**Special Issue**

**Teaching ‘Em Up: Preparing Tomorrow’s Supply Chain Leaders**

*Introduction****:***

Much has been written about the supply chain talent crisis. 2.4 million supply chain positions are expected to remain unfilled between 2018 and 2028 (Lebovitz, 2021). According to an article in the Harvard Business Review, 44 million people were employed in supply chain positions in the U.S. in 2018, making up 37% of the job market (Delgado and Mills, 2018). In this already tight market, two factors are now coming together: An increasing demand for supply chain talent due to growth in the sector and a shrinking supply as up to a third of current supply chain workers hit retirement age (Joseph, 2021). Unsurprisingly, the COVID-19 pandemic further exacerbated this crunch (van Hoek *et al.*, 2020). Thus, job prospects for future supply chain graduates look bright. Not only can they get hired straight out of college, but they will also rise through the ranks quickly as current leadership reaches retirement age.

But does the rising generation of supply chain talent have the skills necessary to not only fill the void but propel our field forward? The internet is abundant with bullet-point recipes to success in a supply chain career, confidently asserting 5 (Ajilion, 2021), 7 (O’Byrne, 2020), or 10 (supplychaingamechanger, 2021) skills needed to become the prototypical supply chain champion of the future. Whatever list of ingredients you subscribe to, it is clear that a balanced mix of technical expertise and people-skills, seasoned with a generous dash of leadership ability will be necessary.

How does the education in our field stack up against this demand? What are supply chain educators doing in the classroom and virtually to prepare their students?

This *Special Issue* in the *Transportation Journal* aims to explore innovative and outcome-oriented teaching techniques, methods, and activities for current and future supply chain and operations management students. We invite researchers and educators to submit manuscripts detailing *how* they are educating their students, *what* content and skills they are covering, and *why* their approaches are successful. All submissions must have a strong connection to the field of supply chain management, logistics, transportation, or operations.

*Topic areas*:

As outlined above, the topical focus is rather broad. Relevant topics may include but are not limited to issues relating to

* Educational methods and techniques
* Approaches to effective company and executive engagement in education
* Classroom activities
* Assessment of learning outcomes
* Virtual and remote education
* Skill development
* The future of SCM education

*Types of research*:

We welcome empirical and conceptual manuscripts of high quality. Please keep to the following guidelines:

* Manuscripts with an empirical assessment of outcomes regarding specific learning goals are preferred.
* Submissions should be grounded in an appropriate theoretical basis.
* We welcome submissions detailing educational activities (“teaching briefs”) – however, they must go above and beyond a purely descriptive nature; tie them to skill development and assess outcomes.
* Please submit manuscripts that contain actionable insights. Submissions must exceed a purely observational nature; what can educators learn from your work and how can they bring it to the classroom/virtual environment?
* Manuscripts detailing the transition to virtual or remote education due to COVID are welcome – however, they must surpass recounting Zoom experiences or other videoconferencing tools; tie them to skill development and assess outcomes.
* All submissions must have a strong link to the area of supply chain management or directly related fields. Submissions lacking this connection will be desk-rejected.

*Timeline*:

The deadline for submissions is **May 30, 2022**. Submissions must be made through the *Journal’s* online manuscript management system.

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