

# RECENT SCHOLARLY CONTRIBUTIONS OF 2001-2017 JOHN ROBERT GREGG AWARDEES IN THE TOP-RANKED NBEA-RELATED PUBLICATIONS

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## Abstract

*The recent scholarly contributions of John Robert Gregg awardees have not been studied. The purpose of this study was to provide a profile of John Robert Gregg awardees since they have made varied, substantive contributions to the six NBEA-related publications that comprise the focus of this study by researching and writing and their complements of editing and reviewing.*

*Secondary data were gathered from: (a) John Robert Gregg awardee brochures, (b) online databases, (c) hard copies of documents that are not fully accessible online that were accessible in various libraries across the country, (d) LinkedIn pages, (e) other web sources, and (f) personal email communications. Authorship and adjusted authorship rankings of the most prolific 2001-2017 John Robert Gregg awardees were calculated and analyzed. Findings showed*

*John Robert Gregg awardees possess various academic backgrounds and are geographically dispersed. Most awardees impacted the business education profession through both empirical and pedagogical publication contributions.*

*Keywords: John Robert Gregg, John Robert Gregg awardees, business education*

This article focuses on the 2001-2017 scholarly contributions in top-ranked NBEA-related publications of recent (2001-2017) John Robert Gregg awardees. For the purposes of this investigation, scholarly contributions are defined as publishing in top-ranked NBEA-related publication outlets along with the complementary activities of editing and reviewing for those same publication outlets. As such, this article describes scholarly contributions to the top-ranked business education literature by recent John Robert Gregg awardees. It should be noted that these studied contributions relate to only some of the John Robert Gregg Award selection criteria and, consequently, do not reflect all of the professional accomplishments of individual John Robert Gregg awardees.

John Robert Gregg (1867-1948) overcame adversity early in life after a school headmaster administered a striking blow to his head that resulted in a serious hearing loss. Gregg compensated for this limitation by refining skills in the areas in which he excelled. At the early age of 19, Gregg developed the prototype for the shorthand system bearing his name, which when later refined became the most widely taught shorthand system in the world. He authored more than 50 articles as well as a book about the history of shorthand and became a nationally prominent business educator (Cowan, 1984).

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The lifetime achievement award for business educators is named after John Robert Gregg, a noteworthy business educator, researcher, writer, and publisher. The John Robert Gregg Award encompasses seven contribution areas including teaching, business involvement, instructional methodology, research accomplishments, professional literature production, professional organization involvement, and business education administration (McGraw-Hill Education, n.d.). The studied publications encompass more than half of the top-ranked business education publications as reported by Scott, Blaszczyński, and Green (2008) and Blair and Balanchandran (2002) as the most useful ones for business educators. The most recent rankings and publication characteristics for these six NBEA-related publications were as follows (see Scott, Blaszczyński, Green, & Fagerheim, 2008): (1) *Journal of Research in Business Education/The Delta Pi Epsilon Journal* (blind, refereed, peer reviewed); (2) *Business Teacher Education Journal/NABTE Review* (blind, refereed, peer reviewed); (3) NBEA Yearbooks (blind, refereed, peer reviewed); (4) *Business Education Forum* (editor reviewed); (7) *Journal of Applied Research for Business Instruction* (blind, refereed, peer reviewed); and (9) *Journal for Global Business Education* (blind, refereed, peer reviewed).

### **Purpose and Research Questions**

The purpose of this study was to provide a profile of the business education scholarly contributions of 2001-2017 John Robert Gregg awardees as reflected in the top-ranked NBEA-related publications during this same time period. In some instances, these scholarly contributions may be a small portion of the professional contributions of a John Robert Gregg awardee, especially for those awardees who made the majority of their scholarly contributions prior to 2001, assumed roles outside of the traditional scope of business education, and/or retired during the study time frame. This study is needed to begin to fill the 45-year gap in the literature about the John Robert Gregg awardees. Because John Robert Gregg awardees are nationally prominent, influential people, business educators can learn from the lives of these high performers and their service as business education role models.

The following research questions were developed:

1. What is the demographic profile of the 2001-2017 John Robert Gregg awardees, including such aspects as highest degree, institutional affiliation, doctoral awarding institution, type of highest degree, and the like?
2. What are the overall research contributions of recent John Robert Gregg awardees to the business education literature in the six studied top-ranked NBEA-related publications from 2001 through 2017?
3. What are the actual authorship rankings of the most prolific 2001-2017 John Robert Gregg awardees in each of the six studied top-ranked

- NBEA-related publications from 2001 through 2017?
4. What are the adjusted authorship rankings of the most prolific 2001-2017 John Robert Gregg awardees in each of the six studied top-ranked NBEA-related publications between from 2001 through 2017?
  5. What are the complementary editing and reviewing contributions of recent John Robert Gregg awardees to the business education literature in each of the six studied top-ranked NBEA-related publications from 2001 through 2017?

## **Literature Review**

John Robert Gregg awardees are business education leaders by virtue of their prominence in multiple professional organizations. What propelled these individuals into leadership roles? One explanation could involve the cumulative effect, also known as the Matthew effect, which occurs when individuals build upon their lifetime experiences in a profession (Gladwell, 2008). These accumulated experiences served as a catalyst, moving the John Robert Gregg awardees toward a professional lifetime of notable accomplishments (see Olson, 1973).

Scholarly contributions are one aspect of professional lifetime accomplishments and contribute to the vitality of the studied population (see Blaszczyński, 2001). Vitality of leading business educators, including recent John Robert Gregg awardees, was more closely examined in two reportings by Blaszczyński, Scott, and Green (2008, 2009), who found that sabbatical leaves, engaging in collaborative research efforts, and publishing from the dissertation predicted prolific scholarly output. One noted habit of successful people is reading the professional literature (Corley, 2016). Those who actively engage in researching, writing, reviewing, and editing are exemplars of this habit since they create and shape the evolving literature. Professionals who engage in frequent reflection refine their own ideas and instructional practices before sharing them with other professionals through the literature (Haras, 2018).

Several studies of prolific business education authorship have been conducted. Hemby and Lewis (2015) reported the most prolific authors in the *Business Education Forum*, formerly known as the *United Business Education Association Forum* (Hosler, 1992), from its inception in 1947 through 2014. Ten John Robert Gregg awardees (Bahr, Crawford, Forkner, Hall, Hosler, Price, Rowe, Scott, Tonne, and West) were among the top 34 most prolific authors. One recent 2001-2017 John Robert Gregg awardee (Scott) led the *Business Education Forum* prolific author list with 27 publications (Hemby & Lewis, 2015). Blaszczyński (2017a) reported the most prolific authors in the *Journal for Global Business Education* from its inception in 2000 through 2015. Two recent John Robert Gregg awardees (Blaszczyński and Scott) were among the top three most prolific authors in the *Journal for Global Business Education*.

Two doctoral dissertations focused on John Robert Gregg awardees. Olson (1973) investigated the views of John Robert Gregg recipients about the preparation of business teachers. Harris (1973) investigated the characteristics of the first 18 John Robert Gregg awardees (1953 through 1970). Additionally, while Blaszczyński (2017b) described the contributions of selected early and late John Robert Gregg awardees to business teacher education, the current reported study investigated the scholarly contributions of the most recent 18 John Robert Gregg awardees (2001 through 2017) to begin to fill a large gap in the literature about these influential business education leaders.

### **Research Methods**

To determine the scholarly contributions of 2001-2017 John Robert Gregg awardees during the same time period, many sources were consulted, including such sources as (a) John Robert Gregg awardee brochures, (b) online databases, (c) hard copies of documents that are not fully accessible online such as *Business Education Forum* and *NABTE Review* issues as well as the *Index to Doctoral Dissertations in Business Education* and its supplement (Rahe, 1975, 1981) that were accessible in various libraries across the country, (d) LinkedIn pages, (e) other web sources, (f) personal email communications, and (g) personal knowledge about John Robert Gregg awardees. The lack of adequate indexing and database coverage of some of the studied publications posed a serious challenge (see Scott, Blaszczyński, Green, & Fagerheim, 2008). Further, the results may not be totally accurate since some studied publications are not always generated regularly and/or distributed on schedule. Database retrieval challenges included name variations, surname changes, misspelled names, and inconsistent indexing.

An additional challenge arose since nearly half of the studied John Robert Gregg awardees have retired during the study time period. As a result, their scholarly contributions may have peaked prior to the time frame for this study; regrettably, this study captures only a portion of their lifetime scholarly contributions to business education. Other study limitations include the limited 17-year time span of the study; the career stages of the awardees; the changing roles of awardees—many evolved from teachers to administrators at some point during their careers, which oftentimes reduced their publication expectations; and the changing nature of business education and higher education.

### **Findings and Conclusions**

Table 1 shows a demographic profile of 2001-2017 John Robert Gregg awardees.

**Table 1**  
**Profile of 2001-2017 John Robert Gregg Awardees**

Award year	Gregg awardee	Highest degree conferring institution	Highest degree/ Year	Employer at time of Award	NBEA region	Work status in 2017
2001	O'Connor, Bridget N.	Indiana University	PhD 1983	New York University	Eastern	Active
2001	Bronner, Michael	New York University	PhD 1973	New York University	Eastern	Retired
2002	Mitchell, Robert B.	Louisiana Tech University	DBA 1979	University of Arkansas, Little Rock	Southern	Active
2003	Anderson, Marcia A.	Southern Illinois University	PhD 1974	Southern Illinois University	North Central	Retired
2004	Meggison, Peter F.	University of Massachusetts	EdD 1983	Massasoit Community College	Eastern	Active
2005	Lambrecht, Judith J.	University of Wisconsin–Madison	PhD 1971	University of Minnesota	North Central	Retired
2006	Scott, James Calvert	Oregon State University	PhD 1973	Utah State University	Western	Retired
2007	Redmann, Donna H.	Florida State University	PhD 1977	Louisiana State University	Southern	Retired
2008	Stitt-Gohdes, Wanda L.	University of Georgia, Athens	EdD 1980	University of Georgia	Southern	Retired
2009	Pagel, Larry G.	University of North Dakota	PhD 1986	Northern Michigan University	North Central	Active
2010	Blaszczynski, Carol	Claremont Graduate University	PhD 1997	California State University, Los Angeles	Western	Active
2011	Crews, Tena B.	University of Georgia, Athens	EdD 1994	University of South Carolina	Southern	Active
2012	Olson- Sutton, Judith Ann	University of Wisconsin–Madison	PhD 2000	Retired	North Central	Retired

**Table 1**  
(Continued)

Award year	Gregg awardee	Highest degree conferring institution	Highest degree/Year	Employer at time of Award	NBEA region	Work status in 2017
2013	Treichel, Janet M.	University of Illinois, Urbana–Champaign	EdD 1997	National Business Education Association	Southern	Active
2014	Rowe, B. Anne	Virginia Commonwealth University	MA 1981	Virginia Dept. of Education	Southern	Retired
2015	McEwen, Beryl C.	Southern Illinois University	PhD 1990	North Carolina A&T University	Southern	Active
2016	Fisher, Diane J.	Mississippi State University	PhD 2003	University of Southern Mississippi	Southern	Active
2017	Hemby-Grubb, K. Virginia	University of Southern Mississippi	PhD 1995	Middle Tennessee State University	Southern	Active

This table shows that John Robert Gregg awardees possess various academic backgrounds and are geographically dispersed. Most recent awardees earned Ph.D. degrees from state supported public universities in contrast with the earliest awardees, about half of whom earned their Ph.D. from private universities (see Harris, 1973). Most recent awardees also taught at state supported public universities when they received the John Robert Gregg Award (see Harris, 1973). About half of the earliest awardees taught at private universities when they received the John Robert Gregg Award (see Harris, 1973). Nearly half of recent awardees are retired, which is to be expected since the John Robert Gregg Award is based on lifetime achievement in business education.

Table 2 shows a summary of the authorship of recent (2001-2017) John Robert Gregg awardees in the 2001 through 2017 issues of the six studied NBEA-related publications—*Business Education Forum (BEF)*, *Business Teacher Education Journal (BTEJ)/National Association for Business Teacher Education (NABTE) Review*, *Journal of Applied Research for Business Instruction (JARBI)*, *Journal for Global Business Education (JGBE)*, *Journal of Research in Business Education (JRBE)/Delta Pi Epsilon Journal (DPEJ)*, and *National Business Education Association (NBEA) Yearbooks (NBEAY)*, each of which has a separate title.

Most of the recent (2001-2017) John Robert Gregg awardees have written articles in the studied NBEA-related publications. Four of these awardees (Blaszczynski, Crews, McEwen, and Scott) accounted for 135 publications--almost two-thirds

**Table 2**  
**Summary of Authorship in Studied NBEA-Related Publications**

JRG awardee name	No. of BEF articles	No. of Authors	Adj. authors	No. of BTEJ/NABTE articles	No. of authors	Adj. authors	No. of JARBI articles	No. of authors	Adj. authors	No. of JGBE articles	No. of authors	Adj. authors	Adjusted authorship
O' Connor	0	0	0.00	1	1	1.00	0	0	0.00	0	0	0.00	0.00
Bronner	0	0	0.00	0	0	0.00	0	0	0.00	1	1	1.00	0.00
Mitchell	0	0	0.00	0	0	0.00	1	2	0.50	0	0	0.00	0.50
Anderson	3	6	0.50	2	5	0.40	0	0	0.00	0	0	0.00	0.75
Meggison	4	4	1.00	0	0	0.00	1	2	0.50	0	0	0.00	0.64
Lambrecht	1	2	0.50	1	2	0.50	0	0	0.00	0	0	0.00	0.50
Scott	13	13	1.00	5	12	0.42	2	4	0.50	5	5	1.00	0.83
Redmann	0	0	0.00	3	7	0.43	0	0	0.00	0	0	0.00	0.00
Stitt-Gohdes	1	1	1.00	0	0	0.00	0	0	0.00	1	2	0.50	0.50
Pagel	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0.00
Blaszczynski	4	5	0.80	6	13	0.46	5	11	0.45	10	21	0.48	0.75
Crews	4	13	0.31	1	2	0.50	6	14	0.43	2	5	0.40	0.45
Olson-Sutton	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0.00
Treichel	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0.00
Rowe	0	0	0.00	0	0	0.00	0	0	0.00	0	0	0.00	0.50
McEwen	3	5	0.60	6	9	0.67*	0	0	0.00	0	0	0.00	0.77
Fisher	4	7	0.57	2	2	1.00*	0	0	0.00	0	0	0.00	0.44
Hemby-Grubb	2	3	0.67	0	0	0.00	3	6	0.50	0	0	0.00	1.00

Note. \*Includes sole-authored editorials.

**Table 2, Continued**  
**Summary of Authorship in Studied NBEA-Related Publications**

JRG awardee name	No. of JRBE/DPEJ articles	No. of authors	Adjusted authorship	No. of NBEA yearbook chapters	No. of authors	Adjusted authorship	Total no. of articles	Total no. of authors	Average adjusted authorship
O' Connor	3	3	1.00	0	0	0.00	4	4	1.00
Bronner	4	6	0.67	0	0	0.00	5	7	0.71
Mitchell	2	4	0.50	1	2	0.50	4	8	0.50
Anderson	4	11	0.36	3	4	0.75	12	26	0.46
Meggison	4	8	0.50	7	11	0.64	16	25	0.64
Lambrecht	3	4	0.75	3	6	0.50	8	14	0.57
Scott	12	29	0.41	5	6	0.83	42	69	0.61
Redmann	3	6	0.50	0	0	0.00	6	13	0.46
Stitt-Gohdes	2	3	0.67	2	4	0.50	6	10	0.60
Pagel	0	0	0.00	0	0	0.00	0	0	0.00
Blaszczyński	8	20	0.40	6	8	0.75	39	78	0.50
Crews	7	16	0.44	9	20	0.45	29	70	0.41
Olson-Sutton	0	0	0.00	0	0	0.00	0	0	0.00
Treichel	0	0	0.00	0	0	0.00	0	0	0.00
Rowe	0	0	0.00	1	2	0.50	1	2	0.50
McEwen	9	10	0.90*	7	9	0.77	25	33	0.76
Fisher	1	3	0.33	4	9	0.44	11	21	0.52
Hemby-Grubb	2	7	0.19	2	2	1.00	9	18	0.50

Note. \*Includes sole-authored editorials.

(62.2%) of the 217 investigated publications. Why these Southern and Western authors dominated the literature so much is unknown but may be related to their researching and writing skills, understanding of professional literature, and personal motivation. Such factors as employment outside a university environment and being employed at institutions with only strong teaching orientations may have diminished the publication potentials of some John Robert Gregg awardees, who contributed to the profession in other important ways.

Table 3 shows a summary of the rankings of the most prolific authors in the studied NBEA-related publications based upon actual authorship. The number of publications of each awardee appears in parentheses after the surname.

Actual authorship values collaboration among authors by counting the total number of articles created by each author. Based on actual authorship, two John Robert Gregg awardees (Blaszczynski and Scott) are ranked among the most prolific authors in all six of the studied NBEA-related publications, while one John Robert Gregg awardee (Crews) is ranked among the most prolific authors in five of the six studied publications. Two of these three awardees worked primarily at research-intensive universities where prolific authorship is the norm.

Table 4 shows a summary of the rankings of the most prolific authors in the studied NBEA-related publications based upon adjusted authorship. The adjusted authorship score appears in parentheses after each surname.

Adjusted authorship values sole authorship rather than collaboration among authors. In other words, adjusted authorship is the total number of publications an author creates divided by the total number of authors creating those publications. Based on adjusted authorship, two John Robert Gregg awardees (Blaszczynski and Scott) are ranked as the most prolific authors in four of the six studied publications, while three John Robert Gregg awardees (McEwen, Meggison, and Stitt-Gohdes) are ranked as the most prolific authors in three of the six publications. The fact that several John Robert Gregg awardees with high actual authorship scores also had high adjusted authorship scores in the studied publications is not unexpected since these individuals typically author either individually or with a small number of co-authors.

Table 5 shows a summary of the complementary editing and reviewing contributions of 2001-2017 John Robert Gregg awardees in the studied NBEA-related publications.

While most John Robert Gregg awardees contributed to the editing and reviewing functions of the studied NBEA-related publications between 2001 and 2017, an NBEA official was unable to engage in these activities because of a potential conflict of interest and another John Robert Gregg awardee did not review or edit because of pending retirement. Given the cumulative or Matthew effect, it is predictable that having widespread editing and reviewing experiences would help John Robert Gregg awardees to be more prolific authors and more influential shapers of the professional literature (see Gladwell, 2008).

**Table 3**  
**Rankings of Top Five Most Prolific Authors of Studied NBEA-Related Publications by Actual Authorship**

BEF	BTEJ/ NABTE	JARBI	JGBE	JRBE/ DPEJ	NBEAY
1 Scott (13)	1 Blaszczynski (6)	1 Crews (6)	1 Blaszczynski (10)	1 Scott (12)	1 Crews (9)
2 Blaszczynski (4)	1 McEwen (6)	2 Blaszczynski (5)	2 Scott (5)	2 McEwen (9)	2 McEwen (7)
2 Crews (4)	3 Scott (5)	3 Hemby-Grubb (3)	3 Crews (2)	3 Blaszczynski (8)	2 Meggison (7)
2 Fisher (4)	4 Redmann (3)	4 Scott (2)	4 Bronner (1)	4 Crews (7)	3 Blaszczynski (6)
2 Meggison (4)	5 Anderson (2)	5 Meggison (1)	5 Stitt-Gohdes (1)	5 Bronner (4)	4 Scott (5)
		5 Mitchell (1)		5 Lambecht (4)	
				5 Meggison (4)	

**Table 4**  
**Rankings of Top Five Most Prolific Authors of Studied NBEA-Related Publications by Adjusted**  
**Authorship**

<b>BEF</b>	<b>NABTE</b>	<b>BTEJ/JARBI</b>	<b>JGBE</b>	<b>JRBE/DPEJ</b>	<b>NBEAY</b>
1 Meggison (1.00)	1 Fisher (1.0)	1 Hemby-Grubb (0.50)	1 Bronner (1.00)	1 O'Connor (1.00)	1 Scott (0.83)
1 Scott (1.00)	1 O'Connor (1.0)	1 Meggison (0.50)	2 Scott (1.00)	2 McEwen (0.90)	2 McEwen (0.77)
1 Stitt-Gohdes (1.00)	3 McEwen (0.67)	1 Mitchell (0.50)	3 Stitt-Gohdes (0.50)	3 Lambecht (0.75)	3 Anderson (0.75)
4 Blaszczyński (0.80)	4 Crews (0.50)	1 Scott (0.50)	4 Blaszczyński (0.45)	4 Bronner (0.67)	3 Blaszczyński (0.75)
5 Hemby-Grubb (0.67)	5 Lambrecht (0.50)	5 Blaszczyński (0.45)	5 Crews (0.40)	4 Stitt-Gohdes (0.67)	5 Meggison (0.64)

**Table 5**  
**Editing and Reviewing in Studied NBEA-Related Publications**

Awardee	BEF		BTEJ/ NABTE		BTEJ/ NABTE		JARBI		JARBI		JGBE		JGBE		JRBE/ DPEJ		JRBE/ DPEJ		NBEAY		
	Ed	Rev	Ed	Rev	Ed	Rev	Ed	Rev	Ed	Rev	Ed	Rev	Ed	Rev	Ed	Rev	Ed	Rev	Ed	Rev	
O'Connor												X				X					X
Bronner												X				X					X
Mitchell								X								X					X
Anderson												X				X					X
Meggison	X																				X
Lambrecht																					X
Scott																					X
Redmann																					X
Stitt-Gohdes										X			X								X
Pagel																					X
Blaszczynski	X																				X
Crews																					X
Olson-Sutton																					X
Tretchel																					X
Rowe	X																				X
McEwen																					X
Fisher																					X
Hemby-Grubb	X																				X

Note. Ed = Editor; Rev = Reviewer

Note. The BEF is editorially reviewed. As a result, the reviewer column was not included in this table.

## Recommendations

Based upon the conclusions of the study, the following recommendations are made:

1. The accomplishments of John Robert Gregg awardees and the habits that contributed to their notable achievements should be communicated to business education students and to business educators providing professional development offerings. Becoming familiar with the best practices of these awardees may not only serve as an inspiration for new entrants to the business education field but also provide a roadmap for a lifetime of exemplary professional development and achievement.
2. Current business educators should adopt the high-impact practices of John Robert Gregg awardees. These high-impact practices include writing that results in sole authorships, writing that results in collaborations, and publishing in a wide variety of journals in the business education discipline. Further, contributing to the profession through reviewing and editing activities spurs the onset of cumulative advantage or the Matthew effect, where experience leads to enhanced insights; deeper, more sophisticated experiences; and greater authorship success.
3. Preservation of the legacy of the exemplary John Robert Gregg awardees is imperative. If past is prologue, learning from others is a high-impact practice that will encourage generativity in the profession. Without generativity, the profession will lack the vitality needed to grow and adapt to a changing environment. To implement this recommendation, NBEA, as the most important guardian of the business education profession, should consider establishing a task force for locating, gathering, preserving, and making accessible to the entire business education profession the award brochures for all John Robert Gregg awardees. Further, a list of publications could be collected from the awardees who are currently alive to preserve the history of these historically influential business educators.

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