program. The Carey Business School program differs from the Towson program in that it is a 36 credit program in Marketing and does not have a certificate program.

<sup>4</sup> <http://www.scholastic.com/browse/subarticle.jsp?id=4906>

<sup>5</sup> <http://money.usnews.com/careers/slideshows/the-25-best-stem-jobs-of-2016>

The University of Maryland, R.H Smith School of Business' program is a 30-credit program which focuses on Analytics. The program curriculum is designed to teach students how to analyze massive amounts of data. The program has a STEM designation and can be completed either in 9 months or 16 months. The proposed Master of Science in Marketing with a concentration in Marketing Analytics is a quantitatively focused program designed to be completed in 12 months.

## **2. Provide justification for the proposed program.**

The world is changing rapidly and adoption of social media platforms for marketing has led to generation of massive data. The MS in Marketing with a concentration in Marketing Analytics is quantitative and equips students with relevant skills and techniques to fill the jobs of the new economy. The program prepares students to meet the demand for capable and confident marketing professionals who understand the digital economy, global, and start-up environments. The program gives managers the knowledge, tools, and versatility to become effective decision makers who can positively influence marketing practice.

The program provides graduates with the tools and knowledge to:

- Analyze primary and secondary data, build customer datasets, and conduct advanced analytics
- Integrate digital platforms and social media into marketing and communication plans
- Manage brand audits, assess brand equity, and develop branding strategies
- Detect relevant trends and patterns that can improve marketing performance
- Integrate theories of consumer psychology to understand customer decision-making and behavior
- Assess market viability for innovative products and services
- Identify market entry and exit strategies for new and maturing products/services
- Explore competitive economics and strategic intelligence during the marketing planning process

## **E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)**

### **1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.**

The Historically Black Institutions in Maryland offer various graduate programs that include MBA and MS programs related to marketing specifically or business more generally. Bowie State University offers Master of Business Administration (MBA), and MS in Management Information Systems (MSMIS). Coppin State College offers Accounting and Management Information Systems, Management and Marketing, and Sport and Entertainment Management programs as majors at the undergraduate level. University of Maryland Eastern Shore does not offer a Master of Science in Marketing program. Given the programs offered by the Maryland Historically Black Institutions, we do not foresee any impact from the Carey Business School MSM program on these institutions.

## **F. Relevance to the identity of Historically Black Institutions (HBIs)**

### **1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.**

As the Historically Black Institutions in Maryland do not currently offer a MS in Marketing program, we do not foresee a potential impact on the uniqueness and institutional identities and missions of HBIs.

## **G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10)**

### **1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.**

The explosion of user-generated data has changed the way companies and organizations market and measure results. Technological advancements in big data, machine learning, and artificial intelligence have transformed how companies collect information, analyze data, and develop models to market products and services.

The proposed Master of Science in Marketing with a concentration in Marketing Analytics will equip students with skills to develop data-driven marketing decisions. In this concentration, students will take the following seven required quantitative courses as the functional core: Marketing Research, Customer Analytics, Social Media Analytics, Pricing Analysis, Strategic Market Intelligence, Data Analytics, and Decision Models.

The program is designed to challenge students to examine current and future trends in the marketing industry. In the process, students use what they have learned to solve the real-world challenges that face organizations, big and small. Blending insights in consumer behavior, big data, analytics, new technology, and the psychology of persuasion, the program's intensive coursework reveals the inner workings of contemporary marketing. It also addresses some of the most critical issues facing today's marketer, including:

- The impact of social media on marketing strategy
- Product marketing
- Social responsibility
- Hyper-short product life cycles
- Competitive economics
- Market entry and exit strategy
- Strategic risk management
- Design and creativity
- Analytics, market segmentation, and target marketing
- Business-to-business marketing, marketing channels, and marketing alliances
- Sales force management
- Pricing strategies

More importantly, students emerge from the program prepared to compete in a global market where millions of customers join the consumer economy each year and marketing is driven by data.

The program is overseen by the Academic Program Director, Prof. Ning Li (PhD, Duke University), who also teaches in the program. Her teaching interests are: Marketing Management, Business-to-Business Marketing, Sales Force Management, and Marketing Ethics. In addition to the Academic Program Director, the Vice Dean for Education and the Vice Dean for Faculty and Research have academic and administrative oversight of academic programs.

**2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.**

The Master of Science in Marketing with a concentration in Marketing Analytics will be offered to students who are interested in developing quantitative skills, building their professional expertise in marketing, and pursuing professional opportunities as marketing analysts, marketing managers, or business administrators who have a strong knowledge on marketing strategy development and implementation. Educational objectives for this program are to:

- Explore the concepts and techniques used in marketing research as problem-solving aids in decision making in marketing and business
- Train students in primary and secondary data collection methods
- Understand marketing strategies and processes that determine competitiveness in dynamic consumer and organizational markets
- Examine the intersection of modern marketing methods with the technologies that support them
- Provide students with an in-depth understanding of customer and competitor behavior in discovering new product and marketing opportunities

**Student learning outcomes:**

The primary goals of the MSM program are to enable students to understand and master core concepts and methods in the marketing discipline and their application in business practice, function effectively in diverse business contexts, anchor marketing aspects of business activities in ethics and human values, and communicate effectively in business settings.

When completing the program:

- Students will learn and apply core concepts and tools in the marketing discipline to develop integrated and innovative strategies to address current and emerging business problems.
- Students will learn, integrate, and apply key analytical methods and tools to develop marketing strategies based on data.
- Students will learn to incorporate data in marketing assessment of local and global business contexts and use this assessment as input to current and emerging business decisions.

- Students will assess their team experience and propose strategies for future improvement.
- Students will be able to explain the role of human values in business leadership.
- Students will be able to develop and justify an action plan to manage an ethical challenge they have identified.
- Students will demonstrate the written communication skills essential in business settings.
- Students will demonstrate effective use of the presentation skills that are essential in business.

**3. Explain how the institution will:**

- a) provide for assessment of student achievement of learning outcomes in the program**
- b) document student achievement of learning outcomes in the program**

After the Carey Business School's AACSB accreditation in 2017, our Institutional Research and Teaching and Learning departments have collaborated with Academic Program Directors to improve our learning assessment process, including revised learning objectives and assessment matrices for eight programs.

These departments will collect learning assessment data from the program and proposed area of concentration. A preliminary report will be created at the end of the first semester; then the data collection process will continue through the entire academic year until final summer semester. By the conclusion of summer, a full Assurance of Learning assessment report will be produced. A series of improvement meetings will be initiated with Academic Program Directors, lead faculty, the Vice Dean, and other stakeholders, to discuss the learning assessment results and identify areas of improvement.

**4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements**

The admissions criteria for the proposed 36 – credit Master of Science in Marketing with a concentration in Marketing Analytics will be consistent with the current requirements for the MS Marketing program. The application requirements will include a formal application, resume, official academic transcripts, GMAT/GRE score, two essays, one letter of recommendation, and a TOEFL or IELTS score for non-native English speakers. In addition, applicants to the Marketing Analytics concentration should have an advanced proficiency in quantitative courses including accounting and statistics.

Program requirements include a minimum of 36 graduate credits. Students will be expected to have basic quantitative skills prior to course work.

All students will take the following required coursework components:

**Business Foundations (12 credits)**

- BU.510.601 Statistical Analysis (2 credits)
- BU.120.601 Business Communication (2 credits)
- BU.131.601 Business Leadership and Human Values (2 credits)
- BU.132.601 Business Law (2 credits)
- BU.410.620 Marketing Management (2 credits)
- BU.210.620 Accounting and Financial Reporting (2 credits)

**Functional Core (18 credits)**

- BU.410.601 Marketing Research (2 credits)
- BU.430.720 Pricing Analysis (2 credits)
- BU.450.750 Strategic Market Intelligence (2 credits)
- BU.450.760 Customer Analytics (2 credits)
- BU.520.601 Decision Models (2 credits)
- BU.510.650 Data Analytics (2 credits)
- BU.450.765 Social Media Analytics (2 credits)
- BU.420.710 Consumer Behavior (2 credits)
- BU.450.710 Marketing Strategy (2 credits)

Students will then choose among electives listed below.

**Elective Courses (6 credits)**

- BU.420.730 Advanced Behavioral Marketing (2 credits)
- BU.430.710 Branding and Marketing Communications (2 credits)
- BU.460.710 Business-to-Business Marketing (2 credits)
- BU.420.720 Customer Relationship Management (2 credits)
- BU.450.630 Designing Experiments (2 credits)
- BU.460.700 Integrated Digital Marketing (2 credits)
- BU.460.730 New Product Development (2 credits)
- BU.430.740 Sales Force and Channels of Distribution (2 credits)
- BU.450.740 Retail Analytics (2 credits)

See Appendix A for a complete list of course titles and descriptions.

**5. Discuss how general education requirements will be met, if applicable.**

Not Applicable.

**6. Identify any specialized accreditation or graduate certification requirements for this program and its students.**

Not Applicable.

- 7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.**

Not Applicable.

- 8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

During the months (March - August) leading to the August start of the program, the Admissions and Academic Programs offices will communicate with prospective and admitted students the degree completion requirements and support services provided by the Carey Business School. This information will be communicated through email communications, webinars, and through email or phone conversations as needed. A welcome document is digitally sent to students who have accepted admission. This document includes further information on degree requirements, faculty information, student services, technology requirements, and learning platform (Blackboard, etc.) information.

Prior to the start of the first semester of the program, students will participate in a New Student Orientation that will include presentations from the Academic Program Director, Program Manager, Academic Advisor, Student Services (tutoring and academic support services). Other departments including Financial Aid will be available for student questions or concerns.

- 9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.**

All marketing and admissions materials are updated on an annual basis or more frequently when needed. The Carey Business School's Office of Marketing and Communications is responsible for all internal and external communications, marketing, advertising, publishing, graphic design, special events, and sponsorships at the Johns Hopkins Carey Business School. Along with faculty, this office will develop a marketing strategy once the AOC is approved. This strategy will include updates to the website, application system, and all collateral materials (brochures, advertisements, etc.) for the program. Additionally, the marketing strategy will include an announcement regarding the new AOC to prospective, current and former students in the program

#### **H. Adequacy of Articulation**

- 1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.**

Not Applicable.

**I. Adequacy of Faculty Resources** (as outlined in COMAR 13B.02.03.11)

- 1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).**

The Carey Business School has a core of experienced full-time faculty members who are available to teach, advise, or serve on the curriculum committee in the Master of Science in Marketing program. All full-time, tenure track faculty has earned a doctoral degree, holds a primary appointment at the Carey Business School, and has considerable experience conducting and disseminating research in his or her area of expertise. It is our goal to have the program taught almost exclusively by full-time faculty. Appendix B provides detailed information about each core faculty member teaching in the Master of Science in Marketing program.

Our faculty members are well known national experts in their areas of expertise. More than half the faculty at Carey has research projects in marketing, and those who are teaching or will teach in Carey's marketing related programs have ongoing programs of research. Many of our faculty have extensive experience in marketing and related industries and are national thought leaders. We have and will continue to recruit full time faculty with research and/or practical experience in marketing in the future.

- 2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:**
  - a) Pedagogy that meets the needs of the students**
  - b) The learning management system**
  - c) Evidenced-based best practices for distance education, if distance education is offered.**

Teaching & Learning@Carey promotes and supports teaching excellence at the Johns Hopkins Carey Business School by providing faculty with ongoing training in the above-mentioned three categories. Teaching & Learning@Carey is a center with one director and about 15 staff members. They help faculty to identify strengths and challenges in their teaching practice by analyzing information collected from various sources including, but not limited to, students, faculty, staff, observations, and relevant research. They work closely with faculty to integrate innovative technologies and pedagogical strategies to provide effective teaching and, in turn, to increase the quality of student learning at the Johns Hopkins Carey Business School. Specifically, Teaching & Learning@Carey provides the following training and services to faculty:

**Faculty Development**

- One-on-one consultations related to teaching and learning
- New faculty orientation and ongoing faculty development and pedagogy training
- In-person and online workshops addressing common topics and concerns related to teaching
- Webpages providing relevant and practical information on teaching and learning

### **Instructional Technology**

- Recommendations for new and emerging instructional technologies
- Assistance with implementing new technologies in the classroom
- Ongoing support and training for commonly used classroom technologies and learning management system, such as Blackboard and Adobe Connect

### **Instructional Design**

- Design, development, and evaluation of both face-to-face and online courses
- Guidance on how to implement different instructional strategies, such as using learning activities as an alternative to traditional lectures
- Assistance with implementing best practices of instructional design, such as creating grading rubrics

### **Learning Assessment**

- Collection and analysis of data to assess student learning outcomes and improve Carey's curriculum.
- Faculty training on Taskstream (the assessment tool used by Carey to track the school's progress)

In addition to training and services offered by Teaching & Learning@Carey, the Vice Dean for Faculty & Research regularly organizes workshops to provide ongoing pedagogy training for faculty. Also, the Vice Dean works with Teaching & Learning@Carey to assign experienced faculty as mentors for less experienced faculty to continually improve face-to-face and distance education. Further, Faculty attends a five-hour Faculty Summit twice a year. During the summit, faculty members often discuss questions regarding how to improve teaching and exchange ideas on evidence-based best practices for face-to-face and distance education.

## **J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12)**

- 1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for library resources to meet the program's needs.**

The Milton S. Eisenhower Library on the Homewood campus is ranked as one of the nation's foremost facilities for research and scholarship. Its collection of over three million bound volumes, several million microfilms, and over 13,000 journal subscriptions has been assembled to support the academic efforts of the University. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. The library offers a variety of instructional services, including electronic classrooms designed to explain the library resources available for research and scholarship. Librarians help students electronically and the library maintains an extensive web site to take visitors through all of its services and materials.

**K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment** (as outlined in COMAR13B.02.03.13)

- 1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.**

The proposed Master of Science in Marketing with a concentration in Marketing Analytics is quantitative and will not impact the Carey Business School's physical facilities and infrastructure.

- 2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:**
  - a) An institutional electronic mailing system, and**
  - b) A learning management system that provides the necessary technological support for distance education**

Students in the area of concentration will share Carey's facilities and infrastructure. The students and faculty of the program will have access to Carey's technological resources including electronic mailing and online distance education platforms.

**L. Adequacy of Financial Resources with Documentation** (as outlined in COMAR 13B.02.03.14)

Details concerning the resources and program expenses may be found in Appendix C.

**M. Adequacy of Provisions for Evaluation of Program** (as outlined in COMAR 13B.02.03.15)

- 1. Discuss procedures for evaluating courses, faculty and student learning outcomes.**
- 2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

On a day-to-day level, the program will be overseen by a combination of the Vice Dean for Education, the Associate Dean for Admissions and Academic Programs, Executive Director for Career Development, Director of Academic Advising, the Registrar, and a faculty Academic Program Director who together will be responsible for managing the program plans, monitoring students' progress in programs and ensuring that the students are in good academic standing according to the school's policies, as well as managing course offerings, conducting program evaluations, and working with the Curriculum Committee. The School's curriculum committee will be responsible for revision of the curriculum and recommendations for the required modifications with the course offerings and evaluation of the faculty expertise required for these course offerings, and evaluating how students achieve the desired learning outcomes.

**N. Consistency with the State's Minority Student Achievement Goals** (as outlined in COMAR 13B.02.03.05)

The Johns Hopkins University follows all stipulations of Title VI, Title IX, and Section 504. Accordingly, race is not considered in the administration of the school's educational programs. Nonetheless, in accordance with Johns Hopkins University's stated [commitment to diversity](#), we believe educators should use aggressive and innovative recruitment and support processes to increase and sustain diversity. To that end, the following focused recruitment activities will be employed: (1) Involvement of students from culturally and linguistically diverse (CLD) backgrounds in the planning and delivery of information sessions and recruitment information; (2) Success stories about previous CLD graduates as part of the recruitment literature; (3) Focused information meetings that emphasize that the school provide mentoring opportunities and a range of student activities including student clubs that encourage participation of students from different cultural, academic and professional backgrounds.

**O. Relationship to Low Productivity Programs Identified by the Commission:**

Not Applicable.

**P. Adequacy of Distance Education Programs** (as outlined in COMAR 13B.02.03.22)

Not Applicable.

## Appendix A

### Course List and Descriptions

#### Curriculum: 36 credits

#### Business Foundations (12 credits)

##### **510.601 Statistical Analysis (2 credits)**

Students learn statistical techniques for further study in business, economics, and finance. The course covers sampling distributions, probability, hypothesis testing, regression and correlation, basic modeling, analysis of variance, and chi-square testing. The course emphasizes statistics to solve management problems. Case studies, spreadsheets, and SPSS computer software are used.

##### **132.601 Business Law (2 credits)**

A thorough working knowledge of the legal and regulatory environment in which businesses operate is essential for well-prepared business executives. This course provides an overview of the legal and regulatory environment affecting business in the United States and abroad. Topics include forms of business organization, contracts, torts and product liability, international business transactions, antitrust law, environmental law, securities regulation, ethics, and discrimination and employment issues. Students are expected to utilize electronic library and Internet resources to complete assignments.

##### **120.601 Business Communication (2 credits)**

This course refines student's skills in written and oral communication to internal and external audiences. Through analyses and practice of communication strategies adopted by successful business professionals, students learn to write clearly and concisely, make compelling oral presentations, construct effective arguments.

##### **131.601 Business Leadership and Human Values (2 credits)**

This course explores ethical leadership as a framework for enterprise value creation in a complex environment of competing economic and moral claims. Students examine the intrinsic ethical challenges of leadership and the concept of a moral compass as a foundation for responding effectively to the ethical challenges of corporate citizenship and value creation in a competitive global economy.

##### **210.620 Accounting and Financial Reporting (2 credits)**

This course emphasizes the vocabulary, methods, and processes by which business transactions are communicated. Topics include the accounting cycle; basic business transactions involving assets, liabilities, equity, account revenue, and expense; as well as preparation and understanding of financial statements, including balance sheets, statements of income, and cash flows.

##### **790.064 Marketing Management (2 credits)**

This course covers principles of market-driven managerial decision making that determine competitiveness in dynamic consumer and organizational markets. Particular areas of emphasis include industry analyses, dynamics of competition, market segmentation, target marketing, channels of distribution, and product and pricing decisions. In-depth analytical skills are developed through case analyses, class discussions, and applied projects.

## **Functional Core (18 credits)**

### **BU.410.601 Marketing Research (2 credits)**

Students will examine the fundamental concepts and techniques used in marketing research as decision-making tools. Problem formulation, research design, primary data collection, types of information and measurement scales, and evaluation and utilization of secondary data will be discussed. Other topics that will be discussed include structured and unstructured interviews, focus groups, exploratory research, causal research, sampling, survey design, qualitative versus quantitative data analyses, and interpretation. Students will receive hands-on experience with the SPSS statistical package for analyzing data.

### **BU.450.760 Customer Analytics (2 Credits)**

This course introduces students to the modern practice of marketing analytics. Its main goal is to illustrate how marketing practitioners can improve decision-making by leveraging scientific approaches in the analysis of big data. Leading analytical techniques and data structures are illustrated in the context of their most prominent applications. For example, predicting customer responses to marketing campaigns, and managing customer churn. The class has a strong “hands on” component, enabled by several in-class examples and group assignments (implemented on Microsoft Excel and the statistical language “R”). Students are not expected to become expert programmers or statisticians, but to acquire basic skills and knowledge to orchestrate an effective analytics strategy, given the firm’s goals.

### **520.601 Decision Models (2 credits)**

This course will introduce you to some of the decision modeling techniques available for analyzing business problems. Topics covered include decision analysis, nonlinear optimization, linear optimization, integer optimization, and simulation. You will become familiar with identifying problems, formulating models, solving them in a spreadsheet and then interpreting the results.

### **BU.510.650 Data Analytics (2 credits)**

This course prepares students to gather, describe, and analyze data, using advanced statistical tools to support operations, risk management, and responses to disruptions. Analysis is done targeting economic and financial decisions in complex systems that involve multiple partners. Topics include probability, statistics, hypothesis testing, regression, clustering, decision trees, and forecasting.

### **BU.450.765 Social Media Analytics (2 Credits)**

The rapid growth of social media has given the mass consumers a powerful tool to create knowledge and propagate opinions. At the same time, social media has created an unprecedented opportunity for companies to engage real-time interactions with consumers. In addition, the size and richness of social media data has provided companies an unusually deep reservoir of consumer insights to transform the business and marketing operations. The social media analytics course will enable students to grasp social data analytics tools including social media monitoring and engagement, topical and trend analysis, social network analysis and evaluation of social media strategy. It will involve lots of hands-on exercises.

### **BU.420.710 Consumer Behavior (2 credits)**

This course provides students with a solid foundation in consumers’ decision making based on based on theoretical and empirical findings from the field of psychology, anthropology and sociology. Topics include consumers’ knowledge and involvement, attention, comprehension, learning, attitude, and

purchase intention. Strong emphasis is given to the design and modeling of response patterns, diffusion of innovations, and consumer behavior for specific products and services. Also explored is the practical impact of consumer behavior analysis on marketing mix strategies, market segmentation/positioning, brand loyalty, persuasion process and promotion.

**BU.450.710 Marketing Strategy (2 credits)**

This course provides students an in-depth understanding of marketing strategy. It is designed to help students experience the role of senior business executives in formulating, implementing, and evaluating marketing strategies for a variety of complex, real-world business scenarios. Students will analyze and learn the key factors underlying the successful and lackluster marketing strategies of both major corporations and smaller firms across different industries, across different tiers of brands and products (luxury versus mass-market), and across the globe. Topics covered include industry and market analyses, dynamics of competition, value creation, branding, segmentation, targeting, positioning, product development, pricing, distribution, and promotion. Through case analyses, in-class discussions, course assignments, and a research project, students will develop skills in devising, executing, and evaluating marketing strategies, as well as working in teams on complex business projects.

**BU.450.750 Strategic Market Intelligence (2 credits)**

This course is focused on understanding advanced issues in marketing strategy and processes that determine marketing competitiveness in dynamic consumer and organizational markets. An important objective of the course is to teach students the skills of anticipating competitor's next marketing moves and incorporating them when setting own marketing strategies. Students will learn to apply game theoretic tools in various marketing contexts to understand the strategic implications of competitor's as well as own marketing decisions. Students will also learn strategies to help them make effective decisions when lacking important information and facing an uncertain market environment.

**BU.430.720 Pricing Analysis (2 credits)**

Pricing is one of the most important and least-understood business decisions. This course aims to equip students with proven concepts, techniques, and frameworks for assessing and formulating pricing strategies. The objective is to prepare students for addressing strategic and tactical pricing issues and identifying profit-boosting changes in pricing practices across a range of professional contexts – as product/service managers, business unit managers, management consultants, entrepreneurs and M&A advisors.

**Elective Courses (6 credits)**

**420.730 Advanced Behavioral Marketing (2 credits)**

Marketing, in particular, begins and ends with the consumer – from determining consumer needs to ensuring customer satisfaction. In this advanced behavioral marketing course, we will explore classic as well as the most recent scientific research in marketing, psychology, and behavioral economics on judgment and decision-making. Readings will include primary empirical research articles, business journal articles, and research reviews. We will develop your ability to understand and influence what people want, how people decide what and when to buy, and whether people will be satisfied or dissatisfied with their decisions. These psychological insights are not only particularly useful for marketing management decision making such as target marketing, brand positioning and marketing communication, but also shed light on common decision biases beyond marketing. In addition, we will

examine the methodology of behavioral research to build the tools you will need to interpret scientific findings and base decisions on them.

**BU.430.710 Branding and Marketing Communications (2 credits)**

Unifying marketing communications is a strategic process that drives brand communication instead of simple product promotion programs. This course looks at a variety of communications modes (e.g. advertising, direct mail, sales promotion, public relations, internet marketing, etc.) and combines these to create a unified and consistent message to maximize impact. Students will develop a positioning goal and employ research and analysis to aid in developing consumer-focused marketing plans to create consistent communications. An overview of positioning and examining what constitutes good marketing copy will be explored using real world cases studies.

**BU.460.710 Business-to-Business Marketing (2 credits)**

This course provides a managerial introduction to the strategic and tactical aspects of business marketing decisions. Students examine the strategic concepts and tools that guide market selection, the development of a customer value proposition, and successful differentiation in business markets. They also study how this strategic analysis serves as the integrating theme for creating a firm's B2B marketing programs and managing strategic customers as assets. A mixture of lectures, discussions, cases, and readings are used to examine how product and service decisions are designed to deliver the B2B value proposition, how pricing captures customer value, how value is communicated to and among customers, and how marketing channels are used to make this value accessible to target customers. Students will compare and contrast how the strategic and tactical processes of developing and managing value-generating relationships differ between B2B and B2C markets.

**BU.843.610 Customer Relationship Management (2 credits)**

Students investigate the impact of CRM (Customer Relationship Management) information systems in customer segmenting and marketing decision making. Topics include design, conceptualization, implementation, and management of CRM systems and marketing databases. Course content begins with an introduction to direct marketing, customer profiling, segmenting and analytics, targeting, data mining, and evaluating approaches for implementing database marketing solutions. It then proceeds to highlight four categories of CRM: Strategic CRM, Operational CRM (including Marketing Automation and Sales Force Automation), Analytical CRM, and Collaborative CRM. Finally, distinctions will be drawn between CRM, Database Marketing, and Interactive Marketing. This course explores the intersection of modern marketing methods with the technologies that support them. It describes the world of Database Marketing and Data Mining, including the principles of marketing analytics, RFM (Recency, Frequency, and Monetary Value) analysis, and customer lifetime value analysis. It then goes on to show how these fundamental approaches are now strategically being employed, in various forms, to the world of marketing.

**BU.460.700 Integrated Digital Marketing (2 credits)**

Integrated Digital Marketing is a course designed to give the student an understanding of the digital marketing environment and how it functions. This course is intended to prepare students for the complexities and nuances of the digital world and provide them with foundational skill-sets that will translate into business value. The course will cover a wide spectrum of topics, including the history of the Internet, new and emerging digital trends, website design and development best practices, digital marketing campaign design, digital analytics, channel decision making, e-marketing research, digital positioning and branding, social network management, and digital messaging/creative best practices. Lectures, readings, case discussions and project assignments will offer both a digital agency

management and an end-user perspective. Timely case studies, relevant text materials, digital marketing tools and group projects are used to augment the lectures and gain hands-on experience in the digital space.

**BU.460.730 New Product Development (2 credits)**

This course covers the strategies and tactics that entrepreneurial companies utilize in marketing their products and services in an environment of low marketing budgets and no brand history. It uses examples from a broad spectrum of industries ranging from high tech to retail and service businesses. The course begins with segmentation strategies and positioning for new startups and then explores guerrilla marketing methods, including buzz and public relations, as well as more traditional, direct marketing and promotional event methods. Pricing, channel marketing strategies, and customer service policy are also covered. The course relies heavily on case studies as well as guest speakers, with some optional readings available.

**BU.430.740 Sales Force and Channels of Distribution (2 credits)**

A well-staffed sales function and full knowledge of the available channels of distribution is vital for business success. They go hand in hand in the goal of revenue generation for all organizations – profit, non-profit, product based and/or service based. This course takes a close examination into the synergy of sales force and channels of distribution with hands on approach through simulation, role playing, case studies, readings and interaction with marketing professionals who manage the dynamics of sales and channels management.

**BU.450.630 Designing Experiments (2 credits)**

Did a new compensation scheme motivate employees to work harder or stay with the organization longer? Do larger subsidies for health insurance lead to improved employee health and productivity? Did a new website format increase user activity on the site? Did a charitable organization's program to train community leaders lead to positive changes in the community? Cause and effect questions like these are crucial to developing evidence-based practice in business, nonprofits and governments. Yet answering these questions is difficult when new ideas are not implemented with the explicit intent of measuring their impacts. In other words, developing evidence requires a scientific approach to business and policy.

This class aims to teach students to develop empirical evidence about the best ways to achieve their aims, whether these aims are to increase profits or to address social problems. The use of randomized controlled trials to test program impacts is becoming increasingly popular in businesses and government. An employee estimated that the average Facebook user is a participant in about 10 randomized controlled trials at any point in time. The U.S. government recently created a "Nudge Squad" that works with federal agencies to test new ideas through randomized controlled field trials. Experiments are an integral part of the 'big data' revolution going on in business, nonprofits and government. Importantly, they do not require advanced statistics or powerful computers to implement and interpret.

The course will blend lectures, group discussions, readings, homework, a group project, and guest speakers from private industry, nonprofits and government agencies. I am a firm believer that the most fundamental principles can be stated in plain English. Thus the course stresses intuition (in English) over math and mechanics. Nevertheless, there will be math and mechanics in the course.

**BU. 450.740 Retail Analytics. (2 Credits)**

The retail and service sector is the largest of all economic activities. This course will explore the strategic issues of retail firms. You will learn how to use data-driven empirical tools and theoretical models to analyze decisions of retail firms. We will cover a wide range of topics in strategic decisions in retailing: pricing, location, franchising, and omni-channel retailing. The focus throughout is on predicting the impact of marketing decisions on profitability. The questions this course will explore includes:

- What is the right price of an item in presence of competitors?
- How should a retailer choose a store location?
- How does a franchising strategy lead to dynamic expansion and the success and failure of the company?
- How does omni-channel retailing influence the way shoppers move through all channels in their search and buying process?
- How is the landscape of retailing changing? What trends are emerging?

This class is practical and hands-on. Most strategic decisions businesses make require a quantitative assessment of cause and effect. For each topic, we will cover in depth the data-driven empirical tools that are most valuable for linking cause to effect. You will learn how to perform convincing data analyses to answer specific questions. We will use R and ArcGIS for analyzing data. We do not assume that you have used R or ArcGIS, software for statistical and geographical analyses, respectively, in a previous class. For potential overlaps with other courses, we will cover them at a faster pace and emphasize techniques that are not covered in other courses.

**Joël Le Bon**, PhD (Marketing, Paris Dauphine University), Associate Professor, teaching interests include: Customer Relationship Management, Digital Marketing, and Sales Leaders & Salespeople Competency Models. Courses instructed include: Customer Relationship Management, and Sales Force and Channels of Distribution. *(Full-time)*

**Ning Li**, PhD (Marketing, Duke University), Academic Program Director, Assistant Professor, teaching interests include: Business-to-Business Marketing, Marketing Management, Sales Force and Channels of Distribution. Courses instructed include: Business-to-Business Marketing, Consumer Behavior, Marketing Management (onsite and online), Marketing Research, Marketing Strategy, and Sales Force and Channels of Distribution. *(Full-time)*

**Sylvia Long-Tolbert**, PhD (Marketing, The Ohio State University), Assistant Professor, teaching interests include: Branding and Marketing Communications, Consumer Behavior, Customer Relationship Management, Marketing Research, and Services Marketing. Courses instructed include: Consumer Behavior, Design Leadership, and Branding and Marketing Communications. *(Full-time)*

**Robert Mislavsky**, PhD (Operations, Information, and Decisions, University of Pennsylvania), Assistant Professor, teaching interests include Consumer Behavior and Marketing Research. Courses instructed include: Marketing Research. *(Full-time)*

**Jaana Myllyluoma**, PhD (Johns Hopkins University Bloomberg School of Public Health). Senior Professional Instructor, teaching interests include: Business and Leadership Ethics, Business Communication, and Leadership and Conflict Coaching. Courses instructed include: Business Leadership and Human Values. *(Full-time)*

**Jian Ni**, PhD (Business Administration, Tepper School of Business, Carnegie Mellon University), Associate Professor, teaching interests include: Healthcare, Industrial Organization, and Pricing Analysis. Courses instructed include: Pricing Analysis, and Healthcare Marketing. *(Full-time)*

**Louise Schiavone**, MS (Journalism, Columbia University School of Journalism, New York City), Senior Lecturer, teaching interests include: Business and Crisis Communications, Communications in a changing media environment, and Effective self-presentation. Courses instructed include: Business Communication, and Business Leadership and Human Values. *(Full-time)*

**Shubhranshu Singh**, PhD (Business Administration, University of California at Berkeley; MBA, National University of Singapore, Singapore; MTech and MSc, Indian Institute of Technology Delhi, India), Assistant Professor, teaching interests include: Marketing Management and Strategic Market Intelligence. Courses instructed include: Strategic Market Intelligence. *(Full-time)*

**Haiyang Yang**, PhD (Marketing, INSEAD), Assistant Professor, teaching interests include: Decision Marketing, Marketing Management, and Marketing Strategy. Courses instructed include: Marketing Strategy. *(Full-time)*

**Meng Zhu**, PhD (Marketing, Carnegie Mellon University), Associate Professor, teaching interests include Advanced Behavioral Marketing. Courses instructed include: Advanced Behavioral Marketing. *(Full-time)*

## Appendix C

### Finance Information

TABLE 1: RESOURCES:					
Resource Categories	2019	2020	2021	2022	2023
1. Reallocated Funds	\$0	\$0	\$0	\$0	\$0
2. Tuition/Fee Revenue (c + g below)	\$2,342,600	\$4,825,756	\$4,970,529	\$5,119,645	\$5,273,234
a. Number of F/T Students	\$40	\$80	\$80	\$80	\$80
b. Annual Tuition/Fee Rate	\$58,565	\$60,322	\$62,132	\$63,996	\$65,915
c. Total F/T Revenue (a x b)	\$2,342,600	\$4,825,756	\$4,970,529	\$5,119,645	\$5,273,234
d. Number of P/T Students	\$0	\$0	\$0	\$0	\$0
e. Credit Hour Rate	\$0	\$0	\$0	\$0	\$0
f. Annual Credit Hours	\$0	\$0	\$0	\$0	\$0
g. Total P/T Revenue (d x e x f)	\$0	\$0	\$0	\$0	\$0
3. Grants, Contracts & Other External Sources	\$0	\$0	\$0	\$0	\$0
4. Other Sources	\$0	\$0	\$0	\$0	\$0
<b>TOTAL (Add 1 – 4)</b>	<b>\$2,342,600</b>	<b>\$4,825,756</b>	<b>\$4,970,529</b>	<b>\$5,119,645</b>	<b>\$5,273,234</b>

#### Resources narrative

1. Reallocated Funds. No funds will be reallocated from existing campus resources.
2. Tuition/Fee Revenue. Tuition revenue is the product of the incremental number of P/T students, the credit hour rate, and the total annual credit hours. In addition, each new student is charged a \$500 matriculation fee upon entering the program. For AY 2019, the rate per credit hour is \$1,617. An

average of 15% discount is granted through student aid, yielding \$1,097. It is anticipated that this rate will increase by 3% per year through 2023. The average student completes 36 credit hours (18 courses) per year.

3. Grants and Contracts. There are no grants or contracts that will provide resources for this program.
4. Other sources: The program does not expect any funding from other sources.

<b>TABLE 2: EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
1. Faculty (b + c below)	\$615,060	\$627,361	\$639,908	\$652,707	\$665,761
a. # Sections offered	18	18	18	18	18
b. Total Salary	\$459,000	\$468,180	\$477,544	\$487,094	\$496,836
c. Total Benefits	\$156,060	\$159,181	\$162,365	\$165,612	\$168,924
2. Admin. Staff (b + c below)	\$88,842	\$90,619	\$92,431	\$94,280	\$96,165
a. # FTE	1	1	1	1	1
b. Total Salary	\$66,300	\$67,626	\$68,979	\$70,358	\$71,765
c. Total Benefits	\$22,542	\$22,993	\$23,453	\$23,922	\$24,400
3. Support Staff (b+c below)	\$68,595	\$69,967	\$71,366	\$72,794	\$74,249
a. # FTE	1	1	1	1	1
b. Total Salary	\$51,000	\$52,020	\$53,060	\$54,122	\$55,204
c. Total Benefits	\$17,595	\$17,947	\$18,306	\$18,672	\$19,045
4. Equipment	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
5. Library	\$57,640	\$116,560	\$123,321	\$123,321	\$123,321
6. New or Renovated Space					
7. Other Expenses	\$150,000	\$150,000	\$150,000	\$150,000	\$150,000
<b>TOTAL (Add 1 – 7)</b>	<b>\$990,137</b>	<b>\$1,064,507</b>	<b>\$1,087,027</b>	<b>\$1,103,101</b>	<b>\$1,119,497</b>

**Expenses narrative**

1. Faculty. The number of incremental sections is computed from the incremental student body, with each student taking 7 sections per year. The Carey School's average class size of 30 is used to determine the number of incremental sections that will be required. Faculty cost per section is computed based on the % of faculty salary attributed to teaching multiplied by total faculty base salaries and then divided by the total number of sections to be taught. This number increases by 2% per year. Benefits are added to the salary cost using the Johns Hopkins standard multiplier of 34%

2. Administrative Staff. This includes salaries for administrative staff members, including academic advisors, and career advisors, increasing by 2% per year.
3. Support Staff. This includes salaries for Help desk, technical staff, and administrative support staff members, increasing 2% per year.
5. Library. The school pays for library services at an average rate of \$1,500 per student. This rate is expected to remain constant over this planning horizon.
6. New or Renovated Space. No new or renovated space will be needed.
7. Other Expenses. The school will expend money to build and refine courses for the Master of Science in Marketing program over the entire planning horizon. Other expenses also include costs associated with marketing the new Marketing area of concentration in Marketing Analytics.

## Addendum

BU.410.601	Marketing Research (2 credits) *
BU.430.720	Pricing Analysis (2 credits) *
BU.450.750	Strategic Market Intelligence (2 credits) *
BU.450.760	Customer Analytics (2 credits) *
BU.520.601	Decision Models (2 credits) *
BU.510.650	Data Analytics (2 credits) *
BU.450.765	Social Media Analytics (2 credits) *
BU.420.710	Consumer Behavior (2 credits)
BU.450.710	Marketing Strategy (2 credits)