

Publishing in Construction Education

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Introduction

This is my last issue as Editor/Publisher of the *Journal of Construction Education* and I am handing over the reins to a new editor, Mark Hutchings of Brigham Young University, who will continue delivering and improving the *Journal*. It has been an interesting experience that began in 1996 through twenty-one issues. I will remain, at least temporarily, as a shadow editor, as I help with the transition. In the future, I plan to contribute to the *Journal* by writing manuscripts. Other than that, I am going to work on my restoration of a 1970, 454, Chevelle.

Thank you, Thom Mills, my Associate Editor, for volunteering your time and expertise to this worthy endeavor so many ASC members and *Journal* readers have benefited from your efforts and continued support. I have also had the pleasure of working with a wonderful group who has served as Advisory Board members, thank you. Thank you reviewers for you're dedicated works, you with the authors, are the real force behind the *Journal*. It is because of these wonderful volunteers and contributors that it is very difficult to say goodbye.

I know it wasn't always easy, but we got through this inaugural effort together, as a team. Please give Mark your support and assistance, as well. In particular, I encourage more ASC members and construction educators to contribute, by writing more pedagogical manuscripts, by volunteering time to help Mark and the rest of the *Journal* volunteers.

Conclusion

To conclude my tenure I would like to revisit the initial [editor's commentary](#) (Williamson, 1996) as a means of describing the path we have taken while innovatively embracing electronic publishing in construction education.

The road to academic excellence has been going through a dynamic change brought to construction education programs by enhanced standards within the university environment. Scholarship has taken on new meaning. To be a construction educator, one must now generally hold a Ph.D. Not only has there been a change in academic qualification, but also we are now more than ever required to conduct research and report the results to our peers within the scholarly community. This was not always the case when the *Journal* published its first issue. The resistance to the *Journal's* existence has faded away as our world has changed.

The commentary identified three important functions of a journal beyond distribution of text:

1. Academic certification,
2. document archiving, and
3. research marketing.

Academic certification has been the most difficult task faced by this editor. Many within our academic community cannot identify a difference between construction practice and construction education. Maintaining a pedagogical standard within manuscripts has led to author, reviewer and organization confusion. While submission documents clearly state the mission and purpose of the *Journal* as being pedagogy and the submission process requires the author to select between the divisions of educational practice and research, many manuscripts are submitted without reference to teaching, curriculum and educational research. We are slowly teaching and learning this stratification by maintaining the integrity of the *Journal's* mission through editorial and reviewer rejection of non-educational manuscripts. Review Board investigation by readers is the second largest web site hit category within the annual journal editor's report.

Document archival has met and exceed all expectations. If the reader will refer to the last [Annual Journal Entries](#) (Williamson, 2002) they will see that the archive receives the largest number of web site hits. To enable the *Journal's* physical transition the *Journal's* web site has been off line for a couple of days. During these down periods I receive one national and three international inquires as to where the *Journal* and its archives could be found. We are providing an academic resource and communicating to readers of national and international origin.

The unknown quantity is research marketing. I find it difficulty to believe that our practical industry counterparts will ever embrace scholarly work or support institutional research in construction education or training. We as construction educators have not found the educational niche that will allow us access to the National Science Foundations emphasis in funding pedagogical research and funding growth. Therefore, I see this issue as the most critical issue facing construction educators and this *Journal* in the future. The *Journal* must place an increased emphasis exposing contributor works to education funding foundations.

The *Journal* has met the standard set by print media journals. I believe it has even exceeded that standard. The use of computer technologies and the Internet has continued to expand and electronic publication has benefited. External electronic and print publishers have approvingly commented upon the *Journal's* format. However, I believe that we have found the pothole in the road. The commentary I refer to here has two references that are hyperlinks to articles on the Internet. Neither link now works. I spoke of the importance of insuring that the *Journal's* archive being maintained intact in perpetuity, this is most important contribution the Associated Schools of Construction has made to this scholarly effort. They have guaranteed the archive maintenance within the very structure of the organizing and legitimized it within the ASC Bylaws.

As the Journal's editor, I attempted to place the highest priority on academic pedagogical collaboration, across institutional boundaries, serving innovative modes of scholarship exchange that accommodated the special needs of those in different and closely related context settings. The inherently multidisciplinary nature of construction education inquiry is well suited to the electronic publication format and media.

In conclusion, I wish to elatedly thank the membership of the ASC for providing me with the distinguished opportunity of service to construction education, my chosen life's endeavor and love.

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