**Manuscript Development Incubator:**

**Authoring And Publishing In Management Education Scholarship**

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With external stakeholders demanding evidence of student learning and accreditors requiring institutions to show evidence of impact, management education scholarship, or the ‘Scholarship of Teaching and Learning’ (SoTL), has gained increased prominence within the academy. This session is designed as both a ‘Meet the Editors’ informational opportunity as well as a developmental incubator for work within the management education/innovative teaching domain. The editors of three management education journals-- *Academy of Management Education & Learning* (AMLE), *Journal of Management Education* (JME), and *Management Learning* (ML)-- will share insights on authoring for management education publications, discuss the basis for addressing issues related to evidence of student learning and educational impact, and provide via roundtable discussion developmental feedback on management education scholarship to participants who come with 1-page (long abstract) descriptions of current works-in-progress or ideas for future scholarship.

**Session Description**

Research and publication within the scholarship of teaching and learning (SOTL) has gained increased prominence as external stakeholders demand evidence of student learning (e.g., Douglass, Thomson, and Zhao, 2012) and accreditors such as AACSB International require institutions to show evidence of impact (<http://www.aacsb.edu/en/accreditation/standards/2013-standards/> ). As educators work to meet these expectations, the role of management education journals has become increasingly important to the academic community. Yet, not all scholars are familiar with the specific requirements of high quality management education research, have sufficient resources available for developing their work, or know the basis for establishing the impact of research in this domain.

Journal editors often participate in traditional “Meet the Editor” panels and Writer’s Workshops. However, “Meet the Editor” sessions represent passive developmental activities while Writer’s Workshops come quite late in the research development process. We believe that a different format, one that involves both information dissemination and “idea development behaviors” (Lund Dean & Forray, 2014:617), is needed as well.

This 90 minute session, organized by journal editors from all three represented publications, is designed to creatively inform and enrich management education scholarship among International MOBTS meeting participants. During the session, the presenters will (1) provide general information about authoring for each of the high-quality management education publishing outlets, (2) describe the basis for establishing intellectual impact for articles published in management education journals, and (3) via roundtable discussion, offer specific and targeted developmental feedback to individuals who bring 1-page (long abstract) descriptions of works-in-progress or ideas for future work in this domain. Each of these components is intended to provide significant positive impact to IMOBTS members.

**REFERENCES**

Douglass, J.A., Thomsen, G., & Zhao, C-M (2012). The learning outcomes race: The value of self-reported gains in large research universities. *Higher Education*, 64(3), 317-335.

Lund Dean, K. and Forray, J.M. (2014) Taking the long view on the publication process. *Journal of Management Education*, 38(5) 615–617.