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EDITORIAL

Editor-in-Chief's Introduction to Spring 2013 Issue

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We are now beginning to gather our statistics for our first year with Routledge, Taylor & Francis, and we are very pleased to be able to say that our 2012 submissions are up 28% to 92, up from 72 in 2011. Our acceptance rate has been hovering between 20% and 25%. Last year we published 20 peer-reviewed articles and 5 solicited or volunteered book/article reviews. I need to mention that we have room to publish more than 20 articles so we are not being held to a certain number of articles. We actually have more room than the print-only journals because of the expansion allowed by being online. So if you think your article is a good one, you should know that you can submit it here without worrying about there being less room for it as the submissions go up.

This issue is dominated by four articles in Teaching & Learning, though we are also publishing a Current Empirical Research article and two book reviews. The empirical article, "Glad Tidings and Grave Warnings: The Role of Advice on Cooperation in Public Goods Dilemmas With Value Uncertainty," by Matthew W. McCarter and Bryan L. Bonner, deals with the role of factors such as trust and uncertainty in the willingness of people to adopt innovative practices that might benefit their communities through provision of *public goods*. Much depends on the value that experts communicate will ensue: If experts agree on benefits, the community is motivated to act; in the case of disagreeing experts, the community may still be motivated to act positively, but trust in experts as well as in each other can decline in the community. This article is of high interest when considering public policy development, especially in the developing world.

The four articles in Teaching & Learning deal especially with ideas for MBA (master of business administration) classrooms, although they could also be significant for teachers of undergraduates. The first of these, "Progress and Regress in the MBA Curriculum: The Career and Practice Skills Gap," by

Robert L. Laud and Matthew S. Johnson, makes recommendations for increased emphasis on behavioral skills in MBA programs some 25 years after the Porter–McKibben Report's (1988) surveys detailing executives' request for more attention to these skills. Our second article, "A Manager's Actions? An Exercise for Exploring Sexual Harassment," written by David E. Desplaces and John R. Ogilvie, presents a very useful exercise on sexual harassment, which should help participants understand what it is and deal with the issues it brings up. The third article, written by Kathleen J. Barnes and George E. Smith, "Beyond the Textbook: An Approach to Facilitating Student Understanding of Organizational Culture in Organizations," details a semester-long experiential project in which student teams research organization culture issues in the real world. In the fourth article, "Unreliability in Student Evaluation of Teaching Questionnaires: Focus Groups as an Alternative Approach," authors Linda R. Martin, Robert Dennehy, and Sandra Morgan deal with course/teacher evaluation, reprising the problems with traditional student evaluations and offering some intriguing alternatives. These articles cover four different and important elements of teaching, from curriculum to classroom to assessment. They are new and excellent reading for anyone interested in the teaching side of management education.

We are also presenting two book reviews in this issue, both of special interest to both educators and practitioners. The first book, reviewed by Ashwini Gangadharan, is *Organizational Ethics: A Practical Approach*, edited by Craig E. Johnson—a book that can easily be used in a business ethics course, as well as by practitioners who may be concerned about social responsibility in the firm. The second, reviewed by Joanne L. Tritsch and Claudia Harris, will be of special interest to music lovers among both practitioners and educators. *Everything I Know About Business I Learned From the Grateful Dead: The Ten Most Innovative Lessons From a Long, Strange Trip* by Barry Barnes is another in a long list of entertaining "what we can learn from" books that are creative and thought-provoking.

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mission statement on our website and pitch your idea to one of our two RRN co-editors, Devi Akella or Marguerite Schneider.

REFERENCE

Porter, L., & McKibbin, L. (1988). *Management education and development: Drift or thrust into the 21st century?* New York, NY: McGraw-Hill.