SESSION PURPOSE

The main purpose of this special session was to increase session attendees’ ability to produce and submit manuscripts that have a high likelihood of being accepted and eventually published in the *JME*. Participants received a “Tips for Publishing in the *JME*” handout that provides ideas on author “dos and don’ts.” Audience members were encouraged and expected to ask questions of the editors during the session.

SESSION RATIONALE

High quality marketing education research and manuscripts are critically important if we are to advance our role and capabilities as effective marketing educators. Many outstanding marketing faculty members are likely to possess significant knowledge and experience that, if shared with others in the profession, would advance our field. However, it is believed that potential authors need more guidance on how to position their manuscripts before submission as well as how to reposition them once a revision has been invited after the first round of reviews. This faculty development session increased the knowledge about the characteristics of authors’ research and manuscripts eventually published by the *Journal of Marketing Education*.

SESSION OBJECTIVES

1. Provide training or refreshing of submission guidelines and evaluative criteria.
2. Provide insight into the review cycle and historical outcomes.
3. Provide information on why manuscripts are rejected on the first round.
4. Provide information on how to prepare a revised manuscript.

MAJOR TOPICS COVERED

Five major topics were covered during the session. They included: (1) following submission guidelines, (2) preparing the manuscript’s “front end,” (3) proving your research and analytical skills, (4) developing and making recommendations for marketing educators, and (5) preparing a revised manuscript. The five topics were addressed by the editor and associate editor. An overview of their recommendations follows:

Submitting Your Manuscript

The importance of following the journal’s current submission guidelines was stressed. Failure to follow guidelines can lead to a desk rejection or substantially delay the review process. Some common mistakes in not following guidelines include: revealing author or institutional affiliation information in the manuscript’s text, no clear demonstration of how the manuscript addresses the journal’s mission, not numbering pages, forgetting to remove editing marks or comments, and not properly preparing responses to reviewer comments when submitting revised manuscripts.

Preparing Your Manuscript’s Front End

It is very important to establish the importance of the manuscript’s message and articulate its contribution to the literature in the manuscript’s beginning. There should be a very focused review and use of existing literature to rationalize and frame the research problem/questions. The literature review establishes the context for the research project portrayed in the manuscript. Reviewers expect a literature review to connect with prior articles published in the *Journal of Marketing Education* and in other outlets. A clear conceptual model of the phenomena at issue is also very helpful in developing a strong research project and a strong manuscript.

Proving Your Research and Analytical Skills

Authors should use the middle part of their manuscript (methodology, measures, sample, and results) to prove their research and analytical skills. This section of the manuscript is the backbone on which the literature review, discussion and implications rest. No matter how good the literature
review or compelling the implications, they must still be backed up by strong methodological and result sections in order to convince reviewers that the manuscript has publication potential. It is often in this section of the manuscript where authors leave out details casting a shadow of doubt about the overall quality of the submission. Authors should also take care in fully and systematically explaining and rationalizing any specific measurements employed, sampling procedures, and data analysis steps. Many specific items might not be placed in a final published article but they may represent information reviewers “need” in order to judge a manuscript’s quality.

Developing and Making Recommendations

Again, the Journal of Marketing Education will not publish any article, regardless of its theoretical and/or empirical strength that does not offer a clear and substantial set of implications for marketing educators. This requires that the manuscript be tied to the readers’ needs and tell them how they will benefit from reading the article. The closure of the manuscript positions the classroom approach, curriculum idea, or professional development concept so that other educators can use the information. All authors should continually ask themselves the question, “What will readers now be able to do that they could not do before reading my article?” as one test of their implications or recommendations section. Rather than being a “tacked-on afterthought,” the final section of the manuscript must flow from the initial framework through the meaty pedagogical details developed in the heart of the paper. Whether obvious or surprising, the recommendations and implications must be logical and well supported. Speculation and jumps in logic or subject matter tend to be less successful than clear applications to the reader’s professional life.

Preparing Your Revised Manuscript

About one-half of those authors invited to prepare and submit a revised manuscript actually do so. Yet, the journal, on average, accepts around 80 percent of the revised manuscripts it receives. Authors submitting revised manuscripts need to think of the editor and the three original reviewers as customers and address their information needs. The reviewers and the editor want confidence that if the manuscript were published it would be both read and valued by the journal’s readers. When invited to submit a revision, authors are sent a letter highlighting what are seen as the major issues the author(s) need to address in their revision. When submitting the revision, it is always very wise of the author(s) to explicitly communicate to the reviewers and the editor how the major issues (of the original manuscript) were addressed. Accordingly, if authors are unclear about these major issues or any of the concerns of the reviewers, they should contact the editor for clarification or different guidance. On occasion, an editor may need to communicate with one or more of the reviewers to help with the clarification tasks. Authors are advised to identify reviewer comments that require minor revisions versus those requiring a major rewrite of section(s) and to look for commonality within the comments of different reviewers before tackling the actual revision process. Authors should clearly report how they handled all reviewer comments. It is best to use a table format with reviewer comments in the left column and your responses in the right column. If you are not able to handle a comment, use a professional tone to thank the reviewer for the suggestion and explain why you could not do what was asked of you.

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