

**Editorial Report to the Board of the Financial Education Association
September 2018**

Since the 2017 FEA conference date (conference cancelled due to weather), we have received a total of 167 manuscript submissions. Of those 167:

- 34 have been accepted for publication
 - 16 are accepted for the Journal of Financial Education
 - 18 are accepted for Advances in Financial Education
- 11 additional submissions were desk rejected by us without sending for review (these are not included in the 163 submissions).
- 21 were rejected after referee review or required major revision that the author(s) did not want to implement.
- 12 are currently in various stages of editorial review (either awaiting referee reports or waiting to hear from authors who have received revise and resubmit requests from us).
- 3 manuscripts for which proofs were created by Jean but never published surfaced; these will be included in the next JFEed issue.

There was a tremendous increase in submissions over the past 12 months (a 54.6% increase over 2017). Moreover, the quality and breadth of submissions has increased significantly. More than half of the manuscripts we now receive include impressive data collection and analysis demonstrating (or refuting) assurance of learning.

We are working hard to increase awareness of the journals. To that end, we created new material for the journal website that clearly defines the history, importance and overall mission of JFEed/AFEd as well as the specific focus of each of the individual journals. This material is reproduced on the following two pages (feedback appreciated). In addition, Georgia State University has offered to pay for FEN (Financial Economics Network) announcements for each of the next 4 journal issues. These will include the cover page of the issue with links to article abstracts. We believe these “blasts” will significantly increase recognition of the journals (and hopefully lead to new subscriptions). We also encourage all members to “talk up” the journals to colleagues. Far too many finance faculty do not know about JFEed and AFEd.

We have an AFEd issue ready to publish (waiting address updates following the conference), a JFEed issue ready for the copyeditor, and a “special edition” AFEd issue that we plan to publish in December. We are planning to publish 2 or 3 JFEed issues and 1 AFEd issue in 2019.

The following table provides a comparison summary of the editing process during 2017 and 2018:

| | Number of Papers | |
|--|-------------------------|--------------------|
| | 2017 Report | 2018 Report |
| Total Submitted | 108 | 167 |
| Accepted for Journal of Financial Education publication | 8 | 18 |
| Accepted for Advances in Financial Education publication | 13 | 16 |
| Overall acceptance rate | 19.4% | 20.4% |
| Growth rate in submissions | -30.8% | 54.6% |



About

The *Journal of Financial Education* (JFE) and *Advances in Financial Education* (AFE) are the premier scholarship of teaching and learning (SoTL) journals in the field of academic finance. Both journals have a deep and rich history. The *Journal of Financial Education* has been publishing quality academic research papers since 1973. *Advances in Financial Education* was established as a second outlet for finance education research in 2003.

JFE and AFE are refereed journals dedicated to encouraging and publishing research designed to improve the quality of finance education at the post-secondary level. The main focus of these journals is to promote excellence in finance education worldwide. More specifically, JFE and AFE:

- Offer those engaged in quality SoTL finance education research two different leading academic journals in which to publish their work.
- Provide educators a resource to learn about and remain current in the best practices of finance education.
- Act as a vehicle for educators to exchange ideas and reflect on the practice of finance education with the ultimate goal of improving student learning outcomes.

JFE and AFE welcome manuscript submissions from educators and/or practitioners in the field of finance, as well as adjacent fields of study (e.g., accounting and economics), who seek to discuss and empirically evaluate teaching and learning techniques, processes, materials, and programs. Submission of research evaluating all forms of pedagogy in a variety of media, including face-to-face, hybrid, online, flipped, etc., is encouraged. In addition, JFE publishes finance case studies that educators can use (free of charge) in their classes. All cases include access to complete, detailed teaching notes (available on this website to subscribers of the journal).

All papers must be submitted via Scholastica. Submitting authors are expected to carefully follow the guidelines for submission for all articles. All submitted manuscripts undergo a double-blind rigorous review. The journal editors will make the final accept/reject decision for all manuscripts. For all accepted papers, the editors will decide in which publication the article will appear.

The Journal of Financial Education

The *Journal of Financial Education* (JFE) is a peer-reviewed SoTL journal dedicated to promoting and publishing rigorous, quantifiable research on issues concerning finance education with the goal of improving the quality of finance education worldwide. JFE welcomes the submission of manuscripts that help improve the teaching of finance through empirical research that examines hypotheses regarding teaching and learning, pedagogical papers that validate the

effectiveness of new or unique approaches to teaching finance topics, case studies, and literature reviews.

More specifically, JFEd seeks articles that focus on:

- Educational Research – original theoretical and/or empirical studies that analyze and evaluate: teaching methods, student learning processes and outcomes, teaching and learning attitudes, student satisfaction, and learning environments/materials.
- Creative Pedagogy – research that describes and validates unique approaches to teaching in general or new ways to teach specific topics in finance more effectively.
- Curriculum Development – empirical investigations addressing distinctive approaches to finance programs, enhancements to the finance major, and studies that examine the function of finance within the business curriculum.
- Technology – studies that examine the use of technology in the classroom and/or evaluate the effectiveness of alternative formats and environments on student learning and satisfaction.
- Literature reviews – papers that offer extensive reviews of current relevant finance education research.
- Cases – well written, real company case studies that are field researched rather than written with publicly available information (see the Case Study page for detailed description of the types of cases desired and requirement for case submissions).

NOTE: Assurance of learning is a requirement of all articles published in JFEd.

Advances in Financial Education

Advances in Financial Education (AFEd) is a peer-reviewed SoTL journal dedicated to promoting and publishing papers concerning finance education with the goal of improving the quality of finance education worldwide. As such, AFEd has the same general mission as the Journal of Financial Education. The major difference between the two journals relates to the assurance of learning. JFEd publishes finance education articles that provide concrete empirical evidence confirming improved student learning outcomes that results from innovative instructional techniques. Papers that only provide instructional innovation with limited or no concrete empirical support are the major focus of AFEd (see Qualifying Note below).

AFEd seeks articles that focus on:

- Innovative Pedagogy – papers that clearly describe new and/or unique teaching methods that allow instructors to teach specific topics in finance more effectively.
- Course Content – papers that introduce substantive topics, new trends, innovations, and research findings in finance that may influence teaching/learning or can be used in the classroom.
- Best Practices – papers that describe or discuss new or unique individual, course, department, or institutional practices concerning student advising, student recruitment, student retention, alumni relations, efforts that allow students to experience the connection between theories learned in the classroom and application of those theories in the real world (e.g., internship programs, field studies, games, scholastic contests), and similar.

- Student Centered Learning – papers that illustrate flipping the traditional learning paradigm from teacher centered learning to student lead learning.
- Ethics and Moral Values – papers offering guidance in the integration of ethics and moral values in finance education.
- Globalization – papers offering innovative suggestions for incorporating international elements into traditional finance courses.
- Excel – papers that help educators better understand how to use Excel or other major software programs (e.g., PowerPoint, Prezzi, Google Tools) in the classroom or in student assignments.
- Software/Hardware – papers that offer descriptions and reviews of new developments and trends in using innovative electronic technology to promote student learning outcomes and/or satisfaction.
- Special Topics – reports on the status and events that are of specific interest to finance educators (e.g., salaries, the job market for finance faculty or for finance majors, promotion issues, clinical versus traditional tenured faculty tracks, status of women and minorities).

QUALIFYING NOTE: Although AFEd does not require rigorous empirical support of effectiveness in terms of demonstrating improved learning outcomes or student satisfaction, articles that suggest methods to improve teaching and/or learning must include a discussion of how a researcher could possibly test the proposed teaching/learning method. This can take the form of reporting limited data observations (for researchers who cannot collect large amounts of data to empirically test assertions) with specific mention of the risks of over interpreting small data sets. Or, it can be a section of the paper discussing specific data that should be collected and how that data should be analyzed to test or verify the proposed method(s). We hope that AFEd readers who have the ability to collect large amounts of data may decide to engage in joint projects with the author(s) of a specific article to perhaps expand and enhance the research to later qualify for consideration in JFEd.