Cocurricular Learning in Management Education: Lessons From Legal Education's Use of Student-Edited Journals

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Essay

Cocurricular Learning in Management Education: Lessons From Legal Education's Use of Student-Edited Journals

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Abstract

In this essay, we draw on insights from U.S. legal education's century-long experiment using student-edited journals as a cocurricular learning tool, to develop the argument that management education should consider introducing a new category of student-edited, practitioner-oriented journals. Student-edited journals are potentially well-suited for management education because they encourage students to learn professionally relevant skills and to develop a greater understanding of research and its role in professional education. Enlisting students to help edit practitioner journals could also benefit business professionals by increasing the availability of practitioner-oriented research. In doing so, management education can use this cocurricular learning activity to help break down barriers between research, teaching and practice. This essay contributes to the management education literature by furthering the conversation about the role that cocurricular learning plays in fostering evidence-based management.

Keywords

student-edited journals, cocurricular learning, experiential learning, management education, legal education, evidence-based management, teaching–practice gap, research–teaching gap, research–practice gap

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An important conversation within the management literature focuses on understanding the nature of barriers that restrict the flow of knowledge among researchers, students, and practitioners (Burke & Rau, 2010; Rousseau, 2006; Van de Ven & Johnson, 2006). Management researchers have looked to other fields to understand how different professions disseminate knowledge, with a particular interest in lessons that can be drawn from medical education. The growing literature on evidence-based management has its origins in evidence-based medicine (Briner et al., 2009; Rousseau & McCarthy, 2007). Management scholars have identified a number of practices from medical education that can help narrow the gaps between research, teaching, and practice. These include using evidence in problem-solving routines, role modeling how to be a critical research consumer, using teachable moments from research experiences (Wright et al., 2016), self-assessment techniques (Mann, 2010), bibliographic search training (Goodman et al., 2014), attending to local evidence (Dietz et al., 2014), and using a clinical, problem-based approach to learning (Pablo, 1995; Smith, 2005; Ungaretti et al., 2015). Given the medical profession's long history, it is not surprising that we have learned valuable lessons from medical education.

But medicine is not the only field with a long track record of professional development, and at present, we know somewhat less about what management educators can learn from the other professions. In this essay, we argue that management education can learn important lessons by looking across campus at how law schools have harnessed cocurricular learning to narrow the gaps between research, teaching and practice. Student-edited journals are a popular activity in U.S. law schools (Silver et al., 2012) that have been used for more than a century (Swygert & Bruce, 1984). "Co-curricular is generally defined to mean complementary to, but outside of the curriculum" (Rusinko, 2010, p. 508) and cocurricular activities are ones that complement what students are taught in their regular coursework. Cocurricular learning activities, like student-edited journals, are potentially well-suited for management education because they encourage students to learn professionally relevant skills and to develop a greater understanding of research and its role in professional education. In this essay, we first discuss student-edited journals in the context of U.S. legal education, then develop the case for student-edited practitioner journals in business schools, followed by an overview of implementation issues, before concluding with the discussion section. We turn next to our discussion of student-edited journals in U.S. legal education.

Student-Edited Journals in U.S. Legal Education

Student-edited journals are an important cocurricular activity used in U.S. legal education (Hines, 2000). Student-edited law reviews date back to the late 19th century in the United States (Closen & Dzielak, 1997). One of the oldest student-edited journals is the *Harvard Law Review* (1887), which was founded to provide scholarship for the legal profession (Martinez, 1995). The success of the *Harvard Law Review* led to the introduction of other student-edited journals, like the *Yale Law Journal* and the *Michigan Law Review* (Swygert & Bruce, 1984), which have thrived for more than a century. Student-edited journals have become so prevalent in U.S. legal education that they outnumber peer-edited journals. According to the Washington and Lee Law Journal Rankings data, there are approximately 600 student-edited journals in the United States, which is more than double the number of peer-edited law journals in the United States (W&L Law Journal Rankings, 2021).

The growth in student-edited law journals was, in part, driven by pressure to imitate the success of student-edited journals at prestigious schools like Harvard, but was also driven by the recognition of the educational benefits that students derived from participation in law review (Swygert & Bruce, 1984). Participating in student-edited journals is a badge of distinction that can open doors to judicial clerkships and other career opportunities (Saunders, 1999; Wise et al., 2013). Invitations to participate in a law journal are typically merit-based selections that use some combination of students' academic performance and students' performance in a writing competition (Closen & Dzielak, 1997; Riggs, 1981). Student-edited law reviews require a large staff of student editors, as they are often charged with both editing and reviewing manuscripts. For example, *Harvard Law Review* lists 98 students as members of its 2019-2020 student editorial board (Harvard Law Review, 2019). Silver et al. (2012) found that roughly one third of U.S. law students had participated in a law journal. Each year, these students review more than 5,000 articles that are ultimately published in student-edited law journals (Algero, 2017).

Student-edited law journals typically operate with the support of a faculty advisor (Lee, 1956; Swygert & Bruce, 1984), but there are differences in terms of the level of formal and informal collaboration between students and faculty in the roles as editors and reviewers. At one extreme, students on a law review may serve as both editors and reviewers making publication decisions without sending manuscripts to faculty reviewers. Student editors at these types of journals may periodically seek informal advice from faculty at their school to help them make publication decisions (Wise et al., 2013). There are other student-edited journals that selectively or routinely send out

scholarship to faculty reviewers. There is another, less common, type of student–faculty collaboratively edited journal that relies on collaboration within the editor role itself. Finally, there are also peer-edited law journals that are edited and reviewed exclusively by faculty without student involvement.

Student-edited journals have been a controversial topic that have been subject to a variety of criticisms in the law literature (e.g., Posner, 1995; Wise et al., 2013) and in the popular press (e.g., Olson, 2012). Not surprisingly, it is law professors—who depend on academic publishing for tenure decisions and career advancement—that have been among the most vocal critics of student-edited journals. Much of their criticism has focused on deficiencies in student editors' abilities to recognize quality articles (Nance & Steinberg, 2008). For example, legal scholars have noted that when making article selection decisions student editors tend to rely more extensively on crude proxies of quality like the author's affiliation, since many student editors may lack the depth of legal experience needed to assess the quality of an author's ideas and arguments or their contribution to the literature (Russi & Longobardi, 2009). Hence, it has been argued that student editors' reliance on imprecise quality signals not only leads to the rejection of some valuable scholarship but may also give unwarranted advantages to legal scholars at higher status schools (Saunders, 1999). Another critique of student-edited journals has to do with the lack of feedback given to authors about rejected papers, which can limit opportunities for scholars to learn from rejection decisions (Bernard, 1996; Russi & Longobardi, 2009). Survey research shows that there is widespread agreement across the legal profession about the need for reforms such as additional training for law review members, increased use of blind review and the use of peer review to guide students' publication decisions (Wise et al., 2013). While acknowledging these limitations, proponents of student-edited journals have pointed to a number of benefits that students, legal scholars, and the legal profession at large derive from the profession's use of student-edited journals. In the next sections, we contend that management education can build on lessons from legal education's use of student-edited journals to help narrow the gaps between teaching, research, and practice.

The Case for Student-Edited Journals in Management Education

In contrast to the U.S. legal profession, which relies on student-edited journals for the majority of legal scholarship, we develop the argument that student-edited journals should be used more selectively in management
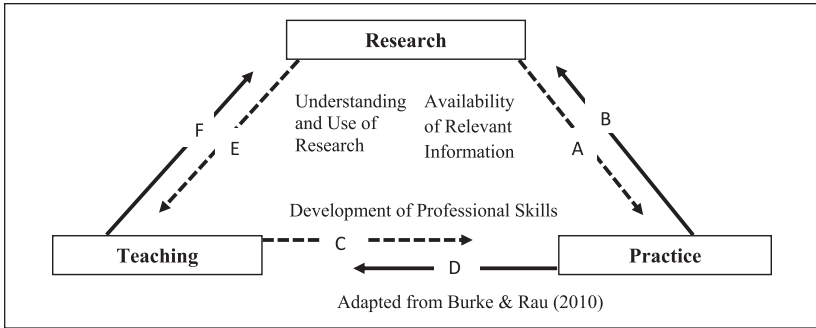
Figure 1. Gaps between research, teaching and practice.

education as a vehicle to enlist undergraduate business students and/or MBA students to expand the pool of practitioner-oriented research. There are currently a relatively small number of influential bridge journals that expose practitioners to management research. Introducing a new category of student-edited, practitioner-oriented journals would benefit management scholars and business professionals by expanding the pool of knowledge available to practitioners. Furthermore, giving management students an important role in the editorial process would also offer valuable learning benefits that would help students develop a greater understanding and appreciation for the role of management research in professional education.

Below we use the model from Burke and Rau (2010) to structure our discussion about the potential benefits of student-edited journals in management education (see Figure 1). Figure 1 uses arrows to depict the six possible relationships involving research, teaching and practice that contribute to gaps in business education. Arrows A and B show the two-way relationship between research and practice. Arrows C and D show the relationship between teaching and practice. And arrows E and F show the relationship between research and teaching. The dotted arrows corresponding to letters A, C, and E illustrate the three relationships that we focus on in this essay, which would be most directly impacted by the adoption of student-edited journals in management education. Alongside the dotted lines is a label that summarizes our arguments about how student-edited practitioner journals can narrow these three gaps between research, teaching, and practice. Specifically, Arrow A (i.e., impact of research on practice) focuses on how student-edited practitioner journals can provide greater availability of relevant information to practitioners, Arrow C (i.e., impact of teaching on practice) focuses on how they can help students develop professional skills, and arrow E (i.e., impact of research

on teaching) focuses on how they can help increase students' understanding and use of research.

In the next sections, we consider how student-edited journals can help reduce the gap between teaching and practice by helping students acquire and develop professional skills (i.e., Arrow C in Figure 1).

Student-Edited Journals and the Teaching–Practice Gap in Legal Education

In legal education, student-edited journals help narrow the gap between teaching and practice by helping students learn professionally relevant skills. Wise et al. (2013) note, "Service on law reviews improves students' legal reasoning, writing, editing, research, and citation skills. It teaches students the importance of attention to detail and accuracy in the law and increases their legal knowledge" (pp. 24-25). Algero (2017) underscores this point, arguing that students benefit from " . . . skills that are immediately transferrable to practicing law or working as a judicial law clerk or a judge" (Algero, 2017, p. 383). Thornton (2015) also argues that students' involvement in law reviews helps them develop critical professional skills, like self-awareness and reflection. There is evidence that students benefit from participation in law review. In their survey of more than a thousand law professors and several hundred law students, practicing attorneys and judges, Wise et al. (2013, p. 71) ask about the learning benefits to students of law review membership and found that "All four groups of respondents agreed that they do a good job of improving the legal knowledge and skills of their members." Another study by Sturm and Makovi (2015) about the *Yale Law Journal* found that students are motivated by a variety of factors to participate in law review. Their survey of 84 students showed that career motivations such as obtaining clerkships and legal jobs topped the list, but that students were also interested in joining for prestige, to develop skills (e.g., editing, writing, and publishing) and to be part of a social and intellectual community.

In addition to the value that students themselves place on law review membership, there is also evidence that recruiters recognize the value of law review membership when making hiring decisions. In a U.S. News article, legal recruiters indicated that law firms often prefer students with law review experience since this experience demonstrates both ability and a strong work ethic (Wecker, 2012). Finally, a longitudinal study about the *University of Chicago Law Review* found no evidence that serving on law review increased earnings, but did show that members were more likely to subsequently hold prestigious judicial clerkships and jobs in academia (Samida, 2004). These

studies show that student-edited law journals provide students with important educational and professional benefits that narrow the gap between teaching and practice. We next consider how student-edited journals could narrow the teaching-practice gap in management education.

Student-Edited Journals and the Teaching–Practice Gap in Management Education

Using student-edited journals in management education could help students develop important skills required for a business career. Business employers are concerned about a lack of soft skills like communication and critical thinking (Davidson, 2016). Two recent surveys of several hundred executives and hiring managers revealed that communication skills, teamwork, critical thinking, and information literacy were consistently listed among the most important abilities for recent college graduates (Association of American Colleges and Universities, 2018). This same study found that executives and hiring managers indicated that they are more likely to hire college graduates who are involved in cocurricular experiences like internships and service learning projects. However, the existing curricular and cocurricular offerings have not fully closed the gaps between employer expectations and recent graduates' perceptions about their level of career readiness.

A survey by the National Association of Colleges and Employers found that recent college graduates overestimated their abilities relative to how they were assessed by employers (Bauer-Wolf, 2018). While nearly 80% of graduating students believed that they were proficient in oral and written communications, only 42% of recent graduates were deemed proficient by employers. Roughly 80% of graduating students believed they were proficient in critical thinking and problem solving, whereas only 56% of recent graduates were rated as proficient by employers. In terms of professionalism and work ethic, almost 90% of graduating students rated themselves as proficient, while less than 43% of recent graduates were rated as proficient by employers. There is also evidence of skill gaps at the MBA level. A 2018 Financial Times survey of global employers found that soft skills were the most important capabilities listed by employers (Nilsson, 2018). However, a Bloomberg survey shows that employers often have trouble finding MBA graduates with skills like communication, leadership, strategic thinking, and problem solving (Levy & Cannon, 2016).

When examining the teaching-practice gap, management researchers have looked at a variety of different experiential and cocurricular activities that can be used to develop students' professional skills. For example, scholars

have examined the learning benefits associated with internships (Carson & Fisher, 2006; Narayanan et al., 2010), service learning (Godfrey et al., 2005; Yorio & Ye, 2012), international study trips (Hallows et al., 2011), and field projects (Ayas & Zeniuk, 2001; Witt et al., 2019). Other studies have examined how cocurricular activities like case competitions can help business students develop professionally relevant skills such as oral and written communication, collaboration, and critical thinking skills (Sachau & Naas, 2010; Umble et al., 2008).

One advantage of using student-edited journals in conjunction with these other types of cocurricular learning experiences (e.g., global residencies, field projects, etc.) is that student journals can be run virtually and asynchronously, which can make them more accessible to the growing number of online and part-time students. While many business careers may not demand the same level of proficiency in written communication as the legal profession, some career paths such as management consulting, human resources, business development, and corporate communications do require high levels of communication proficiency. Involvement in journal editing can help provide students with hands-on learning opportunities (Hopwood, 2010), and reading and editing scholarly manuscripts will help management students improve their written communication skills.

Students' involvement in the journal editing process can also help them develop critical thinking skills as they critique the logic and argumentation in the papers that they evaluate. Management research on business students' experience with peer evaluations shows that this evaluative experience increased both their confidence evaluating peers and the quality of their evaluations (Brutus et al., 2013). Management students' participation in journal editing would offer students repeated opportunities to learn from their review experiences which could help students become more confident and effective at critically evaluating research. Since evaluation is one of the higher order skills that is part of critical thinking (Athanassiou et al., 2003), students' involvement in editing journals could improve their critical thinking skills.

Journal editing also provides a context for collaboration that can help students demonstrate their abilities and their work ethic to future employers. Working as a student editor could allow highly motivated students to differentiate themselves from classmates by demonstrating their ability to take on this demanding cocurricular activity on top of regular coursework. Furthermore, by reading articles on a variety of different subjects, student editors will also benefit by gaining access to specialized knowledge and by deepening their understanding of business topics that can make them more marketable to future employers. Therefore, enlisting management students to edit practitioner-oriented journals has the potential to narrow the gap

between teaching and practice by enabling students to improve the communication skills, critical thinking skills, and other professional skills that are important to employers. In the next section, we examine how student-edited journals can help narrow the gap between research and teaching by increasing students' understanding and use of research (i.e., Arrow E in Figure 1).

Student-Edited Journals and the Research–Teaching Gap in Legal Education

In the context of legal education, student-edited journals break down barriers between teaching and research by creating opportunities for students to have conversations with faculty about research topics. As Wise et al. (2013) note,

> Students on law review interact with legal scholars. For instance, they may work closely with a faculty member when writing a note or comment. They may consult with a faculty member when deciding whether to accept an article for publication. (p. 25)

Unlike formal discussions of research in the classroom that are based more on extrinsic motivations, these informal interactions that are initiated by students who need faculty guidance on research topics arguably are more likely to result in an intrinsic interest in research topics.

Another benefit of student-edited journals is that they can increase student participation in the research process. Through their involvement in law review, students develop a better understanding of different research topics at the same time that they learn about the craft of legal scholarship. "Students on law review learn about the latest trends in legal scholarship and have an opportunity to personally contribute to legal scholarship and the law by writing a note or comment" (Wise et al., 2013, p. 25). Therefore, student-edited journals may help bridge the gap between teaching and research by increasing students' understanding of research and their ability and willingness to contribute to legal scholarship.

Last, having students in charge of editing scholarly journals may also provide a reputational incentive for faculty to train students to use and evaluate research. Since law journals are sponsored by the schools that employ faculty, the quality of the scholarship that students select may indirectly affect how the profession perceives the academic quality of the student body, and of the institution itself. Accordingly, student-edited law reviews may help close the gap between teaching and research by increasing faculty motivation to teach students about research in the classroom and to show them how to use

and evaluate legal scholarship. We next look at the research-teaching gap in the context of management education.

Student-Edited Journals and the Research–Teaching Gap in Management Education

There is evidence of a gap between research and teaching in management education. One study that examined graduate business syllabi found that only about 25% of core MBA management courses utilized evidence-based management in some form (Charlier et al., 2011). Scholars have suggested several ways to increase the impact of research on teaching, including incorporating research evidence in instruction, teaching research methods, and using research collaborations with students. (Burke & Rau, 2010). But the research–teaching gap is not only related to insufficient exposure to research, since gaps can also result from students' unwillingness to use the research that they are exposed to. Wright et al. (2018) looked at how roughly 200 undergraduate students perceived the value of evidence-based management and found a range of different perceptions about the value and utility of decision making based on scientific evidence, with slightly less than half of students indicating that evidence-based management is unrealistic or only useful in some situations. Therefore, closing the gap between research and teaching may not only require that students are exposed to research, but that they are shown how to use research to improve business decision making. Scholars have looked at how cocurricular and experiential activities such as case competitions (Gamble & Jelley, 2014) and service learning projects (Kenworthy-U'Ren & Peterson, 2005) can be used to promote students' use of scholarly evidence.

Student-edited practitioner journals are a cocurricular activity that is particularly suitable for closing the research–teaching gap. By their very nature, practitioner journals exist for the purpose of making research useful to professionals. Hence, not only will student-edited practitioner journals expose students to research outside of the classroom, but evaluating practitioner-oriented articles should also increase students' engagement with, and understanding of, research by showing them the value and utility of research that is specifically geared toward the needs of practitioners. Students could also benefit by developing information literacy skills and gaining a better appreciation for the research process itself. For example, studies have emphasized the importance of improving students' bibliographic search (Goodman et al., 2014) and literature review skills (Briner & Walshe, 2014). Student journal editors will also have an opportunity to develop these skills through their

involvement in the journal editing process. We next examine how student-edited journals can help narrow the gap between research and practice by increasing the availability of relevant information to practitioners (i.e., Arrow A in Figure 1).

Student-Edited Journals and the Research–Practice Gap in Legal Education

One important benefit of giving students a significant role in selecting articles is that they may be more likely to pick articles that are relevant and interesting to practitioners. Discussing legal scholarship, Wise et al. (2013) note,

> Students tend to select articles they understand and edit them to improve their clarity and readability. Consequently, they force law professors to write articles that are less abstract and theoretical, which makes articles more useful to attorneys and judges than if professors edited law reviews. (pp. 27-28)

While student-edited law journals can make scholarly research more accessible to a practitioner audience, there are trade-offs between the student-edited model and the peer-edited model. As mentioned previously, student editors may lack the expertise to recognize scholarly contributions. Consequently, the increased practical relevance of student-edited articles can come at the cost of some theoretical contributions that faculty editors are more capable of identifying.

The timeliness of information is another factor that may affect how relevant research is to practitioners. One very interesting feature of student-edited law reviews is the practice of allowing legal scholars to simultaneously submit the same article to multiple journals (Posner, 1995). This practice creates competition for articles that can speed up the review process. Consequently, having a more expedited review process enables student-edited journals to get research more quickly into the hands of practitioners. Hence, student-edited journals can narrow the gap between research and practice by increasing the timeliness of scholarly research, which can make it more useful and relevant to practitioners.

Another benefit of having students edit journals is their greater openness to different perspectives. Thus, in addition to helping identify research that is more interesting and practically relevant, students may also be more open-minded reviewers that are less susceptible to certain forms of bias. Wise et al. (2013) note, "Students are more open to new ideas, theories, and perspectives

Table 1. 2015-2019 U.S. Student-Edited Law Journal Citations: Top 10 Versus Bottom 90.

Journal rank	Journal cites	Case cites	Journal cites/journal	Case cites/journal
1-10	15,123	599	1,512	60
11-100	51,469	1,260	572	14

Source. Washington and Lee (U.S. Student-Edited Law Journals).

than law professors and are less likely than law professors to require authors to conform to 'methodological and intellectual orthodoxies.'" (p. 27). Other scholars suggest that student-edited journals may be less likely than peer-edited journals to be dominated by an editorial board with a vested interest in a particular viewpoint (Bernard, 1996; Russi & Longobardi, 2009). While student editors may not be as effective as faculty editors at identifying theoretical contributions, they may partially compensate for this through the increased variety of perspectives that they select for publication. Accordingly, student-edited journals also narrow the gap between research and practice by increasing the diversity of ideas available to practitioners.

Another way that student-edited journals can increase practitioner use of research is by expanding the volume of research that is available to practitioners. One reason that the volume of research matters is because it is difficult to predict at the time of publication which articles will ultimately be useful to the profession (Posner, 1992).

> Because law students are much more numerous than law professors and are not compensated for their time, student-run law reviews permit law schools to publish a large number of journals, which ensures that a wide array of legal ideas, theories, and perspectives are published. (Wise et al., 2013, p. 27)

One way to quantify the practical impact of legal scholarship is using case cites, which capture the number of times that a law review article is referenced in a court's legal opinion (Newton, 2011). Unlike journal cites that mainly capture the scholarly impact that a law review article has on academic thought, case cites provide a more direct measure of the impact that a law review article has on practicing lawyers and judges.

Table 1 shows an analysis of the Washington and Lee case citation data that illustrates the value of having a large number of student-edited journals (W&L Law Journal Rankings, 2021). While the top 10 student-edited law journals garnered 599 case citations (60 case citations/journal), the 11th through the 100th journals received 1,260 case citations (14 case citations/journal).[1] Although the practitioner impact per journal is lower for less-prestigious law

journals, collectively the large number of low-tier student-edited journals that exist because of the efforts of student editors has a significant impact on the legal profession.

In the next section, we examine how student-edited journals can narrow the divide between research and practice in management education.

Student-Edited Journals and the Research–Practice Gap in Management Education

There is evidence from the management literature of a gap between research and practice (Shapiro et al., 2007), and scholars have noted that this gap can result both from challenges creating research that is relevant for practitioners and challenges communicating research to a practitioner audience (e.g., Banks et al., 2016; Rynes et al., 2001). Studies have examined how practitioner journals can bridge the communication divide between research and practice. For example, scholars have found that practitioner-oriented journals often do not provide very extensive coverage of widely established knowledge from the academic literature (Rynes et al., 2007). Other research shows that explicit references to the scientific literature in practitioner articles are infrequent, but that practitioner journals like *Harvard Business Review* can exert a reverse impact on academic thought by way of the citations that it receives from papers in academic journals (Schulz & Nicolai, 2015). Birkinshaw et al. (2016) used a random sample of 264 articles from top management journals and tracked how many times these articles were cited in five practitioner-oriented journals over a 7-year period. They found that only 37% of these 264 articles from top management journals were ever cited in a practitioner journal. They discovered that papers which had a high impact factor, and those that built on or contributed to a broad body of literature were more likely to be cited in a practitioner journal. This study also revealed that papers cited in practitioner journals were more likely to be inductive or theoretical than deductive. Finally, academic papers were more likely to be cited in a practitioner journal when a panel of practitioner reviewers judged the paper's topic to be interesting. Taken together, these studies draw attention to important issues affecting the ability to communicate research to a professional audience that can contribute to the gap between research and practice.

These studies also underscore the fact that there are relatively few influential practitioner journals, which suggests that the supply and availability of practitioner-oriented research may be another factor contributing to the research-practice gap. Recently, there have been calls for an increased focus on practitioner-oriented research in business education (Fisher, 2020). *Forbes* has reported on a well-organized, grassroots effort to launch a new

faculty-edited practitioner journal called the *Management and Business Review Journal* led by three business school professors with the support of 180 advisors in academia and industry (Byrne, 2019). According to the journal's website,

> The primary reason for developing a new journal is that we have over 20 million potential readers of such journals worldwide who have a broad range of needs for knowledge about management and business practices. The existing sources—including Harvard Business Review (HBR), Sloan Management Review (SMR), and California Management Review (CMR)—and the enormous amount of information available on the internet meet a fraction of these readers' needs. (Management and Business Review Journal, 2020)

Considering the potential size of the market for practitioner-oriented research and the relatively small number of influential practitioner journals that currently operate, there is an opportunity for student-edited practitioner journals to fill some of the unmet demand for practitioner-oriented research. The benefits of increasing the volume of practitioner research may be even more significant in light of what we learned from the legal case citation analysis in Table 1. Namely, we can see from this analysis that the large number of low-tier law journals collectively have a greater practitioner impact than the combined impact of the top-ranked law journals, which illustrates the potential importance of expanding the number of practitioner journals. With respect to the research–practice gap, student-edited journals can help alleviate both knowledge creation and knowledge translation challenges. The introduction of student-edited, practitioner journals would increase the volume of articles that are available to business professionals. Having a greater number of management journals that focus on practitioner research will thereby result in more articles that are potentially useful to the profession. Student-edited practitioner journals could potentially also produce more relevant and interesting research for management practitioners since management students may be more receptive to diverse types of research and attuned to research topics that would be of general interest to practitioners.[2] We next consider implementation issues related to the adoption of student-edited, practitioner journals.

Implementation of Student-Edited Practitioner Journals

Now that we have discussed the potential benefits of enlisting undergraduate business students and/or MBA students to edit practitioner-oriented journals,

it is important to consider how differences between management and legal education may affect their implementation. Even though a large percentage of both MBA and law students will go on to become practitioners (Hannaford, 2015; Wilton, 2012), the Juris Doctor degree is different from the MBA in that it is a terminal degree in legal education. Legal training is also typically longer than management education at the graduate level, and legal scholarship largely centers on legal precedent and theory. Furthermore, undergraduate business students typically have less educational experience than U.S. law students who have already completed their Bachelor's degrees. However, there are arguably even greater differences between management education and medical education and we have still learned valuable lessons by looking at professional education in this context.

One implication of having shorter training programs and less experienced students in business education is that launching and sustaining student-edited journals will likely require more faculty involvement, given the more rapid turnover in students. We note, however, that these differences are not insurmountable, as evidenced by the fact that undergraduate business students have demonstrated that they can successfully run undergraduate business journals such as the *Michigan Journal of Business* (2020) and the *Journal for Global Business and Community* (2020). These student-edited efforts are unquestionably more limited in scope than student-edited law journals as they are only open to undergraduate authors, but they demonstrate the viability of the student-edited journal concept in business education, even among undergraduate business students.

One potentially promising approach for launching student-edited practitioner journals in management education would be to begin by introducing school-sponsored, practitioner journals that publish faculty or practitioner-authored articles focused on a knowledge domain or industry where the school is an established thought leader. Student-edited journals could target practitioners who work at organizations that operate in a specific field or regional cluster (Porter, 1998) in a geographic area that is served by the university. Journals focusing on specialized, practitioner-oriented research could be launched as a standalone initiative by a business school or as a university–industry collaboration with an established company that operates in the regional cluster. This approach would not only increase the likelihood of having authors and readers who are interested in the types of articles published in the journal but it would also provide student editors with an opportunity to develop specialized or industry-specific knowledge that could make them more attractive to employers. Such an arrangement would also benefit schools by strengthening ties with local businesses and offering potential research partnerships for faculty. Similar to the pattern of adoption in legal education,

one or two more innovative business schools would need to experiment with student-edited journals to prove the concept before leading to its wider adoption by more schools.

When adopting student-edited journals, it is critical that management education learns from the century-long experiment in legal education and incorporates recommendations related to training of student editors, blind review and the use of external reviewers (Wise et al., 2013). In light of the differences between management and legal education discussed above, we believe using a collaboratively edited journal would be most suitable for introducing student-edited practitioner journals in management education. One possible collaboration model would be for undergraduate or MBA students to serve as associate editors responsible for sending practitioner articles to faculty and practitioner reviewers as the basis for making recommendations about publication decisions to a group of senior editors comprised of faculty and practitioners. When establishing student-edited journals, schools could offer incentives such as workload adjustments or stipends to encourage faculty and practitioners to serve in this capacity. An advantage of using a student collaboratively edited journal model is that it would give students a prominent role in the editorial process, which would allow them to develop professional skills and a deeper understanding of research. Importantly, this approach would also provide ongoing support and oversight from faculty and practitioners needed to ensure the legitimacy and continuity of student-edited practitioner journals in management education.

Discussion

In this essay, we develop the argument that management education can learn valuable lessons by looking at cocurricular learning in U.S. legal education. Specifically, we argue that management education can benefit by introducing a new category of student-edited, practitioner journals. Like many other cocurricular activities that are currently in use in management education, student-edited, practitioner journals will help bridge the gap between teaching and practice with experiential learning that can improve students' professional skills. However, student-edited practitioner journals are perhaps most unique in that they can simultaneously be used to narrow the research–teaching and the research–practice gaps. Therefore, students' involvement in the editorial process has the potential to break down barriers between research, teaching, and practice by developing students' professional skills, expanding access to practitioner-oriented scholarship, and increasing students' understanding and use of research.

The use of cocurricular student-edited journals in legal education points us to several important lessons for management education. The ideas that we propose for using student-edited practitioner journals to break down barriers between research, teaching, and practice are related to broader conversations about the openness and accessibility of knowledge (e.g., Banks et al., 2016; Merton, 1973; Vicente-Sáez & Martínez-Fuentes, 2018). Student-edited journals can increase the availability of relevant information to practitioners and improve students' understanding and use of research. In doing so, student-edited journals have the potential to connect students, faculty, and practitioners in ways that make knowledge more open and accessible across different parts of the management profession.

Another lesson from legal education is that cocurricular learning activities may be one of the ingredients that build and sustain bonds between different parts of the legal profession. Cocurricular activities bring different stakeholders together in ways that are difficult to replicate within a school's regular curriculum. Student-edited journals provide service to the legal profession, while promoting formal and informal collaboration between students and scholars of a type that is not found in traditional coursework. These are interactions that often do not naturally occur in educational institutions. Management education scholars have called for business schools to be more open and flexible in fostering interactions that can promote academic–practitioner boundary work (Ungureanu & Bertolotti, 2018). The increased use of cocurricular learning activities may be an ideal context for collaboration that can facilitate boundary exchanges among academics, practitioners, and students.

Unlike the legal or medical profession that require professional certifications, scholars have commented that the lack of a required professional certification is one factor that has limited the development of management as a profession (Khurana & Nohria, 2008). Yet this essay suggests that cocurricular learning activities may be another factor that also needs to be considered if the field of management hopes to achieve a more cohesive professional identity. Over the past few years, there has been a shift away from full-time MBA programs at some schools (Gee, 2019), and schools have responded by shortening the length of programs and increasing their use of innovative part-time and online curricular offerings. However, closing the critical skill gaps identified by employers (e.g., Levy & Cannon, 2016) may necessitate that business schools combine these curricular innovations with new cocurricular innovations. One of the lessons from legal education is that adopting additional cocurricular learning activities may increase the value proposition to students by helping them develop critical professional skills.

Finally, many of the lessons from the legal profession's use of cocurricular learning that we have discussed in this essay closely relate to conversations in the literature about evidence-based management (Rousseau & McCarthy, 2007; Wright et al., 2018). Scholars have primarily focused on how evidence-based management can be used to improve curricular learning. However, looking at cocurricular learning in legal education reveals that the ecosystem outside of the classroom that connects students, researchers, and practitioners is also important to disseminating knowledge and developing professional skills. Therefore, another contribution of this essay is to further the conversation about how cocurricular learning activities can be used to increase the degree to which research is used in management teaching and practice.

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Notes

1. As a point of comparison, the top 10 U.S. peer-edited law journals (including peer-edited and refereed journals) had an average of eight case citations per journal during this period. This comparison may understate the impact of peer-edited law journals, which are typically focused on a narrow field of specialty, and accordingly have a smaller audience than student-edited general law journals. Among the top 10 student-edited specialty journals, the average case citations per journal during this period was twelve.
2. To realize these practical benefits without losing valuable theoretical contributions that student editors may be less capable of identifying, we recommend using student-edited journals for practitioner-oriented research, while continuing to use peer-edited journals for all other types of research.

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