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Eduard Sereda

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Abstract

This study investigates how author information, including gender diversity, academic title, institutional diversity, and country diversity, affects the quality of academic publications as measured by citations. By comparing two leading management journals, Strategic Management Journal and Organization Science, the study aims to identify the relationship between these diversity factors and research visibility. The first part of the study reviews the existing literature on journal evaluation, highlighting the limitations of citation-based metrics and the role of diversity in research quality. The second part analyses primary data from 50 published articles including 117 observations in Strategic Management Journal and Organization Science, focusing on author characteristics and their impact on citation impact. Diversity was quantified using the Shannon Diversity Index to provide robust measures across multiple dimensions. Statistical tests, including the Mann-Whitney U-test and linear regression models, were applied to examine the relationship between diversity and citation impact.

The main findings show that Organization Science exhibits significantly greater gender and country diversity, facilitating structured collaboration and producing more cited research. Despite these differences, the study did not find a significant effect of rank diversity or institutional diversity on citation counts, highlighting the complexity of factors influencing research visibility.

The results highlight the importance of diversity in shaping collaborative dynamics and research quality. These findings provide practical information for journals and institutions seeking to increase inclusivity, global representation, and academic impact.

Keywords:

Academic publishing, citation impact, journal evaluation, gender diversity, academic rank diversity, institutional diversity, country diversity, Shannon Diversity Index, Strategic Management Journal, Organization Science.

1. INTRODUCTION

Scientific publications are key indicators of career advancement, knowledge dissemination, and institutional reputation. In addition to their functional role, the quality of scientific publications remains a cornerstone of academic development and international scientific progress. Research submitted and published in high-quality journals reflects not only the rigor of the manuscripts themselves but also contributes to the global academic authority of the authors and the wider community (Jalalian & Mahboobi, 2014). Thus, the quality of journals, often measured by the quality of the articles they publish, significantly influences the academic progress and visibility of contributing authors.

Over the years, the quality of scientific journals has been evaluated using two main approaches: objective indicators such as citations, and subjective assessments such as expert opinions (Ferrara & Bonaccorsi, 2016; Mingers & Yang, 2017). Although these methods have an advanced framework for evaluating journals, they largely ignore the role of author-specific characteristics, such as gender diversity, institutional diversity, country diversity, and academic rank diversity, in determining research visibility and impact. This study examines these neglected aspects from the citation side by focusing on two leading academic journals: *Strategic Management Journal* and *Organization Science*.

Author information, including gender, academic rank, institutional affiliation, and country diversity, plays a crucial role in understanding the dynamics of research quality. For instance, gender diversity has been shown to influence citation patterns, namely mixed-gender teams often receive more citations than single-gender teams (Maddi & Gingras, 2020). Institutional diversity promotes interdisciplinary collaboration and wider dissemination, although its impact on journal rankings remains controversial (Wu et al., 2020). Similarly, country diversity among authors contributes to broadening research perspectives but remains understudied in terms of its impact on citation impact. Academic rank also influences citation patterns, as senior academics tend to receive more citations, often due to a status bias rather than research quality (Eckhaus & Davidovitch, 2021). Despite the importance of these factors, they have not been systematically analysed together in the context of high-ranking academic journals.

The selection of *Strategic Management Journal* and *Organization Science* comes from their global standing and disciplinary impact. Both journals are highly regarded in the field of management research.

However, they differ in their editorial policies and thematic focus. Strategic Management Journal concentrates on strategy, competitive advantage, and firm performance, whereas Organizational Science focuses on organizational behaviour, decision-making, leadership, culture, and institutional theories. These differences create a field for examining how author information affects the quality of research in journals.

Although much attention has been paid to evaluating journal quality using citation-based measures, there is limited research on the role of author information in shaping these indicators. Furthermore, most studies have analysed the impact of diversity factors, such as gender or geographic diversity, in isolation. The lack of comparative studies in high-ranking journals leaves unanswered the question of how author information affects research quality. This study contributes to a more comprehensive understanding of journal evaluation by integrating author-level diversity factors into traditional citation-based systems.

The remainder of the paper is organised as follows. Section 1 introduces the significance of the research topic and the research objectives. Section 2 provides a detailed literature review, summarizing the key findings of previous studies related to the topic. Section 3 highlights the research gaps and formulates the research question. Section 4 describes the methodology, including data collection, variable description, and descriptive statistics. Section 5 presents the analysis and discusses the results in the context of existing research. Section 6 concludes the paper by summarizing the main thoughts and contributions. Section 7 addresses the managerial implications of the study and the limitations of the study. Finally, Section 8 suggests directions for future research.

2. LITERATURE REVIEW

Combining subjective assessments (expert opinions) and objective metrics (citation-based indicators), the quality of scientific journals can be evaluated (Liu et al., 2001). This dual approach reflects the multidimensional nature of journal evaluation, recognizing that both qualitative findings and quantitative data are important for a balanced understanding of academic impact.

When it comes to objective metrics, citation counts are widely used to assess the quality of research. Citations serve as tangible evidence of an article's impact on the scientific community, effectively functioning as a form of peer recognition (Aksnes et al., 2019). The number of citations reflects the attention an article receives from its peers, effectively serving as a form of peer review. Citation data is used to assess the quality of research to quantify how often research influences and is likely to influence the work of researchers, similar to an extended form of peer review. Citations indicate peer recognition and are an important indicator of quality; their absence suggests exceptional difficulty or poor quality work. (Bornmann, 2017). The frequency with which a work is cited reflects its influence and the extent to which it informs subsequent research (Beed and Beed, 1996). However, it is important to note that not all citations are supportive, because some may highlight shortcomings or criticize methodologies. As Beed and Beed (1996) found out, citations can serve a variety of purposes, including acknowledging previous work, criticizing previous research, or developing existing studies.

Moreover, there are drawbacks to using citation counts as the main indicator of research quality. For instance, citation results can differ significantly between disciplines, leading to discrepancies that may not accurately reflect the quality or impact of research. In addition, the emergence of citation cartels, where groups of authors over-cite each other's work, calls into question the integrity of citation counts (Aksnes et al., 2019). Moreover, the case of self-citation, where authors cite their own previous work, can artificially increase citation counts, potentially distorting the assessment of a paper's true impact (Bartneck & Kokkermans, 2010). These actions have the potential to compromise the validity of citation counts as a measure of quality, calling for a more nuanced method of assessing research.

Recent research has also highlighted the need to consider the sentiment and intent of citations. Citations are not always positive, some of them can be neutral or critical. It means, that understanding the context

and reason for citation can provide a deeper understanding of the impact and perception of an article in the scientific community (Athar, 2011). Thus, considering factors such as disciplinary differences and citation intent can lead to a more accurate and fair evaluation of academic research.

On the other hand, the best representative method of subjective assessments for journal evaluation is expert opinion. A prominent example of this approach is the use of journal rankings. These rankings are often constructed based on the collective perceptions of experts in the field, making them a valuable indicator for evaluating research output. They serve as proxies for quality, providing a structured framework for journal selection, institutional benchmarking, and funding allocation decisions (Van der Sijde, 2012).

However, journal rankings are not without controversy. Researchers are often tempted to submit their work to highly ranked journals to increase their visibility and reputation, leaving lower-ranked journals to face significant challenges. For journals at the bottom of the rankings, this dynamic creates a vicious cycle as they struggle with a decline in both the quantity and quality of submissions. This preference for high-ranking journals has broader implications for the academic publishing ecosystem. It can exacerbate inequities, as lower-ranked journals may lose out on valuable contributions, while higher-ranked journals experience an overwhelming influx of submissions, potentially leading to bias in acceptance rates (Mingers & Willmott, 2013).

Using the objective assessment, this research will analyse the quality of two scientific journals, namely Strategic Management Journal and Organization of Science. Citations will serve as the performance measure to evaluate these journals.

Various studies have examined how gender diversity in research groups affects the academic impact of their publications, particularly in terms of citations. Women scientists continue to face challenges in publishing due to various institutional and societal biases (Coate & Howson, 2016). Publications with female corresponding authors are cited slightly less than publications with male corresponding authors, suggesting a gender-related citation gap (Maddi & Gingras, 2020). This discrepancy may be the result of unconscious biases in citation practices or differences in networking opportunities within the scientific community. Furthermore, gender homophily in citation networks may lead male-dominated research groups to cite each other more often, further exacerbating the disparities (Maliniak et al., 2013).

In addition, mixed-gender teams and single-gender teams were analysed to compare their impact on publication activity. Research suggests that publications authored by mixed-gender teams receive more citations than those published by single-gender teams or single authors (Maddi & Gingras, 2020). This pattern suggests that gender diversity contributes to broader intellectual outreach and interdisciplinary collaboration, ultimately improving the visibility and impact of a paper.

Furthermore, the impact of gender diversity on citation rates may vary across disciplines. For instance, in economics and management, mixed-gender publications tend to receive more citations than non-mixed-gender publications, with the effect being slightly stronger in management (Maddi & Gingras, 2020). In contrast, in political science and international relations, female scholars tend to receive fewer citations, despite equally rigorous research (Maliniak et al., 2013). This suggests that the benefits of gender diversity in a citation are context-dependent and influenced by disciplinary norms and publishing culture.

Despite these findings, the underrepresentation of women in senior authorship positions remains a serious problem. Although gender diversity in teams has a positive impact on citation impact, structural inequalities in funding, authorship distribution, and editorial board representation continue to limit women's opportunities in research (West et al., 2013). Whereas women scientists continue to face significant challenges in publishing, gender-diverse research teams tend to produce work with higher academic impact, as measured by citation counts. Encouraging gender diversity in research teams can improve the overall quality, creativity, and impact of scientific research.

Different studies have examined how the institutional diversity of research groups, particularly in terms of representation from multiple institutions, affects the impact of their scientific publications. Institutional diversity among academics often has a significant positive impact on the quality of scientific journals because it fosters interdisciplinary collaboration, expands access to resources, and brings together diverse perspectives that can increase the depth and scope of research (Wu et al., 2020). By integrating knowledge and methodologies from different institutional environments, research teams are more likely to produce comprehensive and innovative work.

However, some studies have shown that greater institutional diversity is negatively associated with certain quality ratings. For instance, while greater institutional diversity is negatively associated with

certain journal quality ratings, such as the Association of Business Schools (ABS) Journal Quality Guide, it did not show a significant relationship with other widely accepted impact measures, such as the five-year impact factor and eigenfactors (Petersen et al., 2017). This suggests that while institutional diversity promotes research innovation, journal ranking systems may not always capture its true value. Many ranking systems tend to emphasize average citation counts and journal reputation, which can disadvantage research that originates from more diverse but less traditionally prestigious institutions. Further research suggests that teams with greater institutional diversity are more likely to achieve highly cited work. It was found that smaller teams with greater institutional diversity are more likely to produce innovative research compared to larger teams from a single institution (Dong et al., 2018). This is connected with the idea that small, diverse teams benefit from flexibility, and closer collaboration. Diverse institutional backgrounds provide researchers with access to different datasets, funding opportunities, and experimental methods, all of which can contribute to more original and impactful publications.

One key implication of these findings is that institutional diversity within research groups should be actively encouraged to drive scientific progress. Academic institutions and funding organizations should think about promoting inter-institutional cooperation by developing initiatives that make networking, resource sharing, and cooperative research projects easier.

Research has extensively examined the impact of country diversity on editorial boards on the quality and inclusiveness of academic journals. Geographic diversity among academics often has a significant positive impact on the quality of scientific journals. For example, Wu et al. (2020) found that diverse geographic representation on editorial boards increases the quality of scientific output.

Greater geographic diversity is associated with smaller editorial board sizes and higher journal rankings, suggesting that a more inclusive editorial board can improve journal quality. Academic journals with more geographically diverse editorial boards tend to have higher rankings, indicating that editorial boards can positively influence journal quality (Asuman et al., 2024).

The research found that greater geographic diversity among editors correlated with a broader range of research topics and perspectives, suggesting that diverse editorial boards can enhance the quality and inclusivity of academic publications (Goyanes & Demeter, 2020).

Further research shows that greater geographic diversity among editors correlates with a wider range of research topics and perspectives. Goyanes and Demeter (2020) found that diverse editorial boards can improve the quality and comprehensiveness of academic publications by including a wider range of perspectives and research areas.

A well-balanced editorial board with members from various geographic areas promotes a more thorough and globally relevant academic discourse. Research shows that when editorial boards lack geographical diversity, they tend to favour research topics and methodologies from dominant regions, often ignoring important contributions from underrepresented areas (Xue & Xu, 2024). This imbalance can lead to knowledge imbalances in academic publishing, with certain fields and perspectives systematically excluded from high-impact journals. Additionally, editors with diverse educational backgrounds can offer unique insights into research evaluation, reducing regional biases in manuscript selection and peer review (Goyanes & Demeter, 2020).

However, there are challenges in achieving greater editorial diversity. Country diversity alone does not automatically translate into inclusiveness, institutions must also make sure that all opinions are given equal weight when making decisions. Furthermore, maintaining efficient editorial workflows can be difficult due to logistical issues like time zone differences, language barriers, and disparate academic norms (Wu et al., 2020). Addressing these challenges requires a conscious commitment to promoting equitable academic participation, including mentoring programs for academics from underrepresented regions and institutional policies that support diverse editorial teams.

Therefore, country diversity on editorial boards plays a crucial role in improving the quality and inclusiveness of academic journals. By incorporating a wide range of perspectives and experiences from different geographical areas, journals can enhance their scientific impact and better serve the international academic community.

A scientist's impact and scientific productivity are greatly influenced by their academic rank. Higher academic positions, such as associate and full professors, are generally associated with increased citation counts, reflecting greater research output and impact. This correlation can be explained by several factors inherent to high academic rank.

One important factor is the accumulation of experience and knowledge over time. As academics advance in their careers, they often build extensive research portfolios and networks, which increases their visibility and recognition in their fields. This increased prominence naturally leads to more frequent citations of their work. Research by Eckhaus and Davidovitch (2021) supports this, showing that higher academic ranks are positively correlated with increased research productivity, as evidenced by higher citation counts.

Furthermore, senior scholars often have greater access to resources, funding, and collaboration opportunities, which can improve the quality and quantity of their research output. These advantages allow them to undertake more ambitious projects, contributing to further increases in citation rates (Eckhaus & Davidovitch, 2021). In addition, holding administrative or leadership positions can broaden an academic's influence, although this can also create difficulties in balancing administrative responsibilities with research activities (Cohen & Kol, 2024).

However, it is important to recognize that while higher academic rank is associated with higher citations, this relationship is not entirely causative. Well-known scholars' work is more likely to be cited by the academic community, which can reinforce established academic hierarchies. Regardless of their inherent quality, Teplitsky et al. (2022) discovered that status significantly influences citation practices, with high-status articles receiving disproportionately more citations. In summary, academic rank significantly influences the quality and impact of scholarly publications, as measured by citation counts. While higher ranks provide advantages that can increase research productivity, it is important to be mindful of systemic factors that contribute to citation disparities within the academic community.

3. RESEARCH GAP AND RESEARCH QUESTION

Despite extensive research on journal evaluation using objective measures (citations) and subjective assessments (expert opinions) (Liu et al., 2001), critical gaps remain in understanding how various diversity factors, such as country diversity, academic rank, institution diversity, and gender, shape the quality of academic publications, particularly when comparing two leading academic journals: *Strategic Management Journal* and *Organization Science*. While previous studies have examined these individual factors separately, their combined effects remain poorly understood, and it is unclear whether these effects are consistent across different high-ranking journals.

Citations are widely used as a measure of research quality, serving as a form of extended peer review (Aksnes et al., 2019). However, citation counts are not always an objective measure of research impact, as they are sensitive to several biases, including disciplinary differences, self-citation practices, and citation cartels. Additionally, not all citations are positive, some may be critical or neutral. Understanding the context and reason for citation can provide a deeper understanding of the impact and perception of an article in the scientific community (Athar, 2011f). While previous studies have discussed these issues, there is limited research examining whether citation bias manifests differently in journals with different editorial and authorship structures. It remains unclear whether citation trends for the *Strategic Management Journal* and *Organization Science* differ based on author demographics, institutional background, or editorial board structure. Understanding these variations is critical to ensuring fair and meaningful assessments of research that go beyond simple citation counts.

Research highlights gender differences in the impact on citations: publications by female authors are cited less than those by male authors. This discrepancy may be the result of unconscious biases in citation practices or differences in networking opportunities within the scientific community. In addition, studies suggest that publications authored by mixed-gender teams receive more citations than those published by single-gender teams or single authors (Maddi & Gingras, 2020). However, whether this effect is consistent across academic journals remains unclear. In particular, it is unknown whether such discrepancies exist in the *Strategic Management Journal* and *Organization Science*, and, if so, whether they are consistent with broader citation trends observed in other fields.

Institutional diversity is often associated with increased research innovation and interdisciplinary collaboration, but the findings on institutional diversity and the impact of citations are mixed (Wu et al., 2020). Some studies show that institutional diversity leads to higher citation rates, while others indicate that it does not always correspond to traditional journal ranking measures (Petersen et al., 2017). Reviewing the literature, it was concluded that small, diverse teams benefit from flexibility, closer collaboration, and the ability to synthesize unique ideas without being constrained by institutional homogeneity. It remains unclear how institutional diversity affects research performance in highly ranked journals such as *Strategic Management Journal* and *Organization Science*.

In addition, maintaining efficient editorial workflows can be difficult due to logistical issues like time zone differences, language barriers, and disparate academic norms (Wu et al., 2020). Addressing these challenges requires a conscious commitment to promoting equitable academic participation, including mentoring programs for academics from underrepresented regions and institutional policies that support diverse editorial teams. It is unclear whether the geographic distribution of authors differentially affects research visibility and citation impact in *Strategic Management Journal* compared to *Organization Science*.

Higher academic ranks are positively correlated with increased citations, but this relationship is complex and may be subject to status bias, with highly ranked scholars receiving citations based on their reputation rather than the quality of their work (Eckhaus & Davidovitch, 2021; Teplitskiy et al., 2022). Moreover, senior academics often have greater access to resources, funding, and collaboration opportunities, which can improve the quality and quantity of their research output. These advantages allow them to undertake more ambitious projects, contributing to further increases in citation rates (Eckhaus & Davidovitch, 2021). In addition, the academic community tends to cite the work of well-known scholars more frequently, which can perpetuate existing hierarchies in academia. It remains unclear whether highly ranked academics receive more citations solely because of their productivity, or whether their status itself contributes to citation accumulation. Furthermore, different journals may reward academic rank in terms of citation impact differently, raising the question of whether *Strategic Management Journal* and *Organization Science* follow similar or different patterns.

Based on these gaps, this study seeks to answer the following research question:

How do country diversity, academic rank, institutional diversity, and gender influence the quality of two academic journals, Strategic Management Journal and Organization Science, when compared to each other?

By comparing these diversity factors and their effects on citation-based research quality measures in these two prestigious journals, this study seeks to close these research gaps. The results will contribute to a more detailed understanding of how diversity affects academic impact, helping scholars, journal editors, and institutions in making better publishing and editorial decisions.

4. METHODOLOGY

4.1 Sample and data collection

This study uses primary data and a quantitative research methodology. Primary data was chosen for two main reasons: first, it directly relates to the research problem, and second, it provides high accuracy, authenticity, up-to-date information, and control over variables. Using primary datasets helps mitigate the limitations of secondary data, such as outdated, irrelevant, or incomplete information. While secondary sources can provide valuable historical information and broader trends, relying on primary data ensures that the analysis remains accurate, relevant to the context, and tailored to the specific research objectives.

A list of authors was created and articles from Organization Science and the Strategic Management Journal were reviewed. The following author-specific information was collected: gender, academic age, PhD institution and year of the PhD, all institutions and years post-PhD, academic rank for each year after PhD, country of scientific work, citation count, and team size. A total of 117 observations were considered. The selection of Strategic Management Journal and Organization Science as focal points is particularly interesting. These journals represent highly regarded sources in their fields of research, making them valuable arenas for studying patterns of scholarly impact. The individual datasets are described in more detail below.

4.1.1 Shannon Diversity Index

To measure the gender, country, institution, and academic rank diversity, the Shannon diversity index was calculated. The Shannon-Weaver Diversity Index, derived from communication theory, quantifies uncertainty using the Shannon function (H'). This term is the measure corresponding to the entropy concept defined by

$$H' = -\sum_{i=1}^n (p_i^* \ln p_i) \quad (1)$$

where H' is the diversity index, p_i is the proportion of each species in the sample, and $\ln p_i$ is the natural logarithm of this proportion. The index assumes that individuals are randomly sampled from a large, independent population and that all species are represented in the sample (Shannon & Weaver, 1949). Typically, the range of the Shannon Index is from 0 to 1, with higher values indicating greater diversity.

4.1.2 Gender diversity

The Shannon diversity index (SDI) was used to measure gender diversity. The diversity was based on the proportion of males and females within each group. Higher values of SDI indicate greater diversity. Using the SDI provides a more quantitative and objective assessment of gender diversity than a simple percentage comparison. A higher index indicates a more equitable distribution, while a lower index suggests gender concentration, potentially reflecting hidden structural inequality.

4.1.3 Country diversity

For country diversity, it was decided to consider countries, where the authors were affiliated in 2020, as both journals analyzed in this study were published that year. Among 117 observations, a wide range of countries was represented. To simplify the analysis, these countries were grouped into four geographical regions: 1- Asia (A), 2- Europe (E), 3- North America (NA), and 4- Oceania(O)- with Australia being the only country from this region in the dataset. The Shannon diversity index (SDI) was used to measure country diversity, based on the distribution of authors across these four regions. Higher values of SDI indicate greater diversity, reflecting a more even distribution of authorship across different parts of the world. A higher SDI implies a more diverse author base internationally, which can contribute to a richer exchange of ideas, diverse perspectives, and expanded international collaboration.

4.1.4 Rank diversity

For rank diversity, it was decided to consider the academic ranks held by authors in 2020, as both journals analyzed in this study were published that year. Among 117 observations, 10 different academic positions were identified and categorized on a ranking scale from 1 (lowest) to 10 (highest): 1- PhD Candidate, 2- Visiting Assistant Professor, 3- Juniorprofessor, 4- Assistant Professor, 5- Visiting

Professor, 6- Oberassistentin, 7- Associate Professor, 8- Director, 9- Associate Dean, 10- Professor. The Shannon diversity index (SDI) was used to measure rank diversity, based on the distribution of academic ranks within each group. Higher values of SDI indicate greater diversity, reflecting a more balanced mix of ranks among the authors. The broader distribution of ranks in the dataset suggests that both younger and older academics are contributing to the field, facilitating a richer exchange of knowledge and perspectives. If the SDI is low, this may indicate that the research in these journals is disproportionately shaped by a particular career stage, either dominated by older scholars or mostly by early-career authors with no presence of more experienced scholars.

4.1.5 Institution diversity

For this variable, it was decided to take the academic institution, where the authors were affiliated in 2020, as both journals analyzed in this study were published that year. The Shannon diversity index (SDI) was used to measure institution diversity, based on the distribution of authors across different institutions. Higher values of SDI indicate greater diversity, reflecting a more balanced representation of institutions within each group. A high SDI indicates that authorship is spread across different universities, facilitating a greater exchange of perspectives, methodologies, and intellectual traditions. On the other hand, a lower SDI may indicate a concentration of academic influence within a few prestigious institutions, which, while often associated with high research output, can also raise concerns about the accessibility and inclusivity of publications.

4.1.6 Citation

Citation Count refers to the total number of times a scientific work has been referenced in other academic publications. Citation data is frequently used to measure a study's impact and potential influence on other researchers in research quality assessments. It serves as an extended form of peer recognition, reflecting how widely a piece of research is recognized and integrated into the scientific discourse.

4.1.7 Academic age

Academic age was calculated as the difference between 2020 and the year, in which a researcher obtained their PhD. The year 2020 was chosen for this calculation to ensure consistency as this study compares other variables and two academic journals published in that year. Measuring academic age provides valuable information about the career development of researchers and the distribution of experience levels in academic publications. This helps to determine whether a journal's authorship is dominated by young scientists, mid-career researchers, or senior scientists with long careers. A more even distribution of academic age may indicate an inclusive research environment where scientists at different career stages contribute to knowledge production.

4.1.8 Team size

This variable was calculated in STATA using built-in functions to determine the number of authors in each group. Measuring the number of authors in a group provides valuable information about the collaborative nature of academic publications.

Table 1: Summary of the variables

Descriptive Statistics					
Variable	Obs	Mean	Std. Dev.	Min	Max
gender diversity	117	.555	.27	0	1.059
country diversity	117	.553	.269	0	1.059
rank diversity	117	.561	.282	0	1.059
institution divers~y	117	.563	.283	0	1.059
Citation	117	36.145	31.682	3	131
academic age	117	13.744	10.161	-2	45
team size	117	2.641	.835	1	4

Table 2: Descriptive statistics of variables

Variable name	Storage type	Display format	Value label	Variable label
gender_divers~y	float	%9.0g		Shannon Diversity Index, 0= no diversity, 1 and higher= evenly distributed
country_diver~y	float	%9.0g		SDI, 0= no diversity, 1 and higher= evenly distributed
rank_diversity	float	%9.0g		SDI, 0= no diversity, 1 and higher= evenly distributed
institution_d~y	float	%9.0g		SDI, 0= no diversity, 1 and higher= evenly distributed
Citation	int	%10.0g		Citation
academic_age	float	%9.0g		Academic age
team_size	float	%9.0g		Team size

Table 1 represents the summary of all variables used in the analysis, while Table 2 offers a detailed description of these variables. From these tables, we observe that all variables are numerical, which is crucial for determining the appropriate analytical methods to apply. Among the variables, citation and team size are discrete values representing counts, while the diversity measures (gender diversity, country diversity, rank diversity, and institutional diversity) and academic age are continuous values. This distinction is important because it can affect the statistical methods used for analysis and interpretation.

4.2. Dependent variable

In this research, the dependent variable is the quality of the scientific journal, which is measured by the citation count. Although the number of citations is a commonly accepted measure of the impact of research, the number of citations to an article does not always correlate with its quality or scientific contribution. While some papers receive a lot of citations due to their novel approaches or ground-breaking ideas, others may receive a lot of citations due to contentious conclusions, critiques, or even methodological errors that generate widespread debate. Additionally, high-quality research in niche fields may struggle to attract citations simply because fewer researchers are working in the field, despite its importance in the specialized field. Despite these complexities, citation counts remain an important tool for representing the quality of academic publications. According to the descriptive statistics, the citation variable, with a mean of 36.145 and a maximum of 131, shows a significant range, reflecting the variability in the academic impact of the publications under consideration (see Table 1). This highlights the potential for meaningful exploration of factors that contribute to higher citations, such as diversity or team size.

4.3 Independent variables

The influences of four independent variables are examined in this paper. First, the influence of gender is analysed. For this purpose, gender diversity was calculated using the Shannon Diversity Index. The lowest value in the dataset is 0, the highest is 1.059, and the mean is 0.554 (see Table 1). These results suggest that gender diversity varies significantly across the dataset, with some teams being completely homogeneous ($SDI = 0$) and others achieving a relatively even gender distribution (higher SDI values).

The mean value of 0.554 indicates moderate overall diversity, leaving space for further investigation into whether teams with greater gender balance demonstrate better performance or academic impact.

The second variable whose influence on the quality of teams is examined is country diversity. This is measured by the Shannon Diversity Index. The highest value is 1.059, the minimum is 0, the mean is 0.553 (see Table 1). This highlights the same range of variability as gender diversity, reflecting differences in the geographical composition of teams. The mean value of 0.553 indicates that on average teams exhibit moderate country diversity, but there are cases of both completely homogeneous and highly diverse groups.

Thirdly, the influence of academic rank is analysed. For this purpose, the rank diversity was calculated using the Shannon Diversity Index. The lowest value in the dataset is 0 and the highest is 1.059, the mean is 0.561 (see Table 1). The rank diversity reflects the diversity of career stages within the teams, from early-career researchers to senior scientists. The average value, close to 0.561, suggests that many teams are composed of both junior and senior members, which may facilitate mentoring and collaboration. However, some teams are completely dominated by members of a single rank, potentially limiting the diversity of perspectives and experiences brought to the research process.

The last variable whose influence on the quality of teams is examined is institution diversity, again measured by the Shannon Diversity Index. The highest possible value is 1.059, the minimum is 0, and the mean is 0.563 (see Table 1). Institutional diversity reflects whether team members come from different academic institutions. A higher value may indicate collaboration between multiple universities, which could enrich the research process by combining resources, expertise, and perspectives. However, teams from a single institution may reflect closer internal collaboration.

The fact that all variables exhibit a similar range of diversity values highlights the variability of team composition in the dataset.

4.4 Control variables

Academic age was considered as the control variable. Since different studies have shown a positive correlation between academic age and academic rank, suggesting that researchers who gain experience over time are more likely to advance to higher academic positions (Abramo et al., 2016). Academic age,

ranging from -2 to 45, also presents an interesting distribution, suggesting that the dataset includes both recently graduated researchers and long-standing scholars, making it well suited to studying career progression patterns (see Table 1). Moreover, understanding the distribution of academic age is crucial for assessing research productivity and impact. Research shows that academic performance often peaks in the late thirties and early forties, after which it may decline (Sinatra et al., 2016).

Additionally, team size was chosen as a control variable. Different previous studies found a positive correlation between team size and number of citations, suggesting that larger research teams tend to produce work that receives more recognition in the academic community (Larivière et al., 2014). Quantitative analysis shows that smaller teams are more likely to publish high-risk, high-reward research, often cited less immediately but with longer-term influence. In contrast, larger teams typically generate work that achieves rapid citation growth, reflecting broader acceptance and integration into existing frameworks (Wu, Wang, & Evans, 2019). The dataset under consideration includes research teams of 1 to 4 members, representing both single-author publications and small collaborative efforts (see Table 1).

5. ANALYSIS AND DISCUSSION

Table 3: Correlation Matrix

Matrix of correlations							
Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1) gender_diversity	1.000						
(2) country_diversity	0.991	1.000					
(3) rank_diversity	0.987	0.987	1.000				
(4) institution_diversity	0.991	0.988	0.981	1.000			
(5) Citation	0.080	0.057	0.079	0.070	1.000		
(6) academic_age	0.180	0.166	0.178	0.192	0.004	1.000	
(7) team_size	0.993	0.993	0.994	0.994	0.085	0.183	1.000

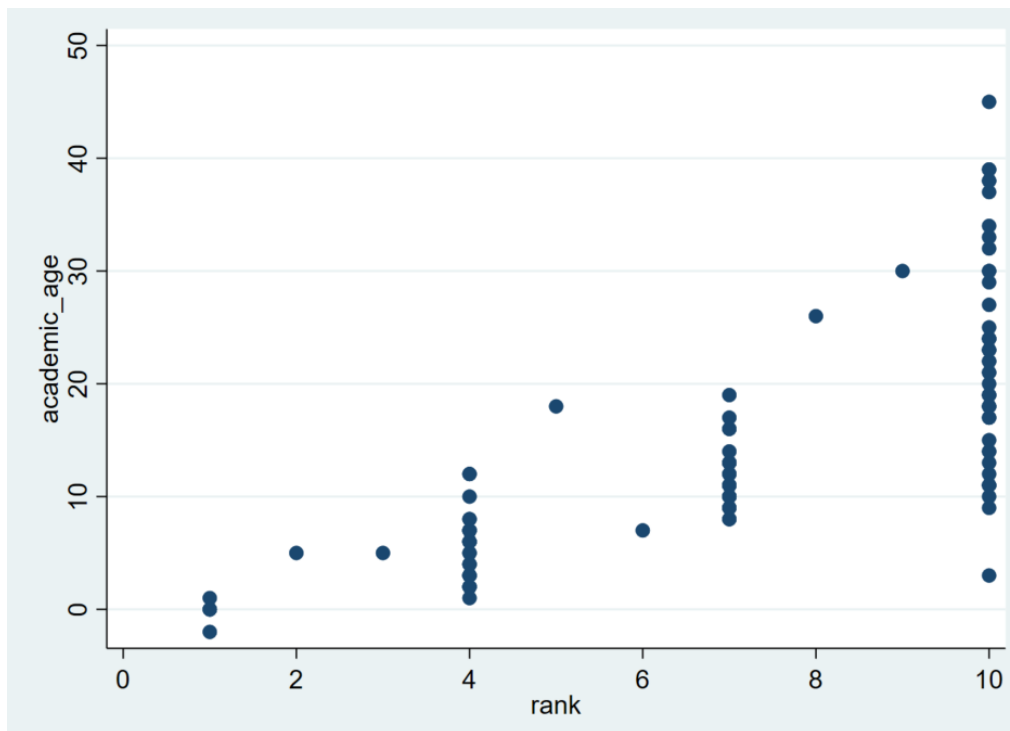
From the above correlation matrix, it can be seen that, with the exception of academic age and citation count, all variables are highly correlated with each other. This strong correlation between variables such as gender diversity, country diversity, rank diversity, and institutional diversity suggests that teams with diversity in one dimension are likely to exhibit diversity in others as well. For instance, a team with a balanced gender distribution may also have members from different institutions and countries, reflecting broader inclusivity.

The high correlation between these diversity measures may indicate overlapping influences. However, it also raises potential concerns about multicollinearity, which can complicate statistical analysis, making it difficult to isolate the independent impact of each variable on citation count.

In contrast, academic age and citation count show weaker correlations with other variables. This is particularly important for citation counts, as it means that diversity cannot directly influence the number of citations to an article. The weak correlation between academic age and diversity measures highlights that career experience does not necessarily equate to a diverse team composition.

In Figure 1 below, the scatter plot illustrates the relationship between Academic Age and Academic Rank.

Figure 1. Academic Age and Academic Rank



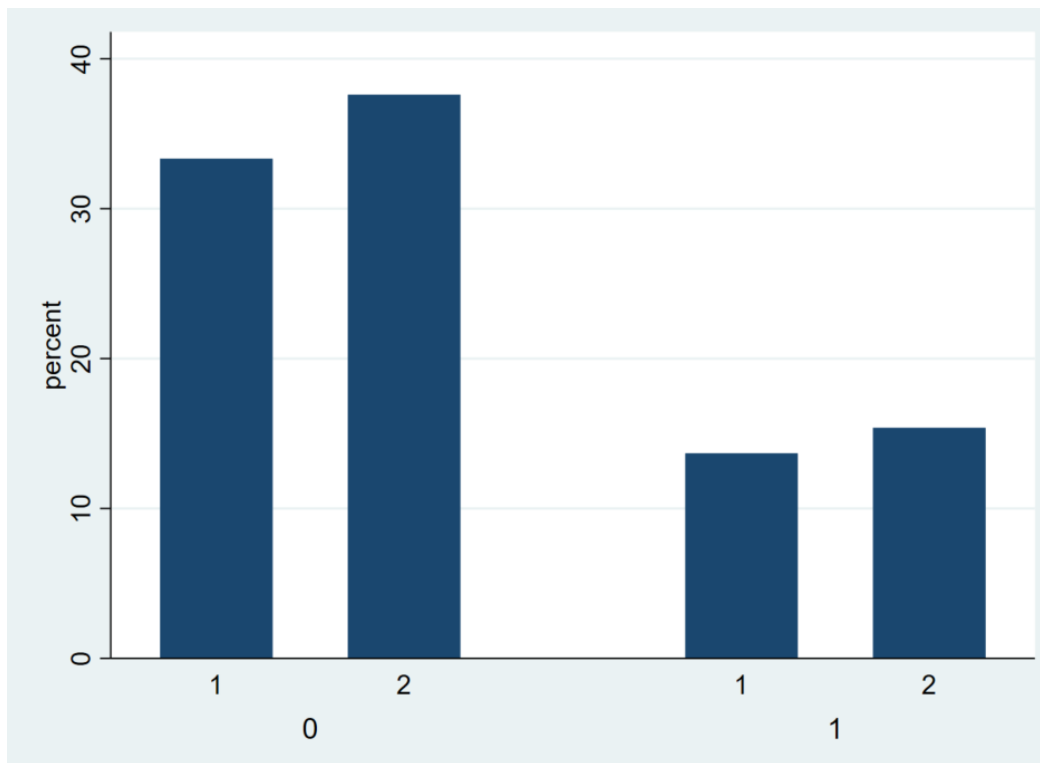
From the scatter plot above, it can be observed that there is a positive correlation between Academic Age and Academic Rank. This suggests that as researchers gain more years of academic experience, they are more likely to achieve higher academic positions. This trend is intuitive, as academic advancement typically rewards accumulated experience, research contributions, and leadership in the academic community.

However, there are outliers, individuals with relatively short academic careers but high ranks, perhaps due to exceptional productivity, rapid achievement, or opportunities provided by institutional policies.

In Figure 2 below, the bar chart shows the percentage distribution of males (0) and females (1) within the two scientific journals: Strategic Management Journal (1) and Organization Science (2).

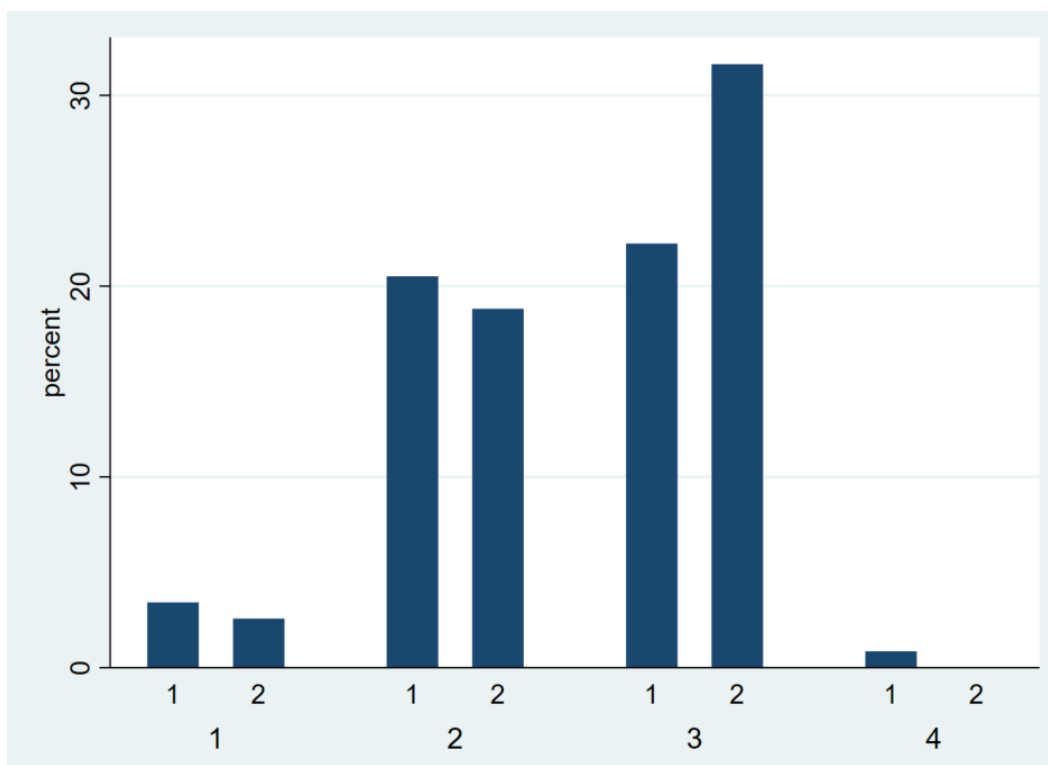
From the bar chart, it can be seen from the chart that both journals contain contributions from both genders, but a higher percentage of both men and women contributed to Organisation Science compared to Strategic Management Journal (see Figure 2). This pattern suggests that Organisation Science may have a more inclusive or diverse approach to team composition in terms of gender representation. The greater representation of women in Organisation Science may reflect a deliberate effort to promote inclusivity within the journal's publishing structure or in its wider academic field.

Figure 2. Gender among journals



In Figure 3 below, the bar chart compares the percentage distribution of geographical location of authors in two journals: Strategic Management Journal (1) and Organization Science (2). Authors are classified by region, where 1 - Asia (A), 2 - Europe (E), 3 - North America (NA), and 4 - Oceania (O).

Figure 3. Country diversity among journals

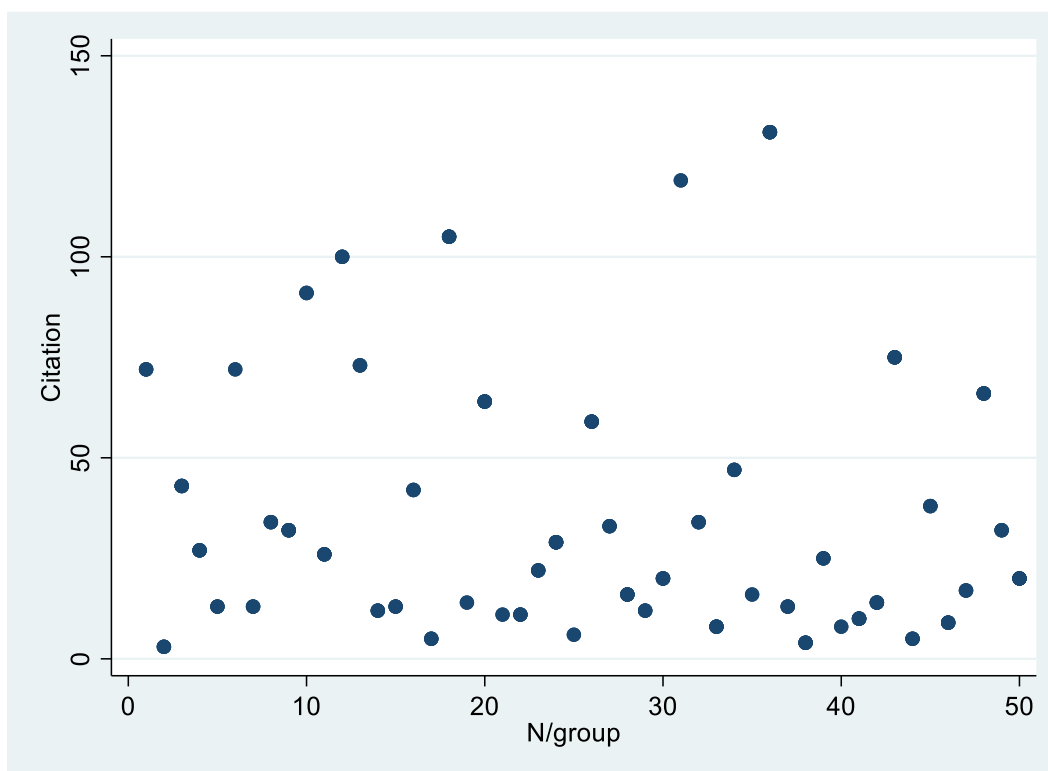


From the bar chart above, it can be seen that a significant proportion of authors in the field of organizational science are located in North America, particularly the United States. In contrast, the Strategic Management Journal has a more diverse geographical representation, with a higher proportion of authors residing in Asia, Europe, and Oceania.

Organizational science may have a stronger presence and appeal in North America, perhaps due to the concentration of research institutions and academic networks in this region. In contrast, the broader international author base of the Strategic Management Journal suggests that it may have a more global scope or reach of researchers in Europe, Asia, and Oceania.

In Figure 4 below, the scatter plot shows the distribution of citations within groups, where groups 1-25 belong to Strategic Management Journal and groups 26-50 belong to Organization Science.

Figure 4. The distribution of citation



From the scatter plot above, it can be observed that in Strategic Management Journal most groups have fewer than 50 citations, with many groups clustering around 10–50 citations. There are no extreme outliers within this range. The distribution suggests that the Strategic Management Journal focuses on research with a relatively consistent moderate impact. However, the absence of highly cited groups may

indicate less innovative or influential research compared to Organization Science. When it comes to Organization Science, a wider range of citations, including several groups exceeding 100 citations, is represented. Like the Strategic Management Journal, many groups also fall into the citation range of 10 to 50, indicating that not all publications achieve high visibility or impact. The presence of groups with high and low citation counts reflects a diverse portfolio, with some works achieving significant academic recognition while others cater to niche audiences or less popular topics.

As the next step, a test for normality will be provided to determine whether the independent variables (IV) and dependent variable (DV) are normally distributed, which is a critical assumption for performing regression analysis. This is done using the Shapiro-Wilk test (see Tables 4–8). This test is widely recognized for its reliability in assessing normality, especially in small sample sizes, making it suitable for this study.

Testing for the normality of variables is an important step because many statistical models, including linear regression, rely on the assumption that the data are normally distributed. If this assumption is violated, the results of the regression analysis may be biased or unreliable. A p-value that exceeds the significance threshold (usually 0.05) will indicate that the data are not significantly different from normal, allowing us to proceed with the regression analysis.

Table 4. The Sharipo-Wilk test for gender diversity

Variable	Obs	W	V	z	Prob>z
gender_div~y	117	0.972	2.597	2.135	0.016

From the table above it can be seen that $p=0.016$ is smaller than the typical significance level ($\alpha=0.05$). This means that we reject the null hypothesis (H_0), thus gender diversity does not follow a normal distribution.

Table 5. The Sharipo-Wilk test for country diversity

Variable	Obs	W	V	z	Prob>z
country_di~y	117	0.973	2.579	2.120	0.017

From the table above it can be seen that $p=0.017$ is smaller than the typical significance level ($\alpha=0.05$). This means that we reject the null hypothesis (H_0), thus country diversity does not follow a normal distribution.

Table 6. The Sharipo-Wilk test for rank diversity

Variable	Obs	W	V	z	Prob>z
rank_diver~y	117	0.984	1.504	0.914	0.180

From the table above it can be seen that $p=0.180$ is greater than the typical significance level ($\alpha=0.05$). This means that we accept the null hypothesis (H_0), where rank diversity is normally distributed.

Table 7. The Sharipo-Wilk test for institution diversity

Variable	Obs	W	V	z	Prob>z
institutio~y	117	0.988	1.147	0.307	0.380

From the table above it can be seen that $p=0.380$ is greater than the typical significance level ($\alpha=0.05$). This means that we accept the null hypothesis (H_0), where institution diversity is normally distributed.

Table 8. The Sharipo-Wilk test for citation count

Variable	Obs	W	V	z	Prob>z
Citation	117	0.852	13.954	5.897	0.000

From the table above it can be seen that $p=0$ is smaller than the typical significance level ($\alpha=0.05$). This means that we reject the null hypothesis (H_0), thus citation count does not follow a normal distribution. Since gender diversity and country diversity do not follow a normal distribution, parametric statistical tests such as t-test, ANOVA, and regression cannot be applied. These tests are based on the assumption of normality, which ensures that the data follow a bell curve and that their results are reliable and valid. If this assumption is violated, the use of parametric methods can lead to misleading results, including biased estimates and incorrect statistical conclusions.

To address this problem, the Mann-Whitney U-test was chosen as a suitable alternative because it does not require the assumption of normality (see Tables 9 and 10 below). This nonparametric test is robust and versatile, allowing two independent groups to be compared based on their rank orders rather than their actual values. This makes it particularly effective when dealing with skewed distributions or data sets with outliers that could otherwise distort the results of parametric tests.

Table 9. The Mann-Whitney U test for gender diversity

Journal	Obs	Rank	sum	Expected
Organization	62		4019.500	3658
Strategic Ma	55		2883.500	3245
Combined	117		6903	6903
Unadjusted variance	33531.67			
Adjustment for ties	-2689.28			
Adjusted variance	30842.38			
H0: gender~y(Journal==Organization Science) = gender~y(Journal==Strategic Management Journal) z = 2.058				
Prob >	z	=		0.0395
Exact prob = 0.0393				

From the table above it can be seen that both $p=0.0395$ and exact $p=0.0393$ are smaller than the significance level $\alpha=0.05$. This means that we reject the null hypothesis (H_0), which says that there is no gender diversity between the two journals. Thus, we conclude that gender diversity is significantly different between Organization Science and Strategic Management Journal. Additionally, the test statistic $z=2.058 > 0$, means that in Organization Science gender diversity is greater compared to Strategic Management Journal. The finding that Organisation Science exhibits greater gender diversity than Strategic Management Journal is noteworthy because it highlights differences in authorship inclusivity between the two journals. Although the statistical test identifies a significant difference, it does not explain why this discrepancy exists. This difference may reflect different editorial policies, institutional priorities, or even cultural and disciplinary norms that shape submission and selection

processes. For example, Organisation Science may have made more proactive efforts to encourage diverse contributions or may operate in a subfield where gender diversity is inherently stronger.

Table 10. The Mann-Whitney U test for country diversity

Journal	Obs	Rank	sum	Expected
Organization	62		4019.500	3658
Strategic Ma	55		2883.500	3245
Combined	117		6903	6903
Unadjusted variance	33531.67			
Adjustment for ties	-2665.16			
Adjusted variance	30866.50			
H0: count~ty(Journal==Organization Science) = count~ty(Journal==Strategic Management Journal) z = 2.058				
Prob >	z	=		0.0396
Exact prob = 0.0394				

From the table above it can be observed that both $p=0.0396$ and exact $p=0.0394$ are smaller than the significance level $\alpha=0.05$. This means that we reject the null hypothesis (H_0), which says that there is no country diversity between the two journals. Therefore, we conclude that country diversity is significantly different between Organization Science and Strategic Management Journal. Additionally, the test statistic $z=2.058 > 0$, means that in Organization Science country diversity is greater than in Strategic Management Journal. The greater country diversity in Organisation Science suggests that the journal attracts contributions from a wider range of geographical locations. This could be due to the journal's accessibility to international scholars. A higher level of country diversity is beneficial as it brings diverse perspectives, cultural knowledge, and methodologies, potentially improving the quality of published research.

On the other hand, the relatively lower level of country diversity in the Strategic Management Journal may indicate a stronger concentration of authors from certain regions or institutions. This may reflect systemic barriers such as language difficulties, differences in research funding, or limited awareness of the journal among international authors.

Since citation is not normally distributed in its raw form, this variable will be transformed using a log transformation to approximate normality (see Table 11).

Table 11. The Sharipo-Wilk test for transformed citation count

Variable	Obs	W	V	z	Prob>z
log_citation	117	0.984	1.470	0.861	0.195

From the table above it can be seen that $p=0.19455$ is greater than the typical significance level ($\alpha=0.05$). This means that we accept the null hypothesis (H_0), where the citation count is normally distributed. The ability to transform the citation count to approximate normality is significant because the linear regression can be applied further.

Next, linear regression will be applied to analyse the impact of rank diversity and institution diversity on citation count. In the regression analysis (see Table 12 below), three models were constructed: the first includes rank diversity as the independent variable (IV) alongside all control variables (CVs), the second includes institution diversity as the IV with the same control variables, and the third combines all variables together to provide a comprehensive analysis.

This approach is methodologically sound because it allows us to examine step-by-step how each type of diversity affects citation counts, both individually and in combination. By breaking the analysis into three models, the study can isolate the effects of rank diversity and institutional diversity while controlling for other variables, such as academic age or team size, that might otherwise confound the results. Including a comprehensive model that includes all variables (Model 3) is particularly valuable because it provides a holistic view of how the many aspects of diversity interact to influence the study's results.

Table 12. Results of linear regression

VARIABLES	(1) Model1	(2) Model2	(3) Model3
rank_diversity	0.473 (2.683)		-2.507 (3.224)
academic_age	0.00190 (0.00818)	0.00291 (0.00813)	0.00300 (0.00815)
team_size	-0.0145 (0.906)	1.402 (0.869)	2.703 (1.887)
institution_diversity		-3.745 (2.572)	-5.113 (3.120)
Constant	3.004*** (0.913)	1.622* (0.888)	0.361 (1.849)
Observations	117	117	117
R-squared	0.021	0.038	0.044

Standard errors in parentheses
 *** p<0.01, ** p<0.05, * p<0.1

The results of the linear regression table indicate that rank diversity has a negative relationship with citations, as shown by the coefficient of -2.507 in Model 3. This means that an increase in rank diversity by 1 point will lead to a decrease in citations. However, this result is not statistically significant, which means that the observed relationship may be due to chance rather than a significant underlying model. Similarly, when examining the effect of institutional diversity, the regression result shows a negative coefficient of -5.113, indicating a decrease in citations with greater institutional diversity. Again, this result is not statistically significant, indicating that it is not possible to draw reliable conclusions about the relationship between institutional diversity and citations from this model.

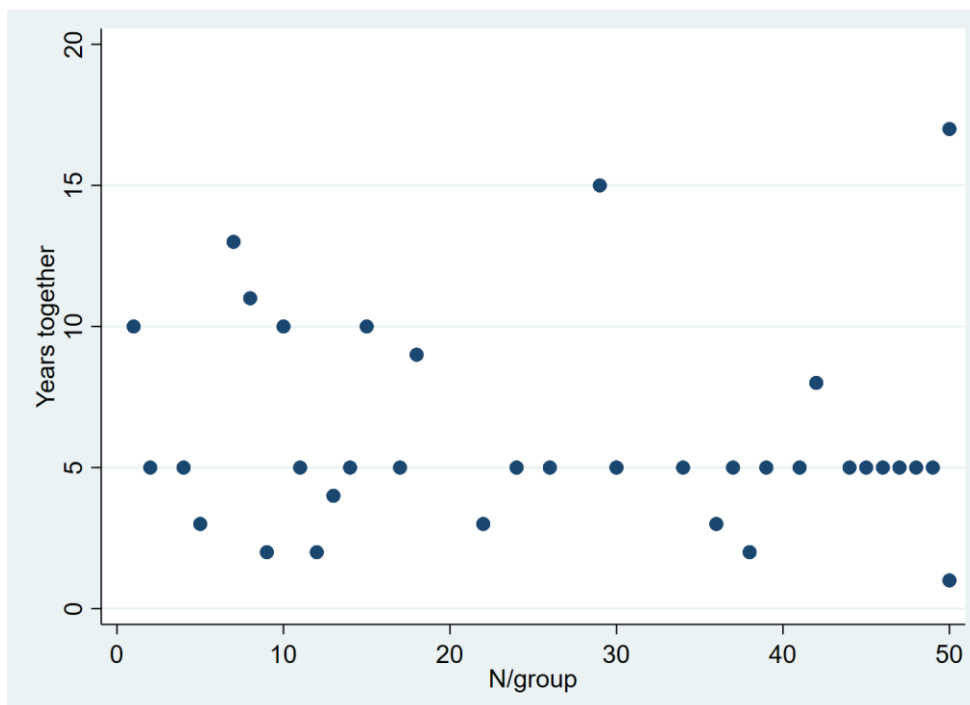
Regarding the control variables, the table shows that neither academic age nor team size plays a significant role in influencing citations. The coefficient for academic age is 0.003 and for team size is 2.703, both of which are statistically insignificant. These results suggest that the effect of these variables on citation counts is small in this dataset. While it is important to include control variables to account for potential confounding factors, their lack of significance means that they contribute little to explaining the variability in citation counts in this case.

One key measure of the quality of a regression model is the R-squared value, which indicates the proportion of the total variability in the dependent variable (citation counts) that is explained by the

independent variables. The R-squared values in this table are quite low, with the highest value being 4.4% in Model 3. This means that the model explains only a very small fraction of the variability in citation counts, leaving the vast majority unexplained. Typically, an R-squared value above 55% is considered an indicator of a well-fitted model, indicating that the model is ineffective in capturing key factors that influence citation counts.

As a final part of the research, it is also important to explore the duration of collaboration between authors within teams, in particular by examining how many years they worked together. For the purposes of this study, groups that do not belong to the same academic institution were excluded to improve the clarity of the scatter plot. This adjustment included removing six groups from each journal, as well as groups with one author, to ensure that the focus remained on collaborative teams. Although the analysis focuses on data from 2020, the period after 2020 is also included to assess the actual overall academic experience of the authors (see Figure 5).

Figure 5. The common academic experience of authors in years within groups



From Figure 5 above, the scatter plot illustrates the number of years that authors in groups have worked together, compared to the group identifier (N/group). For Organization Science (groups 26–50), most

groups demonstrate 5 years of shared experience, indicating a consistent pattern of collaboration across academic institutions, likely related to long-term research or mentoring projects.

The groups from the Strategic Management Journal demonstrate a greater diversity of shared experience, ranging from less than 5 years to 13 years, indicating more diverse collaboration structures.

The pooling of shared experience over 5 years in Organizational Sciences, combined with the insights from Category 2 (see Table 13), suggests that many of these teams include senior academics who received their PhDs from the same institution but collaborated later in their careers. However, in the year of publication, these authors had already high academic rank and had past connections with each other.

The dominance of 5 years of shared experience in organizational science most likely does not apply to active PhD candidates, but more to former institutional connections between senior researchers who worked together during their doctoral studies.

From Table 13 below:

- Category 1 (authors worked together) dominates with 53 instances, representing general collaboration within teams across academic institutions.
- Category 2 (authors pursued or are pursuing their PhDs together) includes 33 instances, but only 5 involve active PhD candidates. The remaining 28 instances involve authors who received their PhDs from the same institution and later collaborated at higher academic ranks.
- Category 3 (authors received their PhDs from the same institution and subsequently collaborated there) includes only 5 instances, indicating that long-term institutional collaboration after PhD completion is rare.

The 28 senior academics in Category 2 who have a shared history of receiving their PhDs from the same institution reflect the long-term impact of institutional networks on academic collaboration. These relationships appear to persist even as researchers advance to higher academic ranks in different institutions. The limited number of PhD candidates (5) highlights that active doctoral researchers play a relatively small role in these collaborations compared to their more senior colleagues.

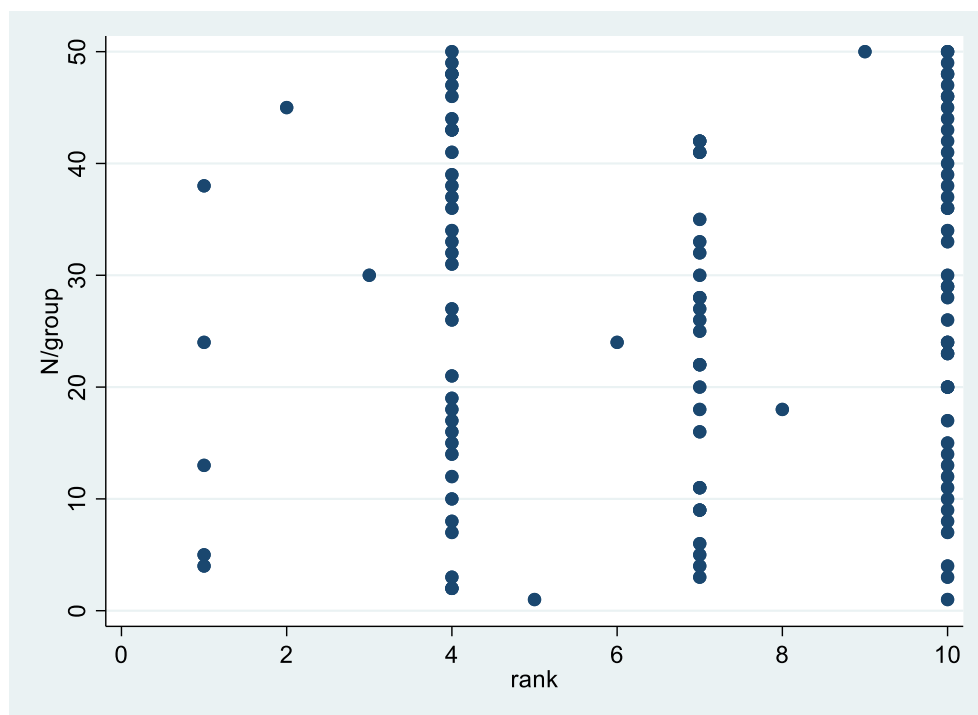
Table 13. The distribution of authors within groups, whereas their common work

N/group	comment_new			Total
	1	2	3	
1	2	0	0	2
2	1	1	0	2
3	1	2	0	3
4	2	1	0	3
5	1	1	0	2
7	0	0	2	2
8	1	0	1	2
9	1	1	1	3
10	2	0	0	2
11	2	0	0	2
12	2	0	0	2
13	1	1	0	2
14	1	1	0	2
15	2	0	0	2
17	1	1	0	2
18	2	0	0	2
20	2	2	0	4
22	0	2	0	2
24	2	1	0	3
26	2	1	0	3
29	2	0	0	2
30	2	1	0	3
33	1	1	1	3
34	1	1	0	2
36	0	2	0	2
37	1	1	0	2
38	1	2	0	3
39	1	1	0	2
41	2	1	0	3
42	3	0	0	3
43	2	1	0	3
44	1	1	0	2
45	1	1	0	2
46	1	1	0	2
47	1	1	0	2
48	1	1	0	2
49	1	1	0	2
50	3	1	0	4
Total	53	33	5	91

From Figure 6 below, the scatterplot shows the distribution of academic ranks (1 to 10) in the dataset, where 1- PhD Candidate, 2- Visiting Assistant Professor, 3- Juniorprofessor, 4- Assistant Professor, 5- Visiting Professor, 6- Oberassistentin, 7- Associate Professor, 8- Director, 9- Associate Dean, 10- Professor. Rank 10 (Professors) is the most common rank, occurring widely across many groups, highlighting their leadership and central role in research collaboration. Rank 1 (PhD Candidates), with only 5 instances in the entire dataset, is sparsely represented, highlighting their minimal direct contribution to the research output in this dataset. Mid-level ranks (e.g., 4–7, including Associate Professors and Associate Professors) are moderately represented, demonstrating their active role as contributors and project managers.

The predominant presence of professors (rank 10) reflects their leadership in academic teams, while mid-level ranks likely serve as bridges between junior and senior researchers. The limited representation of PhD candidates (rank 1) suggests that early-career researchers contribute primarily in a mentoring context, often paired with senior academics for training and development.

Figure 6. The distribution of academic ranks



Therefore, the data set shows that the senior class composition, with professors (rank 10), dominates the collaboration. Their participation likely ensures the quality of the research, access to resources, and strategic decision-making regarding publication.

The role of Category 2 is notable for its dual nature: while 5 instances involve active PhD candidates, the majority (28 instances) reflect collaborations between senior researchers who share a common institutional history. These connections formed during their PhDs can persist throughout their academic careers. This collaboration is likely based on shared experiences and trust established in earlier stages of their careers.

When it comes to Organization Science, the pooling of shared experience over 5 years suggests structured, institutional collaboration, often involving researchers with long-standing connections. In

Strategic Management Journal greater variability in shared experience indicates more diverse collaboration dynamics, potentially involving inter-institutional and interdisciplinary teams.

As there are only 5 active PhDs in the dataset, their direct contribution to the scientific output is minimal. However, their presence in collaboration with senior researchers highlights the importance of mentoring and professional development within academic teams.

6. CONCLUSION

This study examined how author characteristics, such as gender diversity, institutional diversity, country diversity, and academic rank influence the quality of academic publications, as measured by citation counts, in two prominent academic journals: *Strategic Management Journal* and *Organization Science*. By examining the relationships between these diversity factors and citation patterns, the study aimed to investigate whether diversity in academic teams contributes to research visibility and recognition.

The results highlight key patterns in academic publishing. First, gender and country diversity differed significantly between the two journals, where *Organization Science* significantly outperforms *Strategic Management Journal* in terms of these diversities. These factors contribute to a wider range of perspectives, methodologies, and cultural perspectives, which increases the appeal of the journal to a broader academic audience. A strong presence of diverse teams in *Organization Science* fosters innovation and collaboration, as involving people from different academic and cultural backgrounds leads to more comprehensive research results. However, *Strategic Management Journal* shows less diversity across the same dimensions, reflecting a more localized and homogeneous approach to team composition. While this focus may provide depth in specialized topics, it limits the journal's global and interdisciplinary appeal.

Moreover, institutional diversity and academic rank diversity did not show a significant direct effect on citations, suggesting that other factors such as journal prestige, or research topic may play a stronger role in determining research visibility. The results also showed that there is strong multicollinearity between diversity measures, i.e. teams with diversity in one area (e.g., gender) tend to exhibit diversity in others (e.g., institutional or geographic background). While this overlap suggests that diversity is often achieved along multiple dimensions, it also poses challenges in isolating the independent impact of each variable on citation impact.

Furthermore, the presence of senior academics (rank 10, professors) was dominant in both journals, reinforcing the idea that prominent scholars play a central role in publishing significant research. The low representation of PhD candidates and early career researchers suggests that young scholars may face challenges in achieving visibility in top-tier journals if they do not collaborate with senior scholars.

In Organization Science, the pooling of shared expertise over a 5-year period reflects a structured long-term collaboration, likely associated with institutional connections and mentored research. This structured approach promotes consistent quality but may rely heavily on established academic networks. Whereas in Strategic Management Journal the difference in years of collaboration demonstrates a more flexible and diverse approach to team composition. This may encourage cross-institutional and interdisciplinary collaboration, fostering innovation but potentially creating issues for consistency. Additionally, Organization Science includes several highly cited groups, reflecting its success in producing groundbreaking and influential research. This journal seems better suited to researchers seeking broad academic recognition. Strategic Management Journal produces research with a narrower range of citations, emphasizing consistent quality rather than groundbreaking impact. This journal may be more attractive to researchers who focus on niche or specialized topics.

From a methodological perspective, the study faced statistical challenges due to the small sample size (117 observations), which led to some weak regression results. The failure to detect strong effects may be a consequence of the limited number of cases rather than a true lack of relationships between variables. Furthermore, the lack of normal distribution in some independent variables required nonparametric statistical approaches, which may have affected the depth of the analysis.

Despite these limitations, the study provides important insights into the role of diversity in academic publishing and contributes to ongoing discussions on improving inclusivity in research dissemination. According to the results, diversity factors influence publication trends, but their effects on citation are nuanced and need further investigation.

Therefore, this study highlights the importance of fostering an inclusive academic environment that encourages diverse authorship and fair recognition of scientific contributions. Addressing biases and supporting diverse research groups, journals and institutions can help improve the overall quality and impact of scientific knowledge.

7. MANAGERIAL IMPLICATIONS AND LIMITATIONS

7.1 Managerial implications

This research highlights the importance of diversity factors such as gender, academic rank, institution diversity, and country diversity in influencing the quality of academic publications, as measured by citation impact. These findings have crucial implications for academic institutions and journal editorial boards. Additionally, academic institutions and journal editorial boards should prioritize gender diversity in research teams and editorial boards. Promoting balanced gender representation can not only improve citation impact but also can help to foster an innovative and inclusive academic environment. For instance, institutions can implement mentoring programs targeting female researchers or encourage collaborative research between male and female academics.

Promoting geographic inclusion in academic publishing is crucial, as evidenced by the notable disparity in country diversity between the two journals. Journals that actively promote diversity can better reflect the global nature of research and contribute to a more equitable and enriched academic discourse. Journals should develop policies to attract contributions from underrepresented regions, such as providing translation services and reducing fees for researchers from developing countries.

Additionally, the predominance of senior academics (rank 10, Professors) in the data highlights their crucial role in promoting research output. Institutions should use their expertise to mentor early-career researchers, fostering knowledge transfer and improving the quality of collaborative research. The minimal representation of PhD candidates in the dataset suggests that the resource for innovation is being underutilized. Academic institutions should create more opportunities for PhD candidates to actively participate in publications, by encouraging co-authorship with senior academics or funding collaborative projects.

Furthermore, Journals such as Organisation Science, which demonstrate less country diversity, could review their editorial policies to include board members and reviewers from underrepresented regions. This would increase the journal's appeal to a global audience. The broader international representation of Strategic Management Journal could serve as a benchmark for journals seeking to expand their global

impact. Policies such as reduced submission fees for authors from low-income regions or translation services for non-English-speaking authors could further improve inclusivity.

Finally, the results show that long-term institutional collaboration, especially involving researchers with a shared academic background, plays a key role in research productivity. Universities and research organizations should promote the continuity of such collaboration by funding alumni networks and joint research programs.

These managerial implications highlight the importance of promoting diversity and supporting collaboration across career stages. Implementing these strategies can improve the quality of research, expand its global reach, and create a more inclusive and equitable academic ecosystem.

7.2 Limitations

First of all, it should be noted that the sample size of 117 observations is relatively small, which may have limited the statistical power of the analysis. This small sample size may also be a factor contributing to the insignificance of the linear regression results, as smaller datasets are more sensitive to noise and variability in the results.

Although the data collection process focused on important variables such as gender diversity, institutional diversity, country diversity, and academic rank, it is possible that other influential factors such as the specific field of study, citation practices in certain fields, or unobserved biases in citation behaviour were not taken into account. These unmeasured factors may have influenced the results and explained some of the observed insignificance in the statistical models.

Another limitation is the scope of the dataset. While the two selected journals are prominent in their field, focusing exclusively on them may not fully reflect the diversity and citation practices of academic publishing as a whole. Including a broader range of journals could provide a more complete picture of how author characteristics affect research quality.

Furthermore, while the current research provides insights into linear relationships, it does not fully explore potential nonlinear effects or interactions between variables. For example, interactions between institution diversity and country diversity, or between gender diversity and academic rank diversity, may exhibit nonlinear patterns that were not considered in the current analysis.

Finally, time and resource constraints inherent in primary data collection limited the ability to include a larger dataset. Expanding the sample size and temporal range of data may increase the robustness of future analyses and allow for more robust conclusions.

Despite these limitations, this study offers a valuable contribution by focusing on primary data, providing unique insights into the role of author information in shaping the quality and visibility of research.

8. FUTURE RESEARCH

Based on the findings and limitations of this study, future research should address several important areas to deepen our understanding of how author information affects the quality of academic publications, as measured by citation impact.

Future research should aim to collect data from a broader range of journals across disciplines. Although this study focused on Strategic Management Journal and Organization Science, including journals with different editorial policies and subject coverage would provide a more complete picture of how author characteristics affect citation impact. Additionally, increasing the sample size beyond 117 observations would increase statistical power and allow for more robust conclusions.

The current study focused on linear relationships between diversity variables and citation impact. Future research could investigate nonlinear patterns or interactions between diversities. These studies may uncover more complex dynamics that affect research quality.

Moreover, future research should include additional variables that may influence citation patterns, such as disciplinary focus, funding sources, and methodological approaches. By taking these factors into account, future research could provide a more detailed understanding of what drives research impact.

In addition, future research could extend the study by comparing journals from different cultural or regional contexts to examine how local academic norms and practices influence citation diversity and impact. This would provide a more global perspective on the relationship between diversity and research quality.

Furthermore, future research could examine the role of early-career mentoring and support in promoting diversity and improving research outcomes. For instance, examining how collaboration between PhD candidates and senior academics contributes to long-term career success and citation impact could provide practical insights for academic institutions.

Finally, given the high correlation observed between diversity variables, future research should explore advanced statistical methods to better isolate the independent effects of each diversity factor. This will address the methodological challenges faced by this study and provide a clearer understanding of causal relationships.

Therefore, by addressing these areas, future research can build on the foundation laid in this study, improving our understanding of the complex interaction between author information and research quality in academic publications.

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Abstrakt

Diese Studie untersucht, wie sich Autoreninformationen, einschließlich Geschlechtervielfalt, akademischer Titel, institutioneller Vielfalt und Ländervielfalt, auf die Qualität akademischer Veröffentlichungen, gemessen an Zitaten, auswirken. Durch den Vergleich zweier hochrangiger akademischer Zeitschriften, Strategic Management Journal und Organization Science, zielt die Studie darauf ab, die Beziehung zwischen diesen Vielfaltsfaktoren und der Sichtbarkeit der Forschung zu ermitteln.

Der erste Teil der Studie wertet die vorhandene Literatur zur Zeitschriftenbewertung aus und hebt die Einschränkungen zitationsbasierter Maßnahmen und die Rolle der Vielfalt für die Forschungsqualität hervor. Der zweite Teil analysiert Primärdaten aus 50 veröffentlichten akademischen Veröffentlichungen, darunter 117 Beobachtungen im Strategic Management Journal und Organization Science, und konzentriert sich auf Autoreninformationen und deren Auswirkungen auf die Zitationswirkung. Die Vielfalt wurde mithilfe des Shannon Diversity Index bewertet, um robuste Messungen in verschiedenen Dimensionen bereitzustellen. Statistische Tests, einschließlich des Mann-Whitney-U-Tests und linearer Regressionsmodelle, wurden angewendet, um die Beziehung zwischen Vielfalt und Zitationswirkung zu untersuchen.

Die wichtigsten Ergebnisse zeigen, dass Organization Science eine deutlich größere Geschlechter- und Ländervielfalt aufweist, was eine strukturierte Zusammenarbeit erleichtert und mehr zitierte Forschung hervorbringt. Trotz dieser Unterschiede konnte die Studie keinen signifikanten Einfluss von Rangvielfalt oder institutioneller Vielfalt auf die Anzahl der Zitate feststellen, was die Komplexität der Variablen unterstreicht, die die Sichtbarkeit der Forschung beeinflussen.

Die Ergebnisse zeigen, wie wichtig Vielfalt für die Bestimmung der Art der Zusammenarbeit und der Forschungsqualität ist. Diese Erkenntnisse liefern praktische Informationen für Zeitschriften und Institutionen, die Inklusivität, globale Repräsentation und akademische Wirkung steigern möchten.

Schlüsselwörter:

Akademisches Publizieren, Zitationswirkung, Zeitschriftenbewertung, Geschlechtervielfalt, akademische Rangvielfalt, institutionelle Vielfalt, Ländervielfalt, Shannon Diversity Index, Strategic Management Journal, Organization Science.