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The Web addresses listed were accurate when this journal was written, but may have changed since its publication.



Message from the International President

Dear SIEC-ISBE Friends,

Welcome to the 156th edition of *The International Journal for Business Education*, formerly known as *The Review*. Our journal is a double blind, peer-reviewed publication for global business educators by global business educators. The journal is published once per year. ISBE members provide in-depth research articles that can be helpful in the classroom or with administrative responsibilities. Each article, based upon research conducted by our members, adds to the body of knowledge in global business education. As in the past, a brochure for the upcoming conference will be included.

I want to thank Tamra Davis, Ph.D. of the USA Chapter and Michaela Stock, Ph.D. of the Austrian Chapter for taking on the task of editors. I also want to take a moment to thank our reviewers. The complete list of reviewers can be seen on our Editorial Board page. Your expertise was beneficial in helping improve the quality of the accepted manuscripts and offering guidance for improvement to those authors whose work was not accepted this year. Thank you to Lisa Pitts for serving as copy editor.

Our international conference will be located in Graz, Austria. The conference theme, Entrepreneurship Education—Regional and International, is an exciting theme that is very appropriate as our organization celebrates 115 years of excellence in Business Education. I hope to see you at the 2016 conference and our future conferences as well. Future conferences are planned in the following locations:

2017—Puerto Rico

2018—Iceland

We are seeking proposals for conferences in 2019 and beyond.

With warmest SIEC-ISBE regards until we meet again,

Petra Bragadottir
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Iceland
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Review Process

The International Journal for Business Education is a double-blind, peer-reviewed journal. Due to the international nature of the journal, two or more editors work together to facilitate the review process. All manuscripts that originate from the United States are handled by the editor from outside of the United States. This editor assigns the manuscripts to the appropriate reviewers, handles all correspondence with the author(s) and reviewers, and makes the final decision on acceptance. Manuscripts that originate from outside the United States are handled by the editor from the United States. Again, this editor assigns the manuscripts to the appropriate reviewers, handles all correspondence with the author(s) and reviewers, and makes the final decision on acceptance. By following this process, it is possible that one or more of the editors may also have a manuscript published in the journal. Additionally, it is also possible that someone who has submitted a manuscript is also a member of the Editorial Review Board.

Membership Information

Membership in SIEC-ISBE is open to everyone with an interest in Business Education. SIEC-ISBE has many national chapters.

Visit <http://www.siecisbe.org> to find out if a chapter exists in your country. You can contact the national chapter from this website. If a chapter does not exist, contact the General Secretary for information to join as an international member. Contact information: Dr. Judith Olson-Sutton, jsutton@madisoncollege.edu.

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An Examination of the Authorship of Publically Available NBEA and ISBE International Business Education Journal Articles, 2001-2015

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Abstract

This study of the two NBEA and ISBE international business education journals, the International Journal for Business Education and the Journal for Global Business Education, examined the accessibility of the journals and the authorship characteristics of publically available articles published in the journals between 2001 and 2015. Over 55% of the articles published in both journals were multiple authorship efforts, with inter-institutional collaborations constituting the greatest number of collaborations. Author rankings as well as adjusted authorship rankings were calculated for the two journals.

Introduction

It has been said that the literature of an academic discipline is its lifeblood; in other words, a discipline is only as strong as its literature. If its literature is robust, cutting-edge, and accessible, then the disciplines and their practitioners thrive. Conversely, if the literature of a discipline is weak, repetitive, and not accessible to members and the wider profession, a discipline may be deemed weak and ineffective and held in low regard. Further, the ability to access historical records is necessary to leaving a professional legacy.

Developed by the National Business Education Association (NBEA), which is a U.S.-American association, the National Standards for Business Education (NBEA, 2013) include standards for ten content areas: accounting, business law, career development, communication, economics and personal finance, entrepreneurship, information technology, international business, management, and marketing. In fact, the introduction to the National Standards emphasizes “the call for a globally literate knowledge worker” (2013, p. ix).

The Policies Commission for Business and Economic Education (PCBEE), a U.S.-American commission comprised of business educators that has had members from Canada and Puerto Rico, in its Statements No. 52 (1997), This We Believe About the Role of Business Education in the Global Marketplace, and No. 74 (2004), This We Believe About Business Education in a Global Environment, has underscored the need for student mastery of global knowledge and skills. Further, Policy Statement No. 74 emphasizes that “business teacher educators should be involved in research as well as in curriculum design to enhance preparation of business educators for their roles as global business educators” (2004, p. 17).

Who then are the authors of publically available articles that have been published in the two leading international business education journals of NBEA and ISBE during the new millennium—specifically from 2001 to 2015? The authorship characteristics of articles appearing in the *International Journal for Business Education (IJBE)* and the *Journal for Global Business Education (JGBE)* were examined for this study to determine the extent of sole-authored and multiple-authored articles, the countries in which authors of international business education journals reside, the types of collaboration in which authors engaged, and authorship rankings.

Review of the Literature

Accessibility to the scholarship of a discipline is critical for members of the profession as well as non-members who could benefit from the research findings of the discipline. The business education literature has not always been as accessible as it needs to be, even for well-informed practitioners (Blaszczynski & Scott, 2003a). This inaccessibility of the literature not only may harm authors whose work will not be cited and thus will have little impact as measured by the Association to Advance Collegiate Schools of Business (AACSB) International (2012) but also will impede authors in constructing a robust literature review without access to the results of recent research studies (Blaszczynski & Scott, 2003b).

Business education has a long history of conducting reputational rankings of journals. Blair and Balanchandran (2002) studied the reputation of business education journals based upon listings in the 1998 and 2000 editions of *Cabell's Directory of Publication Opportunities*. Unfortunately, *The Review* was not listed in *Cabell's Directory* at that time, and the *JGBE* had not published its first issue.

A later study of the reputational rankings of business education journals ranked 53 business education journals as essential, very useful, useful, marginal, and of unknown value (Scott, Blaszczynski, Green, & Fagerheim, 2008). The top three ranked journals were *The Delta Pi Epsilon Journal*, which is now the *Journal for Business Education Research*; the *NABTE Review* (which is now the *Business Teacher Education Journal*); and the NBEA Yearbooks. The *JGBE* was ranked ninth and classified as a very useful business education periodical. The *IJBE*, which at that time was titled *The Review*, was ranked fifteenth and classified among the useful business education periodicals.

Business education literature authorship has been a focus of research. Stitt-Gohdes (2000) analyzed the authorship affiliation of articles published in *The Delta Pi Epsilon Journal* and the *NABTE Review*. Additionally, Blaszczynski and Scott (2004) analyzed authorship characteristics of research articles that appeared in *The Delta Pi Epsilon Journal* and the *NABTE Review*. Most of the articles were written by women; the co-authorship rate was 53% for *The Delta Pi Epsilon Journal* and 70% for the *NABTE Review*.

AACSB International is emphasizing the impact of faculty research for practice and the community as well as its academic impact. Two possible indicators of academic impact include citation counts such as those generated through Google Scholar or Social Sciences Citation Index (SSCI)/Institute for Scientific Information (ISI) and download counts for electronic journals (AACSB International, 2012).

Collaboration among faculty members is valued by institutions and the AACSB International (AACSB International, 2012). Manton and English (2007) found that almost three-quarters of articles

in leading business journals among the disciplines were co-authored. A study conducted by Blaszczynski, Scott, and Green (2009) revealed that 51% of the total publications of vital business educators were co-authored.

In addition to sole authorship, some scholars calculate adjusted authorship, which takes into consideration the number of authors per article. Knight, Fult, and Bashaw (2000) used adjusted authorship in their study of *Journal of Business Research* authorship. Adjusted authorship is determined by dividing the number of articles by the number of total authors of those articles. For example, if an author contributed to four articles with a total of eight authors, the adjusted authorship would be .5.

A review of the business education literature revealed no studies about the authorship of international business education literature. As a result, this study was undertaken to fill part of the gap in the literature.

Purpose of the Study and Research Questions

The purpose of this study is to determine the authorship characteristics--including country of residence, type of authorship, type of collaboration, and authorship rankings--of articles recently published in the 2009-2015 issues of the *IJBE* and in the 2001-2015 issues of the *JGBE*, as well as to examine the accessibility of the journal issues.

The following research questions were investigated for the *IJBE* and the *JGBE*:

1. How accessible are the journals in terms of print copies in libraries, inclusion in library databases, and on websites?
2. What is the proportion of sole authored and multiple authored articles?
3. From what countries are the authors of articles published recently in the two journals?
4. In what types of collaboration do article authors engage?
5. What is the ranking of authors who published in the *IJBE*?
6. What is the ranking of authors who published in the *JGBE*?

Methods of Research

The researcher reviewed publically available issues of the two National Business Education Association/International Society for Business Education (NBEA/ISBE) publications selected for this study of the business education literature to determine authorship characteristics and retrievability of journal issues. ISBE is known in Europe as Societe Internationale Pour L'enseignement Commercial (SIEC).

The researcher examined 7 issues (those issues that were publically available) of *The Review* and its successor, the *IJBE*, published from 2009 through 2015, and 13 issues of the *JGBE* published from 2001 to 2015. These literature sources are described more fully in the following sections.

Journal for Global Business Education

The *JGBE* began publication in 2001 and has been produced yearly except for 2013. To publish in the refereed journal, authors must be a current member of both NBEA and ISBE. Published annually, the Call for Papers states that “manuscripts should focus on the philosophy, theory, or practices related to international business education at all levels of instruction” (NBEA/ISBE, 2014, p. 31).

The International Journal for Business Education (The Review)

Originally named *The Review*, the journal name was changed to the *IJBE* in 2011. Authors must be current members of their respective national chapter or an international member of the organization; authors from the United States must be current members of both NBEA and ISBE to publish in this refereed journal. In recent years, the number of articles has grown from two to four or more per issue. Published annually, the *Publication Guidelines for Authors* states that the mission of the journal is to provide international business educators with articles concerning current and/or future teaching strategies as they relate to business education, research-based articles on topics of interest to business educators, and technology ideas for business education. The focus can be from any area of business education that would be of interest to an international business education audience; including, technology, communications, leadership, management, marketing, etc. (SIEC-ISBE, n.d.a).

Limitations of the Study

While many attempts were made to locate articles in the *IJBE*, online searches yielded merely four libraries that held the journals. Unfortunately, entire issues of a journal are not accessible through Interlibrary Loan, only individual articles. Without a table of contents to identify articles, it was not possible to track down content. One 2005 issue of the *IJBE* contained reports of the international conference presentations but no articles. As a result, that issue was not included in this analysis.

Further, it should be noted that the researcher contacted several colleagues as well as ISBE board members to obtain personal copies of *The Review*. Some colleagues as noted were able to provide a few of the missing journal issues, while other colleagues had edited their professional libraries and no longer owned older issues of the journals. The researcher had access to all of the *JGBE* issues.

In addition, having some authors entering and leaving the profession at various times over the 15-year period of the study may skew the reported authorship statistics.

Findings

The findings section is organized around the research questions about the accessibility of the journals to both members and non-members of the sponsoring organizations, the number of article authors, the countries in which the authors of articles reside, the type and number of authorship collaborations, and the ranking of authors for both the *IJBE* and the *JGBE*.

Details about the Selected Journals. Relevant details about the two journals that form the basis for this investigation are shown in Table 1. The *IJBE* has been published since 1903, while the *JGBE* had a much more recent genesis of 2001, almost 100 years later.

Table 1
Details about the Selected Journal Titles

Journal title	First Issue	Years	Vol./no.	No. of Articles	<i>Cabell's</i> Listing
<i>IJBE</i>	1903	2009-2015	149-155	28	Yes
<i>JGBE</i>	2001	2001-2012, 2014	1-12, 14 ^a	58	No

^aNote: *JGBE* was not published in 2013.

Previously, the *JGBE* was listed in *Cabell's Directory of Publishing Opportunities* and had a reported acceptance rate of 50% for 2012 and is not currently listed in the directory. The journal, which received few submissions during 2013 and was not published, has since been revived and published a 2014 issue with the 2015 issue in process. During the time frame of the study, the average length of *IJBE* articles was longer as evidenced by the Call for Papers guidelines. *IJBE* requests manuscripts up to 10 pages, single-spaced (SIEC-ISBE, n.d.a), while the *JGBE* asks for 15 double-spaced pages, with a maximum of 3,000 words (NBEA/ISBE, 2014).

Research Question 1 asked, "How accessible are the journals in terms of print copies in libraries, inclusion in library databases, and on websites?" The journals, while available to members of both NBEA and ISBE, are not currently indexed by any database. WorldCat, a database that includes over 10,000 libraries worldwide (WorldCat.org, 2016), searches revealed that four university libraries have a few copies of *The Review* but not a complete set, while some issues of the *JGBE* are available in 350 libraries worldwide as shown in Table 2.

Table 2
Accessibility of the Journals

Location	<i>IJBE</i>	<i>JGBE</i>
In library databases	No	No
On organizational websites	Yes ^a	Yes ^b
In hard copy in libraries	4 libraries	350 libraries

^aNote. The 2009 through 2012 issues are publically available, while access to the 2013-2015 issues is restricted to NBEA/ISBE members only.

^bNote. With the exception of the 2004 issue, all issues published from 2001-2014 are publically available as of January 20, 2016.

The 2009-2012 issues of the *IJBE* are publically available from the ISBE-SIEC website, while the 2013-2015 issues are available to members only. With the exception of the 2004 issue, the 2001-2014 Issues of the *JGBE* are available online at the organizational website.

Type of Authorship

Research Question 2 asked, “What is the proportion of sole authored and multiple authored articles?” In both the *IJBE* and the *JGBE* over 40% of the journal articles were sole authored, with more than one-third of the articles written by two authors as shown in Table 3. The number of article authors ranged from one to four for the *International Journal for Business Education* and from one to five for the *Journal for Global Business Education*. The average number of authors was 1.79 for the *IJBE* and 1.93 for the *JGBE*. In comparison with the 51% co-authoring trend reported by Blaszczyński, Scott and Green (2009), more of the recently published *IJBE* and *JGBE* articles are co-authored 57% and 60% respectively.

Table 3

Number of Article Authors

Number of Authors	<i>IJBE</i> Number	N=28 %	<i>JGBE</i> Number	N=58 %
One	12	43	23	40
Two	11	39	22	38
Three	4	14	9	16
Four	1	4	2	3
Five	0	0	2	3

Research Question 3 asked, “From what countries are the authors of articles published in the two journals?” Both journals attract authors from a range of countries as depicted in Table 4. While 2009-2015 *IJBE* authors hail primarily from European countries (Austria, Finland, Germany, Norway, Poland, and Sweden) with Austrian authors comprising over 54% of article authors, 91% of the *JGBE* authors are from North America; i.e., the United States of America (USA) with three article authors residing in South America (Brazil, Chile, and Ecuador). Perhaps the uneven distribution of international authors between the journals is attributable to the respective journals being more prominent in the section of the world where they have their origin and primary membership.

Type and Number of Collaborations

Research Question 4 asked, “In what types of collaboration do article authors engage?” As depicted in Table 5, over 50% of author collaborations are intra-institutional with all article authors employed at the same institution. Some collaboration with colleagues from different educational institutions located in the same country occurred among authors of articles published in both journals; however, only one study published in the *IJBE* and three studies published in the *JGBE* were completed with colleagues residing in a different country or countries.

Table 4

Countries in which Authors Reside

Country	<i>IJBE</i>		<i>JGBE</i>	
	Number	%	Number	%
Austria	27	54	3	3
Brazil	0	0	1	1
Chile	0	0	1	1
Ecuador	0	0	1	1
Finland	3	6	0	0
Germany	2	4	3	3
Norway	2	4	0	0
Poland	1	3	0	0
Sweden	2	4	0	0
United States	13	26	103	91
Total	50		112	

During the time frame of the study, *JGBE* authors collaborated more frequently with students, including both doctoral level and baccalaureate level students, than did authors of articles appearing in the *IJBE*. Notably, students were the lead authors in all three articles co-authored with students in the *JGBE*.

Table 5

Type and Number of Authorship Collaborations

Type of Collaboration	<i>IJBE</i>		<i>JGBE</i>	
	No.	%	No.	%
Institutional				
Intra-institutional	11	79	19	54
Different institution, same level/country	1	6	11	31
With colleagues in a different country	1	6	3	9
Personal				
University and community college	1	6	0	0
With a doctoral student	0	0	2	6
With a non-doctoral, graduate student	0	0	0	0
With an undergraduate student	0	0	1	3
With a businessperson	0	0	0	0

Authorship Rankings

Research Question 5 asked, “What is the ranking of authors who published in the *IJBE*?”

The greatest number of articles to which one author contributed was six for the *IJBE/The Review* as shown in Table 6. Adjusted authorship rankings, which account for the number of authors of each article, are shown in Table 7. Note that the adjusted authorships change the author rankings. Some review, tenure, and promotion committee members calculate adjusted authorship rankings since some believe that scholars should have a balance of sole-authored and collaborative publications in their research portfolios.

Table 6
Ranking of Top 5 Authors Published in the IJBE, 2009-2015

Ranking	Author	No. of Articles
1	Stock, Michaela	6
2	Slepcevic-Zach, Peter	6
3	Blaszczynski, Carol	4
4	Riebenbauer, Elisabeth	4
5	Greimel-Fuhrmann, Bettina	2

Table 7
Ranking of Top 5 Authors Published in the IJBE, Adjusted Authorship, 2009-2015

Ranking	Author	No. of Articles	No. of Authors	Adjusted Authorship
1	Blaszczynski, Carol	4	4	1.00
2	Greimel,-Furhmann, Bettina	2	2	1.00
3	Riebenbauer, Elisabeth	4	9	0.44
4	Slepcevic-Zach, Peter	6	14	0.43
5	Stock, Michaela	6	16	0.38

Research Question 6 asked, “What is the ranking of authors who published in the *JGBE*?” During the study time frame, the greatest number of articles published by one author in the *JGBE* was 9 as shown in Table 8. When authorship was adjusted for the number of contributing authors, the rankings changed as shown in Table 9. Interestingly, there is not much overlap between the authors of the two journals. Most authors of articles published from 2009 to 2015 in the *IJBE* hailed from Europe, with one author in the United States. The top five authors of *JGBE* articles reside in the United States. These results are not surprising given the history of the journals and the location of

the majority of each sponsoring organization's members. Only one author ranked among the top five for both journals. Faculty tend to publish in outlets that fit the reward systems of their institutions.

Table 8
Ranking of Top 5 Authors Published in the JGBE, 2001-2015

Ranking	Author	No. of Articles
1	Blaszczynski, Carol	9
2	James, Marianne	7
3	Scott, James Calvert	5
4	Waldman, Lila	3
5	Zhu, Pinfan	3

Table 9
Ranking of Top 5 Authors Published in the JGBE, Adjusted Authorship, 2001-2015

Ranking	Author	No. of Articles	No. of Authors	Adjusted Authorship
1	Scott, James Calvert	5	5	1.00
2	Zhu, Pinfan	3	4	0.75
3	Blaszczynski, Carol	9	20	0.45
4	James, Marianne	7	16	0.44
5	Waldman, Lila	3	8	0.38

Conclusions

The leading international business education journals of NBEA and ISBE provide articles of interest to business educators; however, the research findings and pedagogical insights are not always widely accessible to others beyond the members of the journal sponsoring organizations. Without indexing in a major database, the excellent work international business education scholars produce can rarely be cited by other authors. Without citations, the scholarly work has little impact, a measure that is increasingly used by accreditation bodies such as the AACSB International to evaluate scholarly work of faculty.

The proportion of sole-authored and multiple-authored articles in the *IJBE* and the *JGBE* is in line with other business education journals (Blaszczynski, Scott, & Green, 2009; Blaszczynski & Scott, 2004). While authors of articles published between 2009 and 2015 in the *IJBE* are typically from Europe with some from the USA, authors of articles published in the *JGBE* are typically from the USA. Attracting authors from additional countries could potentially enrich the literature and help to make both journals more global.

Authors of articles published in both journals engage in collaboration with colleagues at the same institution, and some collaborate with colleagues in the same country. Little collaboration occurs with colleagues who reside in a different country. Only a few collaborations occurred with students, and no article collaborations with businesspersons occurred.

Recommendations for the Editorial Boards of the NBEA/ISBE International Business Education Journals

The organizations sponsoring the two international business education journals that comprised the focus of this study should strive to have the publications indexed in a leading database to expand the accessibility of the international business education literature. The organizations have made an excellent effort to make the article issues available on the organizational website. While this access is important for members, opening up database access to others could increase the visibility of both the literature and the discipline. Further, such access would encourage citations of the literature and help to ensure that the literature does not quickly disappear into a void, rarely, if ever, to be found again.

The sponsoring organization of the *JGBE* should consider listing the journal with *Cabell's Directory* to increase the number of submissions from a wide-ranging potential authorship.

Given that authorship in these journals is predominantly from Austria and the US, the organizations should strive to increase the awareness/recognition of the journals in countries other than the US and Austria. As a consequence, the reputation as an international journal would rise.

Recommendations for International Business Education Researchers

Efforts should be made by business education researchers to invite colleagues from nations other than one's home country to collaborate on international business education research projects. Although sometimes challenging because of cultural differences, such collaborations could expand the number of countries and cultures represented in the literature enriching and strengthening the literature in the process. In addition to connecting with potential collaborators at the NBEA and SIEC-ISBE conferences, researchers may indicate interest in research collaborations by indicating areas of expertise in the knowledge database for international business education using the SIEC-ISBE Contact Form accessible via the SIEC-ISBE Publications website (SIEC-ISBE, n.d.).

Faculty members who have the time and inclination to work with students could assist worthy students in obtaining their first publications. Collaborating with students is time-consuming and may require extensive mentoring; however, the psychic reward of assisting students with their first publication is high.

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