

Editorial Essay: A Review of the International Journal of Management Education

Professor Neil Marriott and Sam French

Introduction

This editorial essay provides a brief history of the journal, establishes its current position in terms of quality relative to other publications in the area and provides an indication of the future direction under the new editorial arrangements.

Background

This journal has a formal birth linked to the Higher Education Academy's (HEA) subject centre associated with business and accounting. The Business, Management, Accounting and Finance (BMAF) Subject Centre is based in Oxford Brookes University while its predecessor, known as the Business Education Support Team (BEST), (part of the former Learning and Teaching Support Network (LTSN)), was based at three locations: the University of East Anglia, the Open University and Glasgow Caledonian University.

Prior to the establishment of the HEA there were other government-backed teaching projects such as Computers in Teaching Initiative (CTI) (1984-2000). CTI was established by the Computer Board for universities and research councils and was maintained by the University Grants Committee (UGC). The CTI supported subject-based project centres and each one aimed to gather and disseminate information and to advise individuals and departments.

Alongside CTI centres came the Teaching and Learning Technology Programme (TLTP), the largest technology-based initiative of its kind within higher education across the world at the time. The programme was jointly funded by the four higher education funding bodies, HEFCE, SHEFC, HEFCW and DENI, starting in 1992-93.

TLTP was launched with the aim of achieving productivity and efficiency gains whilst maintaining and improving quality in the provision of teaching and learning. CTI provided an important complimentary service to TLTP by providing expertise and advice to subject-based user departments, thus increasing the output of TLTP projects.

The CTI for Accounting, Finance and Management (CTI-AFM) was based at the University of East Anglia and was managed by Professor Roland Kaye. Professor Kaye established a journal, *Account*, in 1988 to enhance the dissemination of research into the use of computers in teaching accountancy in Higher Education in the UK. CTI funding ceased in 2000 with the establishment of the HEA subject centres and along with it so did *Account*.

Professor Kaye was one of the collaborative team that managed BEST and was a member of the founding editorial board of the *International Journal of Management Education (IJME)* in 2001. The first editor was Professor Keith Fletcher, Director of BEST. Professor Fletcher was also from the University of East Anglia, but was from the marketing discipline. Unlike *Account*, *IJME* had a broader remit to embrace a much wider academic community encompassing all business education (with the exception of Economics; Law; and Leisure, Sport & Tourism, who had their own subject centres) and with a less restrictive teaching focus. While technological developments still take place and are of interest to the academic community, the days when the use of computer technology in teaching was innovative were by then in the past.

Professor Fletcher continued to edit *IJME* up to Volume 4, Number 2. Professor Kaye was editor for Volume 4 Number 3 and Volume 5, Number 1.

The period 2005-2006 was a difficult time for the journal as the subject centre changed hands from BEST to BMAF. During this period, David Hawkridge, Emeritus Professor of the Open University and formerly their Director of the Institute of Educational Technology, took charge of the editorship duties for Volume 5 Number 2.

Current Position

In August 2006, Professor Neil Marriott was appointed as the new general editor of *IJME* for a period of three years by the Advisory Board of BMAF. BMAF's explicit aims are to enhance the education experience of students by communicating and disseminating ideas and promoting good practice and innovation in higher education teaching and learning. BMAF also acts as a hub of information and resources across academic communities in business, management and accountancy. The journal therefore has a key role in enabling BMAF to realise these aims and its future for the next three years is assured and its continuity established.

Manuscript status report as at 20 April 2007

	2007	2006	2005	2004	2003	2002	2001
Total submissions	14	47	18	34	18	38	38
Rejected/closed	2	14	12	23	10	23	20
Under review	12	29	3	1	0	0	0
Accepted	0	4	3	10	8	15	18
Acceptance rate	na	9%	17%	29%	44%	40%	47%

The number of manuscripts submitted to the journal has increased substantially in the last few months; see the Manuscript status report above and Acceptance allocation below. The increased submission rate has meant that the acceptance rate has declined. Many editors use acceptance rates as an indication of journal quality.

Acceptance allocation

	2006	2005	2004	2003	2002	2001	Pre 2001
Total	5	3	10	8	15	18	18
Vol 1 No 1 2000							6
Vol 1 No 2 2001						3	1
Vol 1 No 3 2001						5	1
Vol 2 No 1 2001						3	2
Vol 2 No 2 2002						3	2
Vol 2 No 3 2002						2	3
Vol 3 No 1 2003					3	1	
Vol 3 No 2 2003					4		
Vol 3 No 3 2004				1	3		
Vol 4 No 1 2004				2	3		
Vol 4 No 2 2004			1	3			
Vol 4 No 3 2005			3	2			
Vol 5 No 1 2006		3	2				
Vol 5 No 2 2006	1		4				
Vol 6 No 1 2007	4						

Countries of origin of authors for submissions (January – December 2006)

Australia	6	New Zealand	1
China	1	Nigeria	2
France	1	United Arab Emirates	1
India	4	UK	24
Iran	1	USA	5
Malaysia	1	Total	47

Also noticeable is the widening geographic appeal of the journal. While the journal still has its roots in the UK, with just over half of all submissions in 2006 originating from there, authors from ten other countries submitted papers for consideration. In the main these are English-speaking or former Commonwealth nations, but it is also pleasing to report interest from the rest of Europe, the Middle and Far East and Africa

As a consequence, the range of reviewers has increased. It would be appropriate at this time to thank the reviewers who worked with former editors of IJME, and apart from the members of the editorial board, a number of ad hoc reviewers were kind enough to offer their services.

Since August 2006 the number of reviewers and their geographic origin has increased to reflect the changing flavour of the submissions (*see opposite*). It would also be appropriate to thank these reviewers for their efforts as without their generous contributions there would be no journal to publish.

Reviewers of submissions between August to December 2006

Name	Institution	Country
Dr Ross Brennan	Middlesex University	England
Dr Jill Collis	Kingston University, London	England
Asst Professor Donna Davies	Rawls College of Business, Texas Tech University	USA
Dr Glauco de Vita	Oxford Brookes University	England
Dr Jeffrey Faux	Victoria University, Melbourne	Australia
Dr Troy Festervand	Middle Tennessee State University	USA
Karen Fitzgibbon	University of Glamorgan	Wales
Professor Paul Gibbs	Middlesex University	England
Professor Kate Greenan	University of Ulster	Northern Ireland
Sally Harridge-March	Oxford Brookes University	England
Professor Lee Harvey	Sheffield Hallam University	England
Dr Helen Higson	Aston University	England
Professor Luca Introna	Lancaster University	England
Beverly Leeds	University of Central Lancashire	England
Brenda Little	The Open University	England
Dr Stephen Little	The Open University	England
Jacky Mack	Bournemouth University	England
Professor Andrew McAuley	University of Stirling	Scotland
Dr Arthur Morgan	University of Glamorgan	Wales
Professor Jan Mouritsen	Copenhagen Business School	Denmark
Roger Ottewill	University of Southampton	England
Professor Ken Parry	Griffith University, Brisbane	Australia
Dr Michael Paton	University of Sydney	Australia
Professor Rob Paton	The Open University	England
Kai Peters	Ashridge	England
Professor David Rae	University of Lincoln	England
Professor Mike Sheehan	University of Glamorgan	Wales
Professor Malcolm Smith	Edith Cowan University, Perth	Australia
Dr Geoff Southern	University of Glasgow	Scotland
Dr David Stout	Youngstown State University	USA
Professor Alan Thomas	Swansea University	Wales
Dr Yvonne Turner	Newcastle University	England
Professor Jean Woodall	Oxford Brookes University	England
Alan Woodley	The Open University	England
Marian Woolhouse	University of Hertfordshire	England

The Future

The future direction of the journal is clearly international in scope and takes a business-wide dimension. As such, the editorial board is being enhanced to reflect a wider academic discipline and greater geographic coverage. The following have kindly agreed to act as members of the editorial board:

- ❖ Dr Glauco de Vita from Oxford Brookes University, England
- ❖ Professor Jeffrey Faux from Victoria University, Melbourne, Australia
- ❖ Professor James Rebele from Robert Morris University, Pittsburgh, USA
- ❖ Professor David Stout from Youngstown State University, Ohio, USA

In addition, two associate editors manage the progress of papers from their discipline:

- ❖ Professor Larry Dooley from Texas A&M University, USA looks after HRM papers.
- ❖ Professor Andrew McAuley from University of Stirling, Scotland looks after marketing papers.

Another feature is the appointment of a small number of Editorial Advisors. Their role is to provide a practical dimension to the editorship of the journal. I would like to thank Jonathon Slack of the Association of Business Schools and Clair Minchington of ACCA for agreeing to take on these roles.

The membership of the editorial board and the number of editorial advisors will be enhanced in the coming months.

The journal has new aims and scope which are reproduced overleaf. We have strengthened the guidelines for contributors, which appear on the website, and now encourage contributions as Research Notes, Teaching Resources and Book Reviews, in addition to Academic Papers.

Aims and Scope of the Journal

The *International Journal of Management Education* provides a forum for scholarly reporting and discussion of developments in all aspects of teaching and learning in business and management.

The Journal seeks reflective papers which bring together pedagogy and theories of management learning; descriptions of innovative teaching which include critical reflection on implementation and outcomes will also be considered.

The Editorial Board particularly welcomes submissions on:

- ❖ critical perspectives on the practice of business and management education;
- ❖ educational practice across all the business disciplines within higher education, and in particular (but not exclusively), accountancy, finance, human resource management, marketing management, and operations and information management;
- ❖ changes in the structure of business and management education, and the changing role of business and management educators;
- ❖ relationships between business and management programmes and employer needs;
- ❖ globalisation of business and management education.

Association of Business Schools Academic Journal Quality Guide 2007

Rank	Journal	Vol.	Publisher	Country
3	Academy of Management Learning & Education	5	Acad. of Man.	USA
3	British Educational Research Journal	33	Taylor & Francis	UK
3	Journal of Educational Policy	22	Taylor & Francis	UK
3	Studies in Higher Education	32	Taylor & Francis	UK
2	Accounting Education: an international journal	16	Taylor & Francis	UK
2	Advances in Developing Human Resources	8	Sage	USA
2	American Educational Research Journal	44	Am. Educ. Res. Ass.	USA
2	British Journal of Guidance & Counselling	35	Taylor & Francis	UK
2	Higher Education Quarterly	61	Blackwell	UK
2	Human Resource Development International	10	Taylor & Francis	UK
2	Human Resource Development Quarterly	18	Wiley	USA
2	Human Resource Development Review	6	Sage	USA
2	Issues in Accounting Education	22	Am. Accounting Ass.	USA
2	Journal of Accounting Education	25	Elsevier	USA
2	Journal of Education & Work	20	Taylor & Francis	UK
2	Journal of Higher Education	77	Ohio State Uni.Press	USA
2	Journal of Management Education	31	Sage	USA
1	Active Learning in Higher Education	8	Sage	UK
1	Education & Training	49	Emerald	UK
1	Industry & Higher Education	21	IP Publishing	UK
1	Innovations in Education & Training International	44	Taylor & Francis	UK
1	International Journal of Management Education	6	BMAF	UK
1	International Journal of Training & Development	11	Blackwell	UK
1	Journal of Entrepreneurship Education	3	Senate Hall	Ireland
1	Journal of Further & Higher Education	31	Taylor & Francis	UK
1	Journal of Management Development	26	Emerald	UK
1	Journal of Vocational Education & Training	59	Taylor & Francis	UK
1	Journal of Workplace Learning	19	Emerald	Australia
1	Marketing Education Review	16	CtC Press	USA
1	Teaching in Higher Education	12	Taylor & Francis	UK
0	Development & Learning in Organisations	21	Emerald	UK
0	Training & Management Development Methods	20	Emerald	UK

The journal now also features in the Association of Business Schools' Academic Journal Quality Guide, (*see above*).

The average age of these thirty-two journals is just in excess of 25 years, with a range of 3 to 77 years. Eleven of the journals are published by Taylor and Francis or one of their divisions such as Routledge, five by Emerald, four by Sage, two by Blackwell, one each by CtC Press, IP Publications, Senate Hall and Wiley, and the remainder are published by organisations such as Academy of Management, the American Accounting Association, American Education Research Association, Ohio State University Press and, of course, BMAF. Twenty of these journals have editors based in the UK, ten in USA, and one each based in Australia and Ireland.

In such a short history, *IJME* has performed well to establish itself as a grade 1 journal. Only two journals of a similar age or younger are ranked higher: Academy of Management Learning & Education and Human Resource Development Review, both from the USA. *IJME* has quickly established a position within the UK Business School community as a respectable outlet for pedagogic research in this academic discipline.

This edition

In this edition of *IJME* there are four pieces that reflect the international nature of pedagogic research in business management higher education. Yvonne Turner (Newcastle University, UK) has focused on admissions approaches and proposes a broadening of admissions criteria to take account of both learning transitions and the intercultural learning inherent in international educational programmes. Bradley Barnes, (University of Kent, UK) has produced a paper comparing service quality among EU and international and postgraduate management students. His work confirms the high regard in which UK higher education is held and how this leads to increased expectations of students on the quality of teaching they will receive. Sue Shortland (London Metropolitan University, UK) proposes a model to illustrate a route through the various elements of the peer observation of teaching process within continuing professional development initiatives. Peer observation is a topical issue for many UK universities so this contribution is both timely and valuable. Thomas Porcano and David Shull (Miami University, USA) have prepared a research note based on a survey of study-abroad programmes. The value of these programmes is clear, especially in today's globalised business world and this study provides some structural guidance for those currently offering such programs and those who might be establishing them in the near future.

The journal has a print run of 3000 and electronic copies of papers published in the journal can be obtained from the website:

www.business.heacademy.ac.uk/publications/journal/

Concluding remarks

As the new editorial team managing *IJME* for the next three years, we look forward to working with the established editorial board and encouraging new international members to participate in the journal's development. We would also like to thank previous editors, reviewers and Ben Cooper, who continues to provide a valuable and efficient copy editing service, for all their efforts. Finally, we would also like to recognise the support of Professor Jean Woodall, Director of BMAF, and her colleagues and the encouragement of the Subject Centre's Advisory Board.

Professor Neil Marriott

General Editor

Sam French

Editorial Assistant