

【TOAJ投審稿系統說明會暨期刊主題分享】

「管理領域期刊如何扮演協助增
益年輕學者撰稿、審查、擔任編輯
角色之平台」

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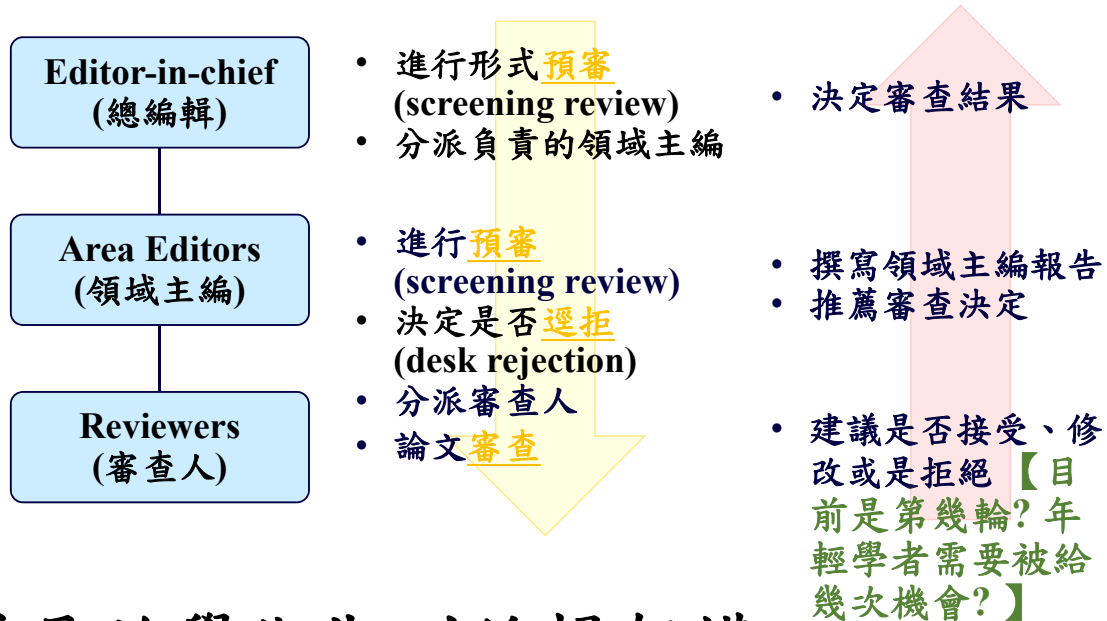
■ 「管理領域期刊如何扮演協助增 益年輕學者撰稿、審查、擔任編輯 角色之平台」

Riding the
experience curve
(Toyota)?

- 撰稿能力養成 【年輕學者投稿是增加分母?】
- 審查能力養成 【年輕學者知道審查要從何著手?】
- 編輯能力養成 【年輕學者適合幫編輯特刊?】

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I. Responsibilities of an Editor = ?



常見的學術期刊編輯架構

資源有限情況下之成長發展 ...

- 臺大管理論叢編委會認定期刊增強國際學術地位三工作面向之挑戰

第一面向 期刊 尋求國際資料庫 收錄與海外徵稿 課題挑戰	建議之作為或因應方式	不建議之作為或因應方式
海外認證時程 長、中文刊物不 易獲得收錄。	<p>因應國際新興專題，期刊宜藉由專刊或研討會系統性開發新觸角。</p> <p>選擇優良稿件，協助其於刊登時附加英文長摘要。</p> <p>邀獲得Scopus等資料庫收錄之期刊合作辦理研討會安排相近領域論文於同場次、安排稱職之評論人，裨益自發性之相互引用。</p>	<p>於審查過程牽強要求作者引用本刊論文</p> <p>研究經費侷限時，學校、機構、院、系、或學會仍為了爭取被國際資料庫收錄，支付出版機構高額年度費用。</p>

第二面向 辦理國際 學術研討會課題挑戰	建議之作為或因應方式	不建議之作為或因應方式
<p>國外傑出學者行程滿 主動投稿意願低。</p> <p>國內機構辦國際研討 會之經費有限。</p> <p>海外大學(含歐美、 中國大陸、日韓、東 南亞)意願常不高。</p>	<p>首次舉辦者慎選論文 專題演講，以建立學 術聲望為優先。</p> <p>將<u>觀念、方法未臻成 熟稿件歸至視訊發表 場次</u>，減少其對研討 會聲譽的衝擊。</p> <p>如國外傑出學者因時 間衝突無法來臺，改 安排以視訊講述方式 發表。</p>	<p>為極大化與會國家數 目、極大化論文數目 犧牲國際聲譽。</p>

第三面向 邀約具高著作能力海外學者協助國內學者成長之規劃挑戰	建議之作為或因應方式	不建議之作為或因應方式
<p>薪酬低，不易留住扮演國際鏈結核心角色之人才。富海外聯繫，有好著作學者轉換成本亦低，在管理一、管理二、財金會計等學門，均有善於領導研究團隊者在研究基礎鞏固時，即被海外大學延聘事例。</p> <p>除部分募款順利者，多數機構因經費有限；而聘請院士級海外學者作長、短期停留之酬金費用(Honorarium)高。</p>	<p>納入<u>遠距視訊</u>講演、指導之選項。</p> <p>錄製之學術講座內容長續放置在網頁，使其<u>傳承</u>不受時空限制</p> <p>邀約富投稿傑出國際期刊經驗之學者領導研究社群，<u>輔導具潛力之國內學者</u>。</p>	<p>偏重於邀請其赴臺作一次性(one-off)現場講演、指導。</p>

期刊編輯的職責

Responsibilities of Chief Editor and Area Editors

Editor-in-chief
(總編輯)

Area Editors
(領域主編)

Strategic Level Responsibilities of an Editor

期刊總編輯策略層級的職責

- Publish original, high-quality research papers & ensure the accuracy & scientific credibility of the research papers published in the journal.
- Pay attention to emerging research fields or research topics, and promote the development of these emerging research fields (e.g., actively invite scholars engaged in these emerging research fields to submit articles; invite scholars with strong research performance to edit relevant special issues)
- Efforts to enhance the academic influence of the journal in related fields (e.g. by increasing the number of citations of articles published by the journal; organizing research workshops, etc.)

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Strategic Level Responsibilities of an Editor

期刊總編輯策略層級的職責

- Continuously improve journal-related processes (such as review process, editorial process of special issues) 【Fairness 公正性；Efficiency 效率性】，performance (such as review quality) and journal development. The field editor group (or editorial committee) should be invited to participate in discussing improvement plans
- Increase the number of submissions (for example, keeping her journal to be listed on the first-level core journals in Taiwan's journal evaluation of the Research Institute for the Humanities and Social Sciences, National Science and Technology Council; encouraging scholars with strong research performance to submit papers; cooperating with key domestic academic seminars, high-quality papers from fast track seminars, etc.)

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Strategic Level Responsibilities of an Editor 期刊總編輯策略層級的職責

- Subject to the availability of resources, promote academic research exchanges,

-- assist in nurturing the research energy of young scholars and doctoral students (e.g., young scholar session of international conference, paper awards for young scholars (including graduate students, workshop for authors, reviewers and editors 《臺大管理論叢》論文審查及期刊編輯工作坊,) and

-- stimulate their ability and willingness to serve academically.

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Editorial Level Responsibilities of an Editor 期刊總編輯編輯層級的職責

- Select and recruit appropriately qualified scholars to serve as field editors, and ensure that the group of field editors has sufficient field representation and school (or other orientation) diversity
- Ensure that the review process is timely and transparent, and avoid possible editorial conflicts of interest
- For the submitted manuscript, select the appropriate field editor to be responsible for the manuscript

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Editorial Level Responsibilities of an Editor 期刊總編輯編輯層級的職責

- Evaluate the editorial performance of the chief editor in the field and the review performance of the reviewers (including review time, review quality, etc.). When necessary, provide appropriate **guidance and suggestions to improve the performance of field editors and reviewers**
- Form a review group to review the **novelty and importance of the special issue proposal**, the suitability of the special issue editor, etc.

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What are expected of an editor?

- **Types of editor** 【系統或AI 能取代哪些功能？】
 - **Developmental editor** ~ who guides authors in conceiving the topic, planning the overall structure, & developing an outline
 - **Substantive editor** ~ who makes or suggests changes to the title, language, and style, making or suggesting bigger changes to the organization of the paper.
 - **Line editor** ~ who works through a manuscript, line-by-line, with a focus on style, consistency, and overall readability.
 - **Copy editor** ~ who reviews the text that writers produce to correct errors in grammar, punctuation, & spelling
 - **Production editor** ~ Who oversees production processes leading up to the release of a publication.
- Imagine that you are writing a novel for a publisher, you may understand why there are many types of editors **before** your novel is **nublished**.

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What are expected of an editor?

- As an editor for an academic journal, her role is more of substantive editor and less of development editor.
- But if an editor can play more of development editor in the review process, she would definitely help authors and the readers of the journal.
- Editor as a **Judge and Mentor**

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What are expected of an editor?

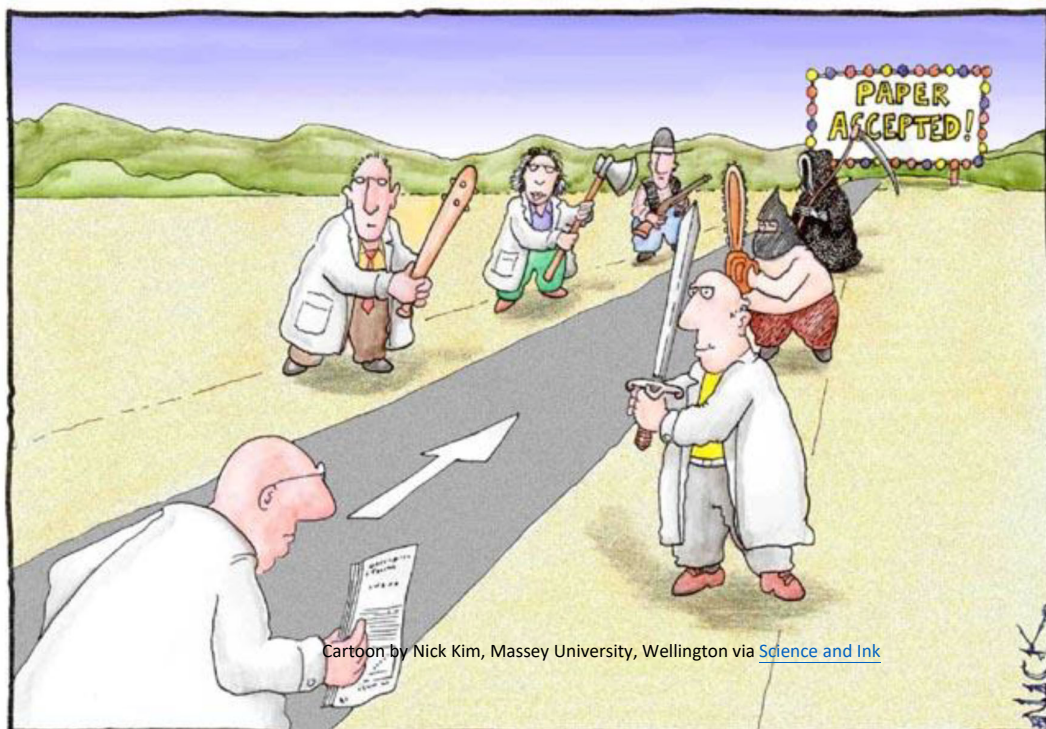
- An editor is expected to have the following qualities:
 - Academic achievement
 - Good reputation
 - Sense of responsibility, fairness (as opposed to favoritism), etc.

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Why is the review process so important?

- Quality control
- Quality improvement
- To meet the goals, editors and reviewers play critical roles in the process.

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Cartoon by Nick Kim, Massey University, Wellington via [Science and Ink](#)

Most scientists regarded the new streamlined peer-review process as "quite an improvement."

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Typical tasks of an editor

- Assign reviewers
- Make decisions
- Timely reports to authors
- Suggest topics for a special issue

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Selecting reviewers is crucial

- Familiarity with the topic of the manuscript under review
- Being critical but open-minded
- Helping authors to **develop** a quality paper (i.e., providing constructive comments)
- Timely comments
 - NTU Management Review and several other journals use an online submission system for such a control
 - Journals compete with one another in many aspects, including timely feedback to authors
 - ...並以平均60天內完成稿件初審為目標。若採計近一年編輯室所經手的近50篇稿件，初審平均花費時間約為54天。(管理學報第39卷第3期「編輯的話」)

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Selecting reviewers is crucial

- Construct a **database of reviewers** from which editors can select
 - Some scholars always decline the invitation or even do not reply whether they want to accept the invitation
 - Organizational citizenship behavior: If one only wants to submit papers but is not willing to review papers, how would academic journals survive – only authors without reviewers!
- The database also gathers various statistics
 - **Turnaround time** taken to make a decision for the first submission, and the **final decision**, **number of rounds** required, **acceptance/rejection rate** at the journal level and at the individual reviewer/editor level
- **Best reviewer award**
 - NTU Management Review has started its first step

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Selecting reviewers is crucial

- 避免敷衍/無價值之審查意見 There is no lack of cases where the review comments are perfunctory and even not helpful at all;
- But think of how authors would react to the review comments.
- “Even today, my knee-jerk response to referees and other critics is the same: **How can they be so foolish?** I sometimes need a cooling-off period of hours or days before I can make a rational reply.” (諾貝爾經濟學獎得主 Herbert A. Simon, *Models of My Life*, 1991: 69)

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Editor as a judge and mentor as well

- Using the matrix-machine to make a RR/rejection/acceptance decision is quite common in Taiwan
- But if the matrix-machine can make an academic decision, why should we need a human judge to serve as the editor?
- In 1990 NTU Management Review editorial board decided used a matrix for me to make a decision.
- This is to build the trust of authors to this journal and at the same time to mitigate the favoritism concern of Editor-in-Chief.
- But this matrix was later applied and followed by other journals in Taiwan until now.

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Editor as a judge and mentor as well

- An editor's decision on whether to give authors an opportunity to revise/resubmit or to reject right away certainly cannot be replaced by the matrix-machine.
- An editor may use the following criteria to make a decision after reading the manuscript as well as the reviewers' comments:
 - Important and interesting topic (e.g., timely issue, policy implications, resolving debates or mixed findings, consistency with the readership/aim of the journal, etc.)
 - Theory
 - Competent execution: design, and analysis (empirically addressable)
 - Clear and logical presentation (can be revised but probably for once only)
 - Contribution: theory, method, or practice (very subjective)

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Editor as a judge and mentor as well

- Timely decision and report to authors
- How many rounds of review are appropriate?

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《管理學報》創刊迄今已邁入第三十九年，是國內管理領域歷史最悠久、最具代表性的學術刊物，在管理學界享有甚高評價。學報在過去的努力下，將稿件審查速度提升許多，並以平均60天內完成稿件初審為目標。若採計近一年編輯室所經手的近50篇稿件，初審平均花費時間約為54天。本刊將努力讓這樣的審查速度能夠繼續保持，同時透過電子化的投稿與審查作業，以提供作者及審稿人更即時、更優質的服務。

隨著學術環境的轉變，《管理學報》的審查政策及原則已經適度地進行調整。學報過往的審查傾向於進行較嚴格的評斷取向審查，稿件在投稿時若未能達到較高的品質門檻，就非常可能被退稿；但協助學術社群發展及研究學者們的成長，應該是學報的重要責任，因此我們認為給予具發展潛力的論文有調整改善的機會應該是重要的。學報的稿件審查定位因此調整為趨向診斷取向審查，學報及審查人扮演協助作者發展及改善論文的角色，因此若研究議題有趣，具備理論貢獻潛力，將朝向盡量給予作者修改機會的方向提出審查意見，給予作者較明確的修改指引，逐步地引導與協助論文的發展。另一方面，呼應此定位的調整，**審查制度也已經修改過往較為僵固的審查原則，給予領域主編及總編輯更大的決策權限。**

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Editor as a judge and mentor as well: An example

Dear Author(s):

Thank you for submitting your manuscript “XXX” (REAR-2021-xxx) to the European Accounting Review.

I sent your manuscript to two experts in the field, and I have now heard back from both of them. As you will see, while both reviewers have positive things to say about the paper, they also express some quite serious concerns. The reviewers differ in their recommendation on how to proceed. While Reviewer 2 recommends me to give you the chance to the revise and resubmit your paper, Reviewer 1 is less optimistic, and recommends rejection. After reading the manuscript myself, first independently and then later alongside the review reports, I decided to follow the advice of Reviewer 2 and to invite you to revise and resubmit your manuscript, provided that you can adequately address the concerns of the reviewers. I think the topic of your study is important and timely, and while I agree with the reviewers that there are weaknesses in the theory development and potential shortcomings in the experimental designs, my impression is that these are not so severe that they close the path towards a publishable manuscript.

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Reviewer 1 questions whether the main finding in your first experiment is indeed due to the proposed mechanism (motivated reasoning). He/she asks some fundamental questions about the client retention incentives faced by engagement partners – and whether these would be fundamentally different if the engagement partner also happens to be the contact partner. He/she suggests the finding might be an experimental artifact caused by your design choice to only ask the “reinforcement questions” to the participants in the contact partner condition. Please carefully consider if there are possibilities to rule out this alternative explanation. If ruling it out it is impossible, I suggest you discuss it as a limitation of your study in the final section of the paper.

Reviewer 2’s main concern is very similar to that of Reviewer 1. He/she indicates that it is necessary to better explain exactly how being versus not being the ‘contact partner’ changes the situation that engagement partners find themselves in. This reviewer suggests clarifying the institutional context and more meaningfully reporting the collected descriptive demographic data could be helpful in addressing this issue. Reviewer 2 also highlights several other ways in which your manuscript could be improved through clarification and elaboration.

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My own reading of the manuscript leads me to two additional things that I would like you to take into account when revising the manuscript.

First, I feel the manuscript should be clearer about what matters at the conceptual level and what is ‘mere’ operationalization (Reviewer 2’s third point seems related to this). Most notably, I was surprised at the formulation of H3, which predicts an effect of ‘the presence (versus absence) of incentives to please the engagement partners’ whereas the discussion leading up to this hypothesis focuses on whether or not the engagement partner is a member of the management team. I also note a certain inconsistency here in the sense that the first two hypotheses focus on the specific roles of the involved parties (and theorize how about these roles affect incentives) whereas, as indicated, H3 focuses on the incentives – suggesting the roles are just an operationalization.

Second, I think it is important to be a bit more specific about the sample selection and data collection process, e.g., making it even clearer that you collected the data for two studies simultaneously and clarifying how instruments were distributed within the two firms.

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To start the resubmission process, please go to your Author Center on ScholarOne.

If you elect not to submit a revision, and you are certain you do not intend to resubmit at any time in the future, we would appreciate being advised.

Please note that EAR's policy is that revisions must be submitted within one year of the date of this decision letter. Thus, your revised manuscript should be uploaded by 12-Apr-2022. If it is not possible for you to submit your revision by this date, we will consider your paper as a new submission.

Finally, I appreciate your support of European Accounting Review and the opportunity to review your work.

As I will be sending the manuscript back to the same reviewers, please prepare a response memo outlining how you responded to each reviewer's comments. Please upload this response with your files at the File Upload stage and use the designation 'Response to Decision Letter.'

I look forward to receiving your revision. Good luck with your paper.

Kind regards,

XXX

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Final notes/issues

- Length of the paper often increases after revisions, but it may exceed the limit
- 【研討會得獎論文】 Conference papers/manuscript award-winning papers
 - There are a few papers that passed the review process for presenting at a conference and even won awards, but it turned out that they could not satisfy the reviewers in the formal review process.
- As to the authors, it is important to make sure that the first submission is well written and logically clear; otherwise a desk rejection is likely.
- When a manuscript is not reader friendly, no one can provide comments or suggestions because it is not understandable.
- 【Every paper has its home】 A manuscript that does not fit the aim or theme of a journal also likely receives a desk rejection (the recent change in the aim of *Accounting Horizons* is an example).

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II. The Roles of a Referee = ?

審查委員的角色與責任 = ?

如何做好學術論文審查

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Being a reviewer, basic checkpoints

1. an interesting and novel topic?
2. a fluid flow of ideas?
 - What is the research question?
 - *Some authors tend to beat around the bushes*
 - Whether the authors justify the research question?
 - *Most submissions got rejected because they only tell people what they did empirically, not “why” they did*
 - Whether the authors identify the tensions— conflicts, gaps in the literature
3. too obvious the propositions/hypotheses?
4. a logical problem in the theoretical reasoning?
5. consistency between theory and empirical design?
 - Qualitative or quantitative
 - Sample needs to match the underlying assumption
6. scientific rigor in methodology

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To be a good reviewer, she needs to do more

1. Whether to give the authors the benefit of the doubt?
 - Information disseminated to the readers...
 - Google relevant studies and
2. Any other alternative explanations?
3. Does the story match reality?
 - E.g., CEO over-confidence vs. early implementing industry
4. Knowing the subject better
5. Not just comments but constructive suggestions
 - *If I were the author, what would I do?*

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Being a reviewer, her relationships

- With the authors
 - Critics First
 - Counselors
 - Constructive suggestions
 - Asking for more? a bigger sample?
- With the chief editors
 - Helper
 - Identify submissions with novel ideas
 - Assess submissions' potential for publication
 - Check the scientific rigor of submissions
 - Co-creator?
 - New research areas
 - New research methods

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III. How Do we respond to review comments?

From the author's perspective



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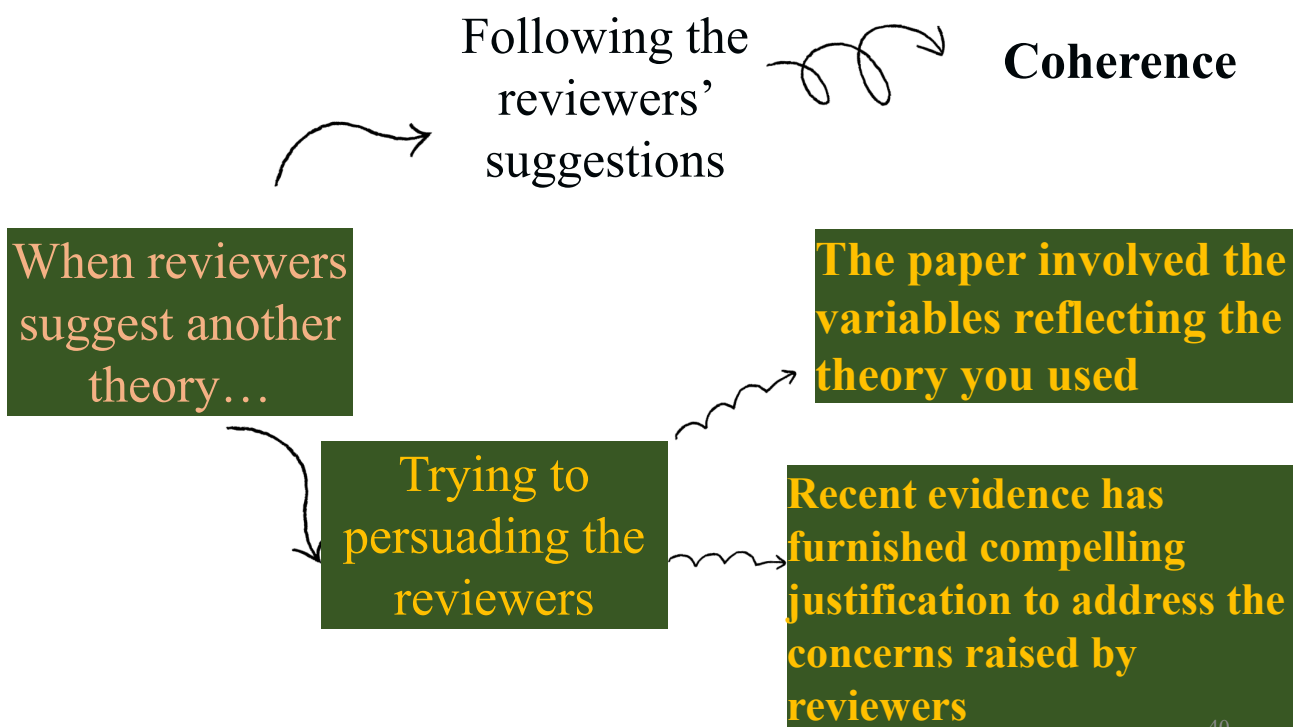
Review Process: Compensatory Education

- Authors' attempts to write theory are scrutinized in detail by reviewers and editors.
- Pages of pointed criticism are conveyed to authors in hopes of "educating them."
- By going through rounds of revision, a manuscript may end up with stronger theory, but this is not the same as saying that the authors have actually learned to write better theory.

Sutton, R. I., & Staw, B. M. (1995). What theory is not. Administrative Science Quarterly, 40(3), 371-384.

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Insisting or Compromising



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Compromising

- Rewriting it. 不要害怕重寫，尤其是introduction section
- Accurate Responses. 將一個comment拆解成幾個面向，逐一小點回覆
- Changes & ... 牽一髮動全身，有時建議改一小處，但要思考其它處是否一併修改
- Coherence. 大部份的reviewers都是當初稿重新閱讀，再看response letter

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感謝

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