

# Going from Research to Publication

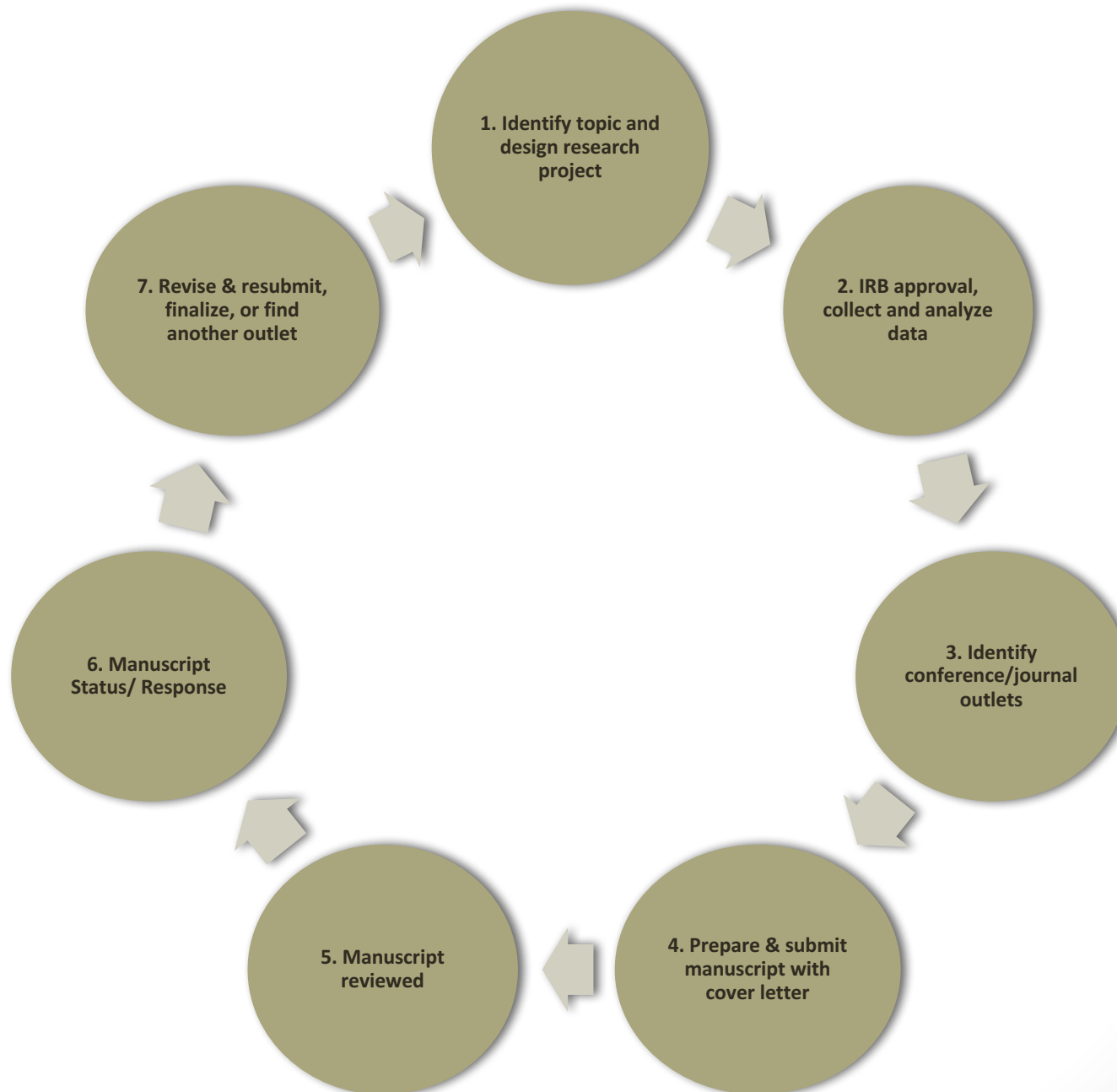
Texas State University  
(Grad College Shop Talk, April 5, 2017)  
APCE Student Organization  
Nov. 6, 2017

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Texas State University

# Benefits of research & publishing in Grad school

- Expand knowledge in terms of content and methodology
- Build research skills necessary for dissertation research
- Collaborate with peers and faculty; provides for peer and faculty mentorship
- Insight regarding the research aspect of academia; if you want to become faculty this is necessary
- Attend professional conferences and present work, while networking
- Disseminate research findings through publications in book chapters, journals, policy briefs, etc.
- Makes you more competitive for scholarships, grants, future employment

# Research & Publication Process



# 1. Identify topic and design research project

- Identify a topic and consider your methodological approach to design a study. Can be an individual or collaborative project. Reach out to faculty if interested in collaborating.
- Utilize papers/projects in courses to conduct your own study, examine a topic further that could be a pilot for your dissertation.
- Conduct a literature review in an area that hasn't been examined.
- Consider writing for an audience. Ex. Write a paper for a conference, and then submit to associated journal.

# One study can yield several papers

## College choice process of Mexican American Students (dissertation study)

- Original data: 20 student interviews, 5 counselor interviews utilizing Chicana feminist & Social capital framework
- Manuscripts:
  1. Martinez, M. A. (2014). College information, support, and opportunities for all?in *Journal of Cases in Educational Leadership*
  2. Wealth, stereotypes, and issues of prestige: The college choice experience of Mexican American students within a community context in *Journal of Hispanic Higher Education*
  3. Helping Latina/o students navigate the college choice process: Considerations for secondary school counselors in *Journal of School Counseling*
  4. (Re)considering the role *familismo* plays in Latina/o high school students' college choices in *The High School Journal*
  5. Examining college opportunity structures for students of color at high "minority," high poverty secondary schools in Texas in *Journal of School Leadership* (collaborative)
  6. Coloring the college pipeline: Students of color and the role of community cultural wealth in college access and choice in *Urban Review* (collaborative)

## 2. IRB approval, collect and analyze data

- All studies that include human subjects must be approved by Texas State's Institutional Review Board
- Current process requires a faculty sponsor, so you need to work with faculty prior to submitting IRB.
- If collecting data from a school or organization may need additional approvals
- Consider creative means of collecting data, including journaling, autoethnographic study, examining archival data, policy analysis.

# 3. Identify Conference or Journal Outlets

- Conferences (for field of educational leadership, higher education)
  - University Council for Educational Administration (UCEA)
  - American Educational Research Association (AERA)
  - American Educational Studies Association (AESA)
  - Association for the Study of Higher Education (ASHE)
  - State and regional conferences
- Journal outlets
  - Familiarize yourself with journals pertinent to your topic.
  - Refer to journals that published the literature you cited in your manuscript.
  - Get recommendations from colleagues/peers about journals and their turn around time.
  - Utilize Cabell's Directories of Publishing Opportunities, database through library
    - Business, Education, Psychology, Computer Science, Health
    - Call for Papers

## Cabell Directory Search Results

#	Display	Journal Title	Review	No.Ext. Rev.	Acceptance Rate	Website Link	Indexed in JCR/ERIC	Fees	Cabell's Latest Update	Editor's Location
1.	<a href="#">Display</a>	AABRI Research in Higher Education Journal	Blind	2	20%	<a href="#">Yes</a>		Yes	Aug 15, 2012	USA
2.	<a href="#">Display</a>	AASA Journal of Scholarship and Practice, The	Blind	2	22%	<a href="#">Yes</a>	ERIC	No	Nov 6, 2012	USA
3.	<a href="#">Display</a>	Academy of Educational Leadership Journal	Blind	2	25%	<a href="#">Yes</a>			Jun 19, 2012	USA
4.	<a href="#">Display</a>	ACEF Journal, The	Blind	3	35%	<a href="#">Yes</a>		No	Nov 30, 2012	USA
5.	<a href="#">Display</a>	Administrative Issues Journal: Education, Practice, and Research	Blind	3	19%	<a href="#">Yes</a>		Yes	Nov 29, 2012	USA
6.	<a href="#">Display</a>	AIR Professional File, The	Blind	3	33%	<a href="#">Yes</a>		No	May 20, 2013	USA
7.	<a href="#">Display</a>	Alberta Journal of Educational Research, The	Blind	3	23%	<a href="#">Yes</a>	ERIC		Nov 1, 2012	Canada
8.	<a href="#">Display</a>	American Educational Research Journal: Social and Institutional Analysis	Blind	3+	7%	<a href="#">Yes</a>	JCR/ERIC	No	Sep 26, 2012	USA
9.	<a href="#">Display</a>	American Journal of Education	Blind	3	9%	<a href="#">Yes</a>	JCR/ERIC		May 18, 2011	USA
10.	<a href="#">Display</a>	Asia Pacific Education Review	Blind	2	18%	<a href="#">Yes</a>	JCR/ERIC	No	Feb 12, 2013	South Korea
11.	<a href="#">Display</a>	Asian Education and Development Studies	Blind	2	50 - 60%	<a href="#">Yes</a>			Aug 29, 2011	Taiwan
12.	<a href="#">Display</a>	Assessing Writing	Blind	3	50%	<a href="#">Yes</a>	ERIC		Aug 3, 2012	United Kingdom
13.	<a href="#">Display</a>	Association of Mexican American Educators Journal	Blind	2	20%	<a href="#">Yes</a>	ERIC	No	Sep 21, 2012	USA



## Create your own table of pertinent journals

<b>General Education/Other</b>	<b>Counseling</b>
Educational Theory	Professional School Counseling
American Educational Research Journal (AERA)	School Counselor
Educational Evaluation and Policy Analysis (AERA)	Journal of School Counseling
Educational Researcher (AERA)	Journal of Multicultural Counseling and Development
Journal of Educational and Behavioral Statistics (AERA)	
Review of Educational Research (AERA)	<b>Higher Education Focused</b>
Review of Research in Education (AERA)	Journal of Higher Education
Harvard Educational Review	New Directions for Student Services
International Journal of Intercultural Relations	Journal of College Student Development
Feminist Studies	Journal of Teaching and Learning in Higher Education (pedagogy)
Feminist Theory	Review of Higher Education
Taboo	Journal of Student Affairs of Research and Practice
Critical urban education	Journal of Diversity and Higher Education
Urban education	International Journal of University Teaching and Faculty Development
International Journal of Critical Pedagogy	The Journal of Leadership Studies
Women, Gender, and Families of Color	Journal of the Professoriate
<b>Qualitative Methods Journals</b>	
International Journal of Qualitative Studies in Education	
Qualitative Inquiry	
Journal of Ethnographic and Qualitative Research	

# Once you find a conference...

- Read Call for Proposals & associated deadlines
- Session Categories (Generally)
  - Paper session-Report research or analyze an issue. Proposal includes: purpose, theoretical framework, methods and data sources, findings, and conclusions. You complete a paper.
  - Symposia-Session on a topic where organizers chair session and facilitate discussion. Symposium participants write papers.
  - Roundtable-Present research with others at a table. Encouraged for exchange of ideas, less formal. You complete a paper.
  - Poster Session-Research findings and/or a topic explored through a poster with visual and graphic info. You stand by your poster during designated time.

# Once you find a journal...

- Read all of the information related to:
  - Manuscript submission process
  - Aim & Scope of the Journal
- Review types of articles published in the journal, possibly cite some in manuscript
- Most journals have an online submission system (ex. Sage, Project Muse).
- Some use email submissions, few hard copy.
- Consider journals that draw on your experiential knowledge
  - Journal of Cases in Educational Leadership

## 4. Prepare & Submit Manuscript w/Cover Letter

- Manuscript (could be a previous conference paper):
  - Most utilize APA formatting & style, some MLA depending on journal
  - 20-30 pages in length, some specify word count (ex. 7,500 or less)
  - Ensure proper formatting for tables, figures, graphs
  - Check specific guidelines regarding footnotes, other information needed (ex. author info, recognitions)
  - Have another peer/scholar review manuscript before submitting
  - Usually you submit: 1) blind manuscript, 2) title page with authors' contact info, 3) tables/figures doc, 4) cover letter

# Example Cover Letter

Dr. Michael William Mulnix and Dr. Esther Elena López-Mulnix  
Editors of the Journal of Hispanic Higher Education  
Mercy College  
New York, NY

May 30, 2011

Dear Drs. Mulnix and López-Mulnix:

I would like to submit the manuscript, "Wealth, Stereotypes, and Issues of Prestige: The College Choice Experience of Mexican American Students within their Community Context," for consideration for possible publication in the *Journal of Hispanic Higher Education*.

The *Journal of Hispanic Higher Education* is an internationally recognized peer-reviewed journal known for its interdisciplinary focus on Hispanic issues in higher education. As such, this manuscript speaks to the need to increase college access and college going rates among Hispanic students, specifically those of Mexican descent. In particular, this study examines the various forms of capital that 20 Mexican American high school seniors from the South Texas Border draw upon within their community to assist them in navigating their college choice process. In doing so, the hope is to add to the limited research that highlights the role that non-familial or school related individuals can play in this process (Stanton-Salazar & Spina, 2003).

I believe this study is appropriate for this journal with its focus on the college choice process of Mexican American students. This area of research is pertinent to educators in K-12 and higher education, community leaders, and policy makers who are interested in helping increase access to postsecondary education for Latina/o/Chicano students. In addition, the focus on community members' role in this process may help other stakeholders better understand the assets that can be further utilized in predominantly Latina/o/Chicano communities like South Texas.

An earlier version of this paper was presented at the American Educational Research Association (AERA) in April 2011. However, this paper has not been published and is not under consideration at another journal.

Thank you for your time and consideration. Sincerely,

Dr. Melissa A. Martinez  
Postdoctoral Fellow  
University of Texas at Austin  
Division of Diversity and Community Engagement

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[mm224@txstate.edu](mailto:mm224@txstate.edu)

# Keep track of work: Journal Submissions/Publications Org Chart

Paper Title	Authors	Journal/Conference	Data of Submission
“Converging pathways: Promoting the success of foreign-born & native-born Latina/o college students at four-year institutions.”	Victor B. Sáenz, Ph.D.* Angélica Aguilar Rodriguez Melissa A. Martínez Enrique Romo	Journal of the Association of Mexican American Educators (AMAE)	April 1, 2011; July 14 <sup>th</sup> accepted with revisions, to be turned in my Aug. 15. Going to be published Dec. 2011 <b>Accepted</b>
AThere's just so much we can do": Counselors' Perceptions of Mexican American Students' College Choice"  New title: Helping Latina/o Students Navigate the College choice process: Considerations for Secondary School Counselors	Melissa A. Martinez	Professional School Counseling journal (recommended Journal of School Counseling)  Presented at ASHE 2010/AERA 2011	April 15, 2011-Rejected July 12, 2011. Revising by Jan. 2012. Submit by Feb. 2012  <b>Accepted!!!</b>
"Wealth, Stereotypes, and Issues of Prestige: The College Choice Experience of Mexican American Students within a Community Context"	Melissa A. Martinez	Journal of Hispanic Higher Education  (Presented at AERA 2011).	May 16, 2011-Sept. 6, 2011, recommended for pub with minor revisions. Proofs checked & sent 11/14/11. <b>Accepted</b>
“All the information is online”: How Mexican American Youth Rely on the Internet as a main Source of College Knowledge"	Melissa A. Martinez	Youth & Society  (Accepted and withdrawn from ASHE 2011)  Association of Mexican American Educators Journal	June 29, <b>2011-Rejected Sept. 5</b>
Examining College Opportunity Structures for Students of Color at High “Minority,” High Poverty Secondary Schools in Texas	Melissa A. Martinez Anjale Welton	Journal of School Leadership  (Accepted at UCEA 2011)	Submitted 10/17/11 (expected April 2012)  <b>Accepted!!!!</b>

# 5. Manuscript Review

- Time: 3-6 months
- Some manuscripts first reviewed by editorial board, then sent to reviewers
- Manuscripts are generally reviewed by at least 2 scholars in the field
- Reviewers provide detailed feedback regarding areas of improvement, strengths, and fit for journal
- You can volunteer to be a reviewer for conference proposals

## Ex. Feedback from *Journal of School Leadership*

### OVERALL MANUSCRIPT RATINGS

Please respond to the following by placing single n “X” in the appropriate box that corresponds with your assessment. The questions are intended to prompt your thinking about each area:

	High	Medium	Low
<b>Overall Scholarship</b> <ul style="list-style-type: none"> <li>• Are the tone, style, and use of terminology appropriate and readable?</li> <li>• Does the author follow APA style?</li> <li>• Do the organization of the manuscript and logic of arguments detract from (or enhance) the presentation of the research?</li> <li>• Are all claims supported by appropriate evidence?</li> <li>• Is the manuscript free of grammatical errors?</li> <li>• Is the research innovative?</li> </ul>	X    X   X X	          X(Enhance)	
<b>Significance of Topic</b> <ul style="list-style-type: none"> <li>• Does the research examine an area of critical importance related to school leadership in an innovative manner?</li> </ul>	X		
<b>Quality of Conceptualization</b> <ul style="list-style-type: none"> <li>• Does the author adequately review appropriate empirical research, conceptual research, and theoretical perspectives in this area?</li> <li>• Has the author presented a rich and nuanced (rather than simplistic) review of extant literature?</li> </ul>		X X	
<b>Methodological Soundness and Appropriateness</b> <ul style="list-style-type: none"> <li>• Is the methodological approach appropriate, given the espoused purpose of the research?</li> <li>• Is the research design well articulated and executed?</li> </ul>	X X		
<b>Quality of Data Collection and Analysis</b> <ul style="list-style-type: none"> <li>• Does the author clearly articulate data collection and analysis procedures, if appropriate?</li> <li>• Does the data analysis clearly flow from the articulated conceptualization?</li> </ul>		X X	
<b>Appropriateness for JSL</b> <ul style="list-style-type: none"> <li>• Is the article clearly about some aspect of school or educational leadership?</li> <li>• Does the research seek to inform the work of <i>both</i> practitioners and scholars?</li> </ul>	X X		



## Ex. Feedback from *Journal of School Leadership*, cont.

Please note that the *Journal of School Leadership* encourages authors to submit **all** forms of research related to school leadership. We do not advocate a bias toward any mode of inquiry (e.g. qualitative vs. quantitative; empirical vs. conceptual; discipline-based vs. interdisciplinary, etc). Please evaluate a manuscript within its methodological and topical paradigm. We encourage all authors to consider both the local and global implications of their work.

**Please make a summative recommendation regarding publication of this manuscript. This is not shared with the author(s).**

\_\_\_\_\_ Accept (with minor editing and/or a few clarifications)

X \_\_\_\_\_ Revise and Resubmit (MS topic significant; MS has strong potential)

\_\_\_\_\_ Reject (for reasons stated in review)

**OTHER COMMENTS FOR EDITORIAL TEAM (Please feel free to offer a candid assessment of the manuscript. This is not shared with the author(s). Use as much space as necessary.**

The manuscript is well suited for this journal, but does have a few modifications that need to be addressed in order for it to be ready for publication.

### **CONSTRUCTIVE CRITICISM FOR AUTHOR(S):**

In this section, it is particularly useful if your comments are specific and substantive. If you can provide references the authors have not included that you feel would improve the work and/or cite specific passages and page numbers in the manuscript that will help the authors understand your critique more clearly, this is especially helpful. The *Journal of School Leadership* editorial team examines all reviews and chooses exemplary reviews as nominations for the “Journal of School Leadership Outstanding Reviewer” Award, presented annually to recognize outstanding contributions to the study of school leadership. Use as much space as necessary and please, write the review you would like to receive.

## Ex. Feedback from *Journal of School Leadership*, cont.

This manuscript is well written overall, but does have a few areas that could be refined before it is accepted for publication.

### Regarding the Introduction:

The claim made regarding the absence of Latina/Chicana experiences in the literature related to educational leadership warrants a citation. Perhaps the author could refer to the following works:

Mendez-Morse, S. (2003). Chicana Feminism and Educational Leadership. In M.D. Young and L. Skrla (Eds.) *Reconsidering feminist research in educational leadership*. 161-177. Albany, NY: State University of New York Press.

Mendez-Morse, S., (2000). Claiming the forgotten leadership. *Urban Education*, 35(5), 584-596.

Wrushen, B. R., & Sherman. (2008). Women secondary school principals: Multicultural voices from the field. *International Journal of Qualitative Studies in Education*, 21(5) September-October 2008, 457-469.

### Regarding the Review of the Literature:

The author relies heavily on scholarship in various fields outside the realm of education/educational leadership. While there may be a dearth of literature related to Latina/Chicana educational leaders in particular, there are other works in the realm of educational leadership that seem relevant to this study and could have been noted. Such works include those previously mentioned and the three that follow.

Grogan, M., & Shakeshaft, C. (2011). *Women and Educational Leadership*. San Francisco, CA: John Wiley & Sons, Inc.

Tooms, A., & Boske, C. (2010). *Bridge Leadership: Connecting Educational Leadership and Social Justice to Improve Schools*. United States of America: Information Age Publishing, Inc.

Valverde, L.A. (2003). *Leaders of color in higher education: Unrecognized triumphs in harsh institutions*. Walnut Creek, CA: AltaMira Press

# 6. Manuscript Status/Response

Example email to Editor to check on status of manuscript:

Dr. Padilla,

I was writing to check on the status of a manuscript I submitted for possible publication in the *Hispanic Journal of Behavioral Sciences* on September 12, 2012. The manuscript is entitled "A Hybrid Social Capital and Chicana Feminist framework to further understand Mexican American College Choice." Since it has now been five months, I would greatly appreciate you providing me with insight as to when I might be receiving a disposition on this manuscript so that I know how to proceed.

Sincerely,

Melissa A. Martinez, Ph.D.

Assistant Professor in Education & Community Leadership Counseling,  
Leadership, Adult Education, and School Psychology Department Texas State  
University-San Marcos 601 University Drive, ASB South 322 San Marcos, TX  
78666 Office Phone: (512) 245-4587 Cell Phone: (512) 796-  
2049 Email: [mm224@txstate.edu](mailto:mm224@txstate.edu)

## Possible Responses from Journal

- Rejection
- Acceptance, with no edits
- Acceptance, with minor edits
- Revise and resubmit (usually requires substantial edits)

Example Response letter/email that indicates process:

Hello Drs. Martinez and Welton:

Thank you for submitting your manuscript to the *Journal of School Leadership*. The purpose of this message is to acknowledge receipt of your work and to let you know what comes next. Typically, manuscripts will be sent to three or four reviewers for a double-blind peer review. Once we receive all reviews, I will work with the journal's associate editors to reach a manuscript disposition. These decisions are informed by: (a) the recommendations of our reviewers, (b) whether or not the manuscript is in line with the purpose of the journal, and; (c) whether or not the manuscript is appropriate quality, with respect to treatment of the topic, methodology, and to advancing our understanding of educational leadership in general and school leadership in particular. After approximately 12 weeks, you will receive a disposition letter indicating whether the manuscript is accepted, accepted provisionally, a revise & resubmit or rejected. SPECIAL NOTE: The journal has moved from the University of Missouri to Iowa State University, where I remain editor. Please address all future correspondence to: [jsl@iastate.edu](mailto:jsl@iastate.edu).

Again, I thank you for submitting your work to the *Journal of School Leadership*. If you have not received a manuscript disposition notice within 12 weeks or if you have any questions, please contact me at once.

## Example rejection letter/email

5-Jun-2013

Dear Dr. Martinez:

Your manuscript RHE-12-230, entitled "Drawing upon Social, Navigational, and Resistant Capital: Assistant Professors of Color Confront the Inequitable Terrain of the Academy" has been reviewed by two readers. Unfortunately, both reviewers' publication recommendations and enclosed observations are not sufficiently positive to warrant a favorable publication decision.

I regret that the decision could not be positive in this particular instance and hope you will continue to consider The Review of Higher Education as a publication source for your future manuscripts. Best wishes in finding a suitable publication outlet for the manuscript.

Sincerely,

Dr. Amaury Nora

Editor-in-Chief, Review of Higher Education

[amaury.nora@utsa.edu](mailto:amaury.nora@utsa.edu)

Reviewer(s)' Comments to Author: [followed]

# Example acceptance with no edits letter/email

Example acceptance with no edits letter/email:

18-Sep-2012

Dear Dr Martinez:

Ref: Latino Parents' Perceptions of the Role of Schools in College Readiness

Our reviewers have now considered your paper and have recommended publication in Journal of Latinos and Education. We are pleased to accept your paper in its current form which will now be forwarded to the publisher for copy editing and typesetting. The reviewer comments are included at the bottom of this letter.

You will receive proofs for checking, and instructions for transfer of copyright in due course.

The publisher also requests that proofs are checked through the publisher's tracking system and returned within 48 hours of receipt.

Thank you for your contribution to Journal of Latinos and Education and we look forward to receiving further submissions from you.

Sincerely,  
Dr Murillo  
Editor in Chief, Journal of Latinos and Education  
[emurillo@csusb.edu](mailto:emurillo@csusb.edu)

Reviewer(s)' Comments to Author: [followed]

# Example acceptance with minor edits letter/email

Dear Dr. Martinez:

31-May-2013

Manuscript ID WKRO-2013-0020 entitled "(Re)considering the role familismo plays in Latina/o high school students' college choices" that you submitted to the The High School Journal has been reviewed. The comments of the reviewers are included at the bottom of this letter.

The reviewers have recommended publication, but also suggest some minor revisions to your manuscript. The editorial board recommends attending only to the third reviewer's suggestion to trim some direct quoting from the literature review. If there are other places you feel you can condense or streamline, please do so. We also recommend a close read to correct grammatical errors and APA formatting.

To revise your manuscript, log into <http://mc.manuscriptcentral.com/unc-hsj> and enter your Author Center, where you will find your manuscript title listed under "Manuscripts with Decisions." Under "Actions," click on "Create a Revision." Your manuscript number has been appended to denote a revision.

You will be unable to make your revisions on the originally submitted version of the manuscript. Instead, revise your manuscript using a word processing program and save it on your computer. Please also highlight the changes to your manuscript within the document by using the track changes mode in MS Word or by using bold or colored text.

Once the revised manuscript is prepared, you can upload it and submit it through your Author Center.

When submitting your revised manuscript, you will be able to respond to the comments made by the reviewer(s) in the space provided. You can use this space to document any changes you make to the original manuscript. In order to expedite the processing of the revised manuscript, please be as specific as possible in your response to the reviewer(s).

**IMPORTANT:** Your original files are available to you when you upload your revised manuscript. Please delete any redundant files before completing the submission.

Because we are trying to facilitate timely publication of manuscripts submitted to the The High School Journal, your revised manuscript should be uploaded as soon as possible. If it is not possible for you to submit your revision in a reasonable amount of time, we may have to consider your paper as a new submission.

Once again, thank you for submitting your manuscript to the The High School Journal and I look forward to receiving your revision.

Sincerely,

Scott Morrison, Ph.D.

Editor, The High School Journal

[highschooljournal@unc.edu](mailto:highschooljournal@unc.edu)

# Example Revise and Resubmit letter/email

22-Feb-2013

Dear Dr. Martinez:

Manuscript ID WKRO-2012-0093 entitled "Negotiating opposing cultural and familial values: Familismo and Latina/o college choice" that you submitted to The High School Journal has been reviewed. The comments from the reviewers are included at the bottom of this email.

Because of the comments from the reviewers, the editorial board must decline the manuscript for publication in the The High School Journal at this time. However, we invite you to resubmit a manuscript that takes into consideration these comments.

Please note that resubmitting your manuscript does not guarantee eventual acceptance, and that your resubmission will be subject to re-review by the reviewers before a decision is rendered.

You will be unable to make your revisions on the originally submitted version of your manuscript. Instead, revise your manuscript using a word processing program and save it on your computer.

Once you have revised your manuscript, go to <http://mc.manuscriptcentral.com/unc-hsj> and login to your Author Center. Click on "Manuscripts with Decisions," and then click on "Create a Resubmission" located next to the manuscript number. Then, follow the steps for [resubmitting your manuscript](#).

Because we are trying to facilitate timely publication of manuscripts submitted to the The High School Journal, your revised manuscript should be uploaded within 60 days. If it is not possible for you to submit your revision within a reasonable amount of time, we will consider your paper as a new submission.

We look forward to a resubmission.

Sincerely,  
Scott Morrison  
Managing Editor  
The High School Journal  
[highschooljournal@unc.edu](mailto:highschooljournal@unc.edu)

Reviewer Comments: [followed]



# 7a. Revise & Resubmit

- Revise manuscript based on feedback
- Remember you don't have to accept/agree with all of the feedback but you do have to respond to it. If you didn't make a change, explain why.
- Usually, highlight or TRAC changes in Word on your manuscript
- Create a separate list of revisions made in your document
- Often you are given 1-3 months to complete revisions

# Ex. List of Revisions

List of revisions based on Reviewer's comments

Reviewer: 1

Comments to the Author

With some reorganization, clarification and a bit more detail this article will be a great addition to the literature on Latina/o college choice! See attached.

1. Is this a timely topic pertinent to secondary education? Is the perspective fresh and filling a void in the literature?

Yes, Latina/o college choice is extremely relevant and timely. This perspective can fill a void in the current literature.

2. Is the paper clearly written? Is it engaging reading? Is it mechanically sound?

Author(s) could make a stronger case regarding how this project is building off existing college choice literature besides just adding Latino males to the study. The introduction could make a stronger case as to why it is important to look at Latina/o college choice, and in particular, students of Mexican descent. There are also terms used that warrant definitions (i.e. social capital (p.4), "the greater society" (p.10), "my basics" (used throughout student quotes), and machismo (p. 29-30).

- **Additional data was provided in the introduction to help make a stronger argument for examining Latina/o college choice in general, and that of students of Mexican descent in particular.**
- **Definitions were provided in the text for the terms noted, except for "the greater society," as this phrase was deleted.**

More detail regarding the sites, sample and sample selection are needed. For example, how did counselors target participants if 95%+ of high schools were of Latina/o descent? Were students U.S. born or not? Was parental consent obtained for 17 year-old students? Were students of Mexican descent targeted or was this a result of the south Texas region? If students of Mexican descent were targeted, this is not explained. The fact that the entire sample is of Mexican descent is not made clear until the "Issues" section. This should be mentioned much earlier. What is the gender breakdown of counselors? How were counselors targeted? Were they the only ones available? How were the high school sites selected?

- **Additional information was provided in the Methodology section to answer each of these questions.**

# 7b. Finalizing Manuscript

- If accepted outright or revision is accepted, you will move to final stage.
- You will have to complete a copyright form, for publication rights.
- You will receive proofs that you need to review, and you may have queries that you need to respond to
- Once proofs are reviewed/queries are complete, it may take several more months or even up to a year for the manuscript to be published in the journal.
- Often manuscripts are published online before hard copy.

## AUTHOR QUERY FORM

*Journal title:*        *JHHE*

*Article Number:*    *428992*

Dear Author/Editor,

Greetings, and thank you for publishing with SAGE. Your article has been copyedited, and we have a few queries for you. Please respond to these queries when you submit your changes to the Production Editor.

Thank you for your time and effort.

Please assist us by clarifying the following queries:

No	Query
1	Please provide page numbers for the quote beginning “This is not to say that such individuals...”
2	Please mention source in the quote beginning “poverty rate, percentage of impoverished school...”; for example, Miller, 1982.
3	Please confirm whether the quote beginning ““intellectual and social...” has been reproduced from Yosso, 2005.
4	Please confirm whether the given conflict of interest statement is accurate and correct.
5	Please confirm whether the given funding statement is accurate and correct.
6	Please provide brief bio of the author.

# 7c. Finding another outlet

- If rejected, suggestions are too many, or you do not agree with feedback entirely, you can always send the manuscript somewhere else
- Process for submission begins again

# The Publication Process...

- Takes longer than you think! It can take years to publish a piece.
- Can be discouraging because you will be rejected at some point. You can't give up, and must consider rejections and/or revise and resubmits as opportunities to improve your work.
- Is hierarchical, in that journals vary in prestige, reach, etc. Only submit to peer-reviewed journals, but they can vary in prestige. Aim high, but have back-ups.
- Can seem isolating, but you don't have to do it alone! Create a team, and take turns leading. You can/should publish on your own at some point as well.

# When working with a team...

- Decide on order of authorship up front, often lead is first on all pieces unless negotiated
- Tasks are dispersed based on order of authorship, but also strengths. Lead author and 2<sup>nd</sup> author take on most work.
  - 1<sup>st</sup> Intro, research question's, methods/analysis framework (essentially puts it all together and ensures quality)
  - 3<sup>rd</sup>/4<sup>th</sup> Background literature
  - 2<sup>nd</sup> Theoretical Framework
  - 1<sup>st</sup> & 2<sup>nd</sup> Methods (Data sources, data collection & analysis, trustworthiness, limitations)
  - All, 1<sup>st</sup> Findings (Team reviews/analyzes certain or all transcripts, further analyzes/narrows findings as team; Identify analysis method that works for you all, and stick to it.)
  - 3<sup>rd</sup>/4<sup>th</sup> Discussion & Implications
- Once a final version of the paper is complete, usually it is sent around to each team member for editing/review.

Any Questions????