**Reviewing Workshop With The Journal of Management Education**

**Session type**: PDW

**Time requested**: 60 minutes

**Abstract**

As Lund Dean and Forray (2020, p. 123) note, “publishing every issue of [the Journal of Management Education] reflects the involvement of many individuals”. Reviewers, who volunteer their time to provide high-quality developmental feedback to fellow authors, make an invaluable contribution to both the journal and the field at large (e.g., Lund Dean & Forray, 2015). In this 60-minute professional development workshop, members of the editorial team of the Journal of Management Education will overview the journal’s review process and review philosophy, as well as provide advice on how to write effective reviews.

*Keywords*: Reviewing, scholarship of teaching and learning, feedback.

**Introduction**

Reviewing is a great way to become involved with a journal and can lead to opportunities to take on additional roles, such as Editorial Board Member and Associate Editor (e.g., Leigh & Edwards, 2021; Lund Dean & Forray, 2020). Indeed, as Lund Dean and Forray (2020, p. 123) note, “publishing every issue of JME reflects the involvement of many individuals”. Reviewers, who volunteer their time to provide high-quality developmental feedback to fellow authors, make an invaluable contribution to both the journal and the field more broadly (e.g., Lund Dean & Forray, 2015).

In this professional development workshop, members of the editorial team of the Journal of Management Education (JME) will discuss the review process, the journal’s review philosophy, and provide advice on how to craft effective and developmental reviews. In the first part of the session, we will overview the peer review process – including best and worst practices for reviewers and frequently asked questions. In the second part of the session, we will review and critique a range of actual reviews submitted to JME (which are anonymized). We will conclude with time for questions from attendees.

**Learning Objectives, Engagement, & Takeaways**

At the end of the workshop, we hope that participants will 1) be more familiar with the peer review process at JME, as well as 2) be able to identify several ideal and less ideal reviewing practices, that they can then apply to future reviewing activities. Key takeaways from the session include a stronger understanding of the review process and the role of reviewers, as well as concrete resources for developing reviewing competencies.

**Session Format**

Table 1 (presented on the next page) outlines the agenda for the 60-minute workshop.

Table 1

Agenda for the Session

|  |  |
| --- | --- |
| **Activity** | **Timing** |
| **Welcome and introductions**: The presenters will welcome participants and introduce themselves.  | 5 minutes  |
| **Introductions**: Next, the presenters will ask attendees to introduce themselves as well, and share, if they are comfortable, their institution and what they hope to learn from the session, as well as their level of experience reviewing for journals.  | 10 minutes  |
| **Overview of the peer review process**: The presenters will share some slides on the peer review process at JME and the journal’s review philosophy, while also answering some frequently asked questions about reviewing.  | 15 minutes  |
| **Discussing and critiquing anonymized reviews**: In small groups, we will discuss and critique some anonymized actual reviews, in order to identify best and worst practices.  | 20 minutes |
| **Closing**: We will close with time for questions from participants.  | 10 minutes |
| **TOTAL:** | 60 minutes |

**References**

Leigh, J. S. A., & Edwards, M. S. (2021). How to become involved in JME? Joining the peer-review process. *Journal of Management Education*, *45*(5), 675-684.

Lund Dean, K., & Forray, J. M. (2015). Harry Potter in the academy: Reviewing and our own cloak of invisibility. *Journal of Management Education*, *39*(6), 675-680.

Lund Dean, K., & Forray, J M. (2020). Seeding the editorial garden: Revisiting a growth metaphor. *Journal of Management Education*, *44*(2), 123-128.