

From the Editors

In This Issue

Have you been concerned about the decline in technology and engineering (T&E) programs over the last few decades? Read the article by Tyler Love and Trevor Maiserouille to find out how they reframed the question about program decline, and you may be pleasantly surprised. It might be time to rethink how we define programs that prepare T&E educators.

Nathan Mentzer, Lackshmy Mohandas, Shawn Farrington, and Dawn Laux ask the reader to better understand a complex interaction within students. Expectancy, value, and cost were crucial areas informing their course-redesign as they tried to help students be more successful in learning. How do you suppose that also impacted students' reviews of course and instructor?

A Thin Issue, Published Late

For years the *Journal of Technology Education (JTE)* has included two issues per volume, typically in September (No. 1) and April (No. 2). Each issue generally has had four or five research articles, along with reviews and editorials. The current issue (Vol. 33, No. 1) is for the Fall of 2021, but it is published in 2022 with two research articles. This issue's size and release date result from fewer submissions of in-scope research manuscripts of acceptable quality than had been received in previous years.

Several factors may have contributed to this problem. Foremost, as Love and Maiserouille note in this issue of *JTE*, the size of our field has been said to be on the decline for decades. This has struck home with the *JTE* coeditors. We have worked at Ball State University in Muncie, Indiana, where both the bachelor's and master's programs in T&E teacher education have recently closed. With that closure came the loss of campus-wide elective courses, laboratory space, and funding. Personally (and this is Jim writing), this loss has also removed much of the substance at the heart of my writing and the fodder for my scholarship. Instead, I retired from Ball State at the end of 2021, and my situation, I'm sure, is not unique.

Faculty may be writing fewer manuscripts for several reasons. The "greying of the profession" at many institutions likely means that a greater percentage of tenure/tenure-track faculty in our field are fully promoted and tenured. Many have transitioned to administrative and service positions. Furthermore, tenure-track faculty focused on teaching and research are being replaced at some institutions with contract faculty who do not have put upon them the same expectations for scholarship.

Another factor that may contribute to the decline of manuscript submissions that fit the scope of *JTE* is that there is no "impact factor" for this journal. Since universities may use impact factors to inform promotion and tenure decisions, this may disincentivize early-career faculty from submitting their scholarly work

to *JTE*. We have been in contact with Virginia Tech Libraries, through which the journal is published online, as only a publisher can apply for an impact factor. The size and frequency of *JTE* preclude the calculation of an impact factor, we are told.

The acceptance rate for manuscripts may also be used to gauge academic success. During the 2021 calendar year, 38 of the 46 research manuscripts submitted to the *JTE* were rejected before peer review as the editors determined they did not match the scope (see p. 38). The majority of those “scope-rejected” manuscripts addressed educational technology in a setting other than T&E and STEM education. None of these was well-grounded in the T&E literature or its corresponding teacher education. Two of those 46 manuscripts were accepted for publication after peer review, suggesting an acceptance rate of 4.4%.

It is also likely that the COVID-19 pandemic has contributed to declining submission rates. Social distancing and the suspension of some face-to-face classes have disrupted research protocols. As well, educators may have devoted a larger proportion of their time to facilitating teaching and learning during a pandemic and less time to scholarship.

Finally, two other related factors may have contributed to this situation. The shift in editors from Chris Merrill to us was quickly followed by a switch to Ubiquity Press Software through Virginia Tech Libraries as the mechanism for *JTE* manuscript submission, review, and management. As new editors, we have striven to make this transition seamless and uphold the quality standards set by Mark Sanders, James LaPorte, and Chris Merrill.

Call for Manuscripts

Let’s maintain *JTE*’s tradition of sharing the scholarly work of T&E and STEM educators and researchers. We invite you to submit manuscripts that focus upon research, philosophy, and theory related to T&E education. In addition, *JTE* welcomes book reviews, literature reviews, and reactions to published articles. Visit the portal and submit your manuscript:

<https://jte-journal.org>

If there are questions or concerns, please contact the editors at jte@iteea.org.

Jim Flowers & Mary Annette Rose