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STRATEGIES FOR PUBLISHING IN PEER-REVIEWED JOURNALS: A PATH FOR CAREER SUCCESS

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ABSTRACT

Professors face relentless pressure to publish while simultaneously meeting teaching and service demands. This paper provides career guidance on balancing these activities and provides one senior academic's thoughts and experiences on strategies for publishing in peer-reviewed journals. Aspiring authors can use information provided here to improve their chances of publication and the quality of journal in which they publish. Seasoned authors can use information here to augment the tools in their research arsenal.

JEL: A20, I23, I25, I26

KEYWORDS: Peer-Reviewed Journals, Promotion, Tenure, Journal Quality, Research Partners

INTRODUCTION

Many faculty struggle to navigate their careers and experience difficulties producing an appropriate research agenda. As a once struggling author, I relate to the challenges faculty face. New faculty sometimes struggle with effectively developing a research program. Often Ph.D. programs provide limited training on effectively creating research beyond that necessary to complete the dissertation. Older faculty, who served in administrative roles and later return to the faculty frequently struggle to re-develop a research program. Still others possess master's degrees, receiving limited exposure to the academic research machine in their formal education. Nevertheless, employers expect them to publish research. This paper provides a primer to help faculty at all levels successfully publish research.

The author presented elements of this research at numerous Global Conference on Business and Finance academic meetings. This work benefits from session attendee comments. Many individuals, including both junior and senior faculty, indicated benefits from the presentation and encouraged me to publish a paper on the topic. One anonymous friend and colleague wrote: "I honestly think your presentation and underlying paper on publishing is, as I told you at the time, the best I've seen or read on this topic. I too wish something like this had been around when I was an assistant professor. Do please take the time to assemble and publish it, it would be a real public service." The same colleague suggested the manuscript would receive many citations. I am awe struck and humbled by the vote of confidence and hope to meet this substantial expectation. However, only time will reveal the quality of this work and accuracy of his predictions. With this encouragement I endeavored to complete the task.

Advice comes cheap. Moreover, the value of any advice requires measurement against knowledge and experience of the advice-giving individual. The work provided here is no exception. Thus, the paper begins with a brief author introduction. I earned a Ph.D. in Finance with Economics and Statistics minors from Texas Tech University, MBA from North Dakota State University, and BS in Accounting and Agriculture from Dickinson State University. I am currently Professor of Finance at the University of Hawaii at Hilo (UHH). I have worked at UHH for 27 years progressing through the ranks of Assistant and Associate to Full Professor. I also briefly taught for the Naval Postgraduate School. I teach sophomore, junior, senior and graduate level finance courses. I earned several teaching awards including the prestigious University

of Hawaii, Board of Regents Medal for Excellence in Teaching, given to about 1 in 500 faculty members at the University of Hawaii each year. My ratemyprofessors (www.ratemyprofessors.com) overall quality rating equals 4.8 out a 5.0 possible, with a difficulty rating of 4.0 out of 5.0 possible across 103 ratings. Some 98 percent of students indicate a willingness to take additional courses from me.

I am author or co-author on more than eighty articles appearing in business and finance journals including thirteen manuscripts in journals ranked A or A- by at least one ranking organization. I completed 100 presentations at academic meetings and published in many proceedings. I rank among the top one half of one percent (4,863rd from 1,331,553 authors) among all academics, all time, for research impact by the Social Science Research Network (www.ssrn.com). Further, based on a recent study, my combined research and teaching performance places me among the top finance professors nationally (Jalbert, 2019).

My record involves substantial service including working on personnel committees at the department, college and university levels. I also served as external tenure reviewer for thirteen universities. I worked as arbitrator for the Financial Industry Regulatory Authority (FINRA) where I adjudicated disputes between stockbrokers and their clients. I served as Editor in Chief, or Co-Editor in Chief for eight journals continuously for seventeen years. In this role, I participated in the production of more than 250 journal issues. I also co-organized 35 conferences. Prior to my time in academics, I worked for a geology company in the oil and gas industry; and operated a grain farm.

The remainder of this paper is organized as follows. The next section contains a review of the relevant literature. The following section discusses the need for faculty to conduct research, and why doing so is in their best interest. The article continues by suggesting methods authors might use to generate research ideas. Next, the paper discusses issues related to identifying time to complete research and continues by discussing some preliminary considerations in conducting research. The following section discusses how to write and organize the paper itself followed by noting some common grammar and writing errors. Next the paper discusses post submission efforts and the revise and resubmit process. A section related to documenting and tracking the research follows. The paper closes with some concluding comments.

LITERATURE REVIEW

There exists a moderate sized literature providing advice on publishing research. Much of the extant literature appears in books along with some journal articles. The existing research involves senior faculty providing advice acquired after years of success and frustrations in the publication process. This literature review provides a survey of selected literature.

Day (2017) provides a book outlining how to get published. The book addresses issues such as getting time to conduct research, the fear of rejection, and conflicting priorities. Most interestingly, she outlines a process to complete a paper in a week. This work is arguably the most comprehensive source available.

Hauptman (2005) provides advice for publishing and a list of suggestions for authors. He specifically notes the value of writing and publishing workshops for the uninitiated. He further argues that faculty should not publish exclusively in peer-reviewed journals. Boellstorff (2011) suggests that faculty avoid producing chapters in edited volumes until after achieving tenure. He discusses a journal triangle, including three types of journals: general, area and topic. He argues that publishing in each area more effectively builds a career than publishing in only one journal type.

A great deal of attention focuses on publishing in high-level journals. Choi (2002) provides a discussion of how to publish in top journals. He notes with a journal acceptance rate of 15 percent, an author needs about seven papers under review at all times to achieve one accepted paper per year. He advises untenured authors to strive to for six manuscripts continuously under review.

Some authors including Busse and August (2021) provide some best practices for publishing research. Much like the current research, they discuss how authors might best organize their paper. They specifically encourage research teams to identify author roles early in the research process. Klingner, Scanlon and Pressley (2005) present a strong discussion that walks readers through the publication process including a substantial discussion of the review process and managing the revise and resubmit element.

While academic type articles represent the backbone of academics, practitioner articles provide valuable insights as well. Boyle, Boyle and Hermanson (2020) provide guidance on publishing in practitioner journals, dividing practitioner journal articles into five types. They discuss opportunities to produce practitioner articles, including by involving graduate students. Finally, they discuss issues related to securing academic credit for publishing these articles. Specifically, they note the need for vocal faculty who advocate for the value of practitioner articles in tenure processes.

How and why journals accept various articles constitutes an ongoing mystery. McKercher (2015) discusses how journals select appropriate manuscripts for publication. He argues there exist a disproportionately large number of papers in lower tier journals with sufficient quality for publication in higher tier journals. He also argues recent trends in publication resulted in many papers being published related to oversaturated topics. He argues these papers lack suitability for publication in top-tier journals. Haley (2023) furthers this point in discussing the Law of Triviality proposed by Parkinson (1957). She argues the trend toward triviality stems partly from changes in academic institutions and incentives where business school face pressure to produce visible credentials including research rankings.

Ahlstrom (2017) provides advice for publishing with focus on introduction sections. He argues that articles commonly receive rejections not because of theory, data or methods applied, but rather because of framing and organizational issues.

The current paper extends existing literature by providing another viewpoint on best practices in publishing. This paper touches on some topics not commonly addressed by other authors including how to carve time out of a busy schedule to produce publications, and implications of taking on service roles like department chairperson.

THE NEED FOR RESEARCH

With the increasing popularity of AACSB accreditation, and the corresponding demand for research by universities, most every faculty faces pressure to research. Universities desire faculty members who meet AACSB standards of academically qualified, or professionally qualified. Faculty unable to meet these standards become undesirable. Remaining valuable to universities, and having prospects at other institutions, requires a continuous research agenda that meets established standards.

Successful tenure and promotion applications almost always require research. Further, an active research agenda promises an element of job security. Often, research relates to special salary adjustments that substantially impact career earnings. Moreover, in the event of a necessary move, a strong research agenda increases the quality and quantity of job opportunities. Further, prestige associated with an active research agenda affords a faculty additional authority in department meetings.

Some individuals elect not to conduct research. These individuals typically focus on teaching to the exclusion of research. Others take on leadership roles that consume time which precludes research. This approach is not without peril. For those possessing a master's degree, a career without research provides a reasonable career path. These individuals typically hold instructor or lecturer level positions and commonly teach 4 or perhaps 5 courses per semester. While a solid career, these faculty generally receive comparatively low salaries and experience limited job security. There exist few paths for promotion and

the route to a better career is complex. Given limited time availability due to heavy teaching commitments, completing research becomes difficult. These individuals should leverage their teaching efforts by converting innovative teaching materials and approaches they develop into research papers. They might also work toward achieving a Ph.D., thereby increasing earning potential and job security greatly.

Limited career paths exist for Ph.D. level professors unable or unwilling to conduct research. They can take instructor or lecturer types of jobs. However, doing so fails to capitalize on investments made to earn the Ph.D. and results in substantially lower earnings than otherwise available. Sometimes individuals experience research fatigue after completing their dissertation. However, failing to continue a research agenda implies limited future career prospects.

Some faculty achieve tenure and stop their research agenda. They lose their academically qualified status and become an accreditation liability. Still others take on heavy service commitments to the exclusion of a research agenda. While taking a non-research path has appeal for some, substantial caution is warranted. Faculty assuming heavy service roles must often return to the faculty at some point in their career. These faculty find themselves in a predicament, no longer being academically qualified. They must quickly produce research.

GETTING AN IDEA

An idea represents the starting point for any research. Ideas come from many sources and occur at any time. As most know, left undocumented, these ideas quickly give way to other thoughts. Document ideas to preserve them for those moments when research time exists. For convenience, list ideas in a special section of the vita. Remove the ideas section when distributing the vita.

The dissertation represents an easy publication opportunity when coming out of a Ph.D. program. Sometimes individuals set their dissertation aside and never publish work from it. They may be burnt out on the project or have received discouraging negative comments. Set those concerns aside and move forward. Authors realize substantial value for pushing the dissertation through to publication.

Individuals too burnt out to complete the work might seek a co-author willing to finish the necessary editing and submit the paper to a journal. Often newly minted Ph.D.'s misestimate the quality of their work. Some submit their dissertation to top journals and repeatedly get rejected. Do not be discouraged. Others view their dissertation negatively and fear rejection. The dissertation represents your first work. Flaws and limitations in dissertations occur. Submit the paper. When rejections happen, do not despair, continue the effort to publish your work in a lower-level journal.

In addition to the dissertation, newly minted Ph.D.'s should examine papers written for Ph.D. program classes to identify publication opportunities. These papers may provide a limited contribution but nevertheless meet the standards for publication in lower-level journals.

Perhaps the most daunting research situation occurs when you simply don't have an idea to begin working on. In this situation, reading newspapers, periodicals, discipline related news outlets and journal articles help produce ideas. Look at new developments in the field for research opportunities. Attending academic conferences and lectures also provides a potential idea source. Examine your teaching materials for publishable innovative teaching approaches. Gear everything you work on toward becoming a publication. Viewing your work through this lens helps one identify opportunities that otherwise go unnoticed. In the absence of your own idea, consider working with a colleague with an idea you can contribute positively to. This approach gets you into research production faster and buys you time to develop your own ideas.

When selecting an idea keep in mind the targeted journal's quality. Some ideas offer the potential for top journals while others lack that potential. For example, case studies rarely, if ever, qualify for publication in a field's top journals. If your university demands high-end journals, only work on ideas with potential for top journal publication.

MAKING TIME TO CONDUCT RESEARCH

Time is a necessary input to produce research. In a busy world, finding time to conduct research requires focus and involves making tradeoffs. Achieving tenure constitutes an overriding goal for junior faculty. Avoid summer and overload teaching until fully meeting research requirements for promotion. Moreover, some projects require time in large blocks. Summer breaks offer the best opportunity to secure that block of time. Future earnings power available through additional research offsets summer teaching money.

Sabbaticals offer an excellent opportunity to conduct research. Many faculty eligible for sabbatical forego the opportunity. Passing on a sabbatical opportunity detracts from future earnings. Do not let administrators or others guilt you into passing on a sabbatical. Universities adopt sabbatical policies because they offer positive benefits. Faculty eligible for sabbatical should take the opportunity. Sabbaticals refresh you, give you new perspectives on your work and provide an opportunity to advance your career. When planning a sabbatical consider doing something different and out of your ordinary routine. Conducting special research, living in a different destination, raising a newborn child, and simply stepping away from your department, all represent positive opportunities.

While large blocks of time provide a great research opportunity, authors should also capitalize on small time blocks. Large time blocks occur infrequently. Often, time to conduct research comes in 10 to 30-minute increments. Effectively utilizing these short breaks accommodates a great deal of research. Some faculty use small time increments to take a break or focus on a non-productive task. Rather than doing that, use those brief increments to conduct research. Do a literature review search, search for a data source or write a paragraph of the paper.

Teaching often comprises the primary goal of a university and of faculty. Nevertheless, efficiently manage teaching efforts to deliver a quality product while controlling time expended. To the extent possible simplify and automate elements of teaching. Prepare class materials in ways that afford repetition in subsequent semesters. Rather than rewriting an entire test, use some elements from old tests. When possible, utilize multiple choice exams rather than essay tests.

Most universities offer faculty two or three day per week teaching schedules. Two day per week teaching schedules prove most time efficient. Regardless of which schedule you have, properly managing teaching efforts provides substantial time for research. Focus all your efforts on teaching on two-day teaching schedules. Schedule office hours between classes. During office hours, focus on preparing classes for the next day of teaching, writing exams and grading papers. Remain at the office on teaching evenings until fully prepared for the following teaching day. Completing teaching tasks exclusively on teaching days allows faculty to focus on research and other activities on the remaining days.

There exists no limit to available service opportunities in a university. Some service activities consume exorbitant amounts of time, drawing from time normally available for research. While every university adopts different standards, faculty service activities should not exceed three committees of which one involves a leadership role. Decide on your committee assignment limit and stick to it. Sometimes that implies declining requests, even those coming from upper-level administrators. Senior faculty sometimes point out that serving on XXX committee looks good on your tenure application. While potentially true, additional service assignments rarely, if ever, offsets the absence of a required publication on tenure applications.

Consider carefully before accepting administrative roles. Become a leader in your college only if you want that career path and wish to progress through the leadership roles to dean and beyond. Serving as a department chair or dean is usually all time consuming, precluding research activities. Administration often functions as a one-way street. Difficulties occur when reversing course and returning, voluntarily or involuntarily, to a faculty position. After several years away from the faculty role, teaching tools and skills become rusty and require refreshing. Further, a research plan must be redeveloped. Reinitiating a research program proves difficult for many returning administrators. Further returning to faculty without being academically or professionally qualified creates problems for the college and implies pressure to requalify.

PRELIMINARY CONSIDERATIONS

<u>Selecting Research Partners</u>

Research partners can provide skills that augment your own and lead to stronger research. Someone with weaker statistical skills might partner with someone possessing strong statistical skills. Some faculty partner with someone having a strong reputation and higher end journal publications experience. They have experience dealing with top journals and bring valuable reputation capital to the project. However, selecting a research partner involves risk. While research partners can enhance a project, they can also doom a project to failure.

There exists an infinite supply of individuals happy to co-author papers, provided someone else does all the work. Even worse, on occasion these individuals, who have marginally contributed to a paper, demand submission to a high-end journal of their choosing. And of course, someone else must complete the work to get the paper to that level. Sometimes individuals use their positions as dean, department chair, or other positions of authority to coerce individuals into a co-authorship arrangement. They have little interest in research production but leverage their power in tenure and other decisions to secure a publication. Situations like these create ethical issues, conflicts, and other problems in completing the research.

To avoid these and other pitfalls, carefully screen candidate co-authors. Quality co-authors make positive contributions to the project and pleasantly work with you. Positive contributions come in many ways. Valuable expertise includes writing modeling and statistical analysis. Some co-authors secure access to necessary proprietary datasets. Still others, as noted earlier, possess name recognition helpful in the journal submission phase.

Table 1 identifies some items to consider when selecting research partners. Identify what motivates an individual to participate in research. Authors working to achieve tenure typically work with high degrees of motivation. Senior faculty, for whom a publication is not critical, possess less motivation. Gaining an understanding of individual capabilities provides important insights. In the absence of prior knowledge, examining an individual's previous research reveals much about their abilities. Pay special attention to first author efforts.

Table 1: Issues to Consider in Selecting Coauthors

Motivation of the individual.
Abilities to contribute positively.
Access to required proprietary datasets.
Availability of time to conduct research.
Compatible time frames.
Integrity to reciprocate.
Compatible personalities.
Willingness to complete a significant part of the project.

This table identifies issues to evaluate when selecting a co-author.

Some scholars secure access to proprietary datasets required for a project. Faculty from smaller schools generally lack access to expensive datasets like Compustat and CRSP. Co-authors from schools with access to appropriate databases bring valuable benefits to the project. However, use caution when pursuing this approach. Often data-providing co-authors view data access the extent of their project commitment.
Some individuals have the desire to conduct research and need publications, however they lack the necessary time availability. As an example, a junior faculty approaches a senior faculty about working together on a research project. The senior faculty expresses a high level of interest in being included in the project. However, when the junior faculty inquires regarding time availability to work on the project, the senior faculty responds they have no time. These individuals frequently intend to do nothing on the project, or at most dictate how others conduct the research. When confronted with this situation consider abandoning the prospect and pursuing other opportunities.

While some faculty enjoy available time to work on research you may have inconsistent time frames.
A non-tenured faculty faces an imposing tenure requirement, with the tenure clock representing an inflexible target date. Publication ahead of the target date sometimes requires project sacrifices.   Full professor co-authors have different time frames. They sometimes object to those sacrifices and delay the project beyond a tenure date.

People enjoy lives outside of academia. Evaluate non-work lives of potential long-term co-authors. Sometimes life intervenes with activities more important than research, such as the birth of a child, or incapacitation of a family member. As a result, on some papers you will need to take the lead and complete most of the work. Look for research partners with integrity to reciprocate your efforts on later papers.

Identify potential co-authors with a personality compatible with yours.   Some individuals achieve satisfaction by arguing every point in a paper. In many instances, these arguments consume a great deal of time but ultimately make little difference in the project. While this approach suits some personalities, it proves frustrating for other individuals. Personality conflicts can become sufficiently problematic to entirely doom projects. For these and other reasons, start only one project with a new co-author. Should personality or other differences make the partnership untenable abandon only one paper rather than an entire research agenda.

Working with former Ph.D. professors confers potential benefits. However, this approach also requires some caution.   Some former professors view you as a full partner in the project. Others see you as their student and direct your efforts like they would a Ph.D. student. Understand the relationship nature with former professor co-authors prior to engaging in a project.

At the outset, discuss roles of each co-author to identify a work distribution plan. Doing so clarifies expectations and identifies co-author problems early. Agreeing on the type of journal, or specific journal, for submission in advance resolves potential future problems.

Once you initiate a paper, or become co-author on another's paper, it is imperative to perform honorably. Clearly communicate and take responsibility for significant parts of the work. Complete tasks in a timely fashion. Be cooperative with co-authors. Present your opinions but show flexibility to accept the views of others. Listen carefully and respond courteously to co-author opinions. Pay a fair share of submission and publication costs, even if your university doesn't reimburse the fees.

Quality co-authors occur infrequently. Working with a quality author confers many benefits. Once identified, treat the individual fairly and with respect. Temptation exists to take advantage of quality co-authors. Avoid doing so. Quality co-authors easily secure other opportunities. Continuing to work with a quality author depends critically on reciprocating as a quality co-author. Frustrated co-authors will not invite you, or express unwillingness to join you, on future projects. Faculty quickly develop a reputation that enhances or precludes their research partner desirability.

Sole author papers avoid issues of author order and contribution percentages. Muti-author papers must address these issues. Three authors on a paper generally receive little scrutiny. More than three paper authors raise suspicions regarding who did the work. Author order matters. Assign author order based on contribution made to the research. Some faculty argue names should appear in alphabetical order. This approach is non-standard. Certainly, those making this argument possess a last name starting with the letter 'A'. If forced to accept such a scheme, the document should state that authors are listed by last name and that author order does not reflect levels of contribution. Further, for non-standard author orders, note the percentage contribution by author in notes to the paper.

In many instances adding research partners provides valuable benefits. However, benefits also accrue to individuals who research independently. Researching independently gives you control of the research agenda. You control the time frame with which the work gets completed. You save time required to correspond with co-authors. Indeed, in some instances individuals spend more time corresponding with an inactive co-author than the co-author spends working on the paper.

Other Considerations

When conducting research on humans or animals, contact your university to identify and secure any required permissions prior to initiating the research. Proper authorization represents an important step. Failure to obtain proper advanced authorization potentially results in mandated destruction of the research and other disciplinary actions. Typically, a university committee reviews and authorizes human and animal subject research. The committee develops processes and standards that faculty must adhere to when conducting the research. The approval process commonly requires completion of a simple application form describing the proposed research. The committee formally approves or disapproves the research activity. In the event a university lacks a human and animal subjects research committee, check international standard setting bodies and organizations for guidance. These organizations include: The U.S. Department of Health and Human Services Office for Human Research Protections (www.hhs.gov/ohrp/), the Association for the Accreditation of Human Research Protection Programs, Inc (www.aahrpp.org), and The American Association for Laboratory Animal Science (www.aalas.org).
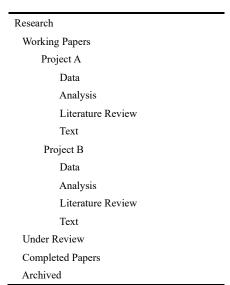
Assure legal access to any data used. When using borrowed data, such as from a magazine, familiarize yourself with any data use limitations. This information usually appears on the organization's website. Unauthorized data use potentially results in legal issues, required research destruction and disciplinary actions.

Authors targeting specific journals should check their requirements for word processing tools. Most journals accept documents created in Microsoft Word. However, some disciplines require the use of LaTeX software for document creation. Google Docs also continuously grows in popularity. Under most circumstances use Microsoft Word Software with the standard equation editor provided by Microsoft. Sometimes journals accept Microsoft Word equations editor add-ins, including MathType.

Develop a file naming convention. Mislocating files wastes time. Lost files cost relocation time, or worse the file becomes irrecoverably lost. Organizing files properly allows users to easily track relevant documents. Table 2 provides a suggested file format. Set up a folder in the computer exclusively for research. Within the research folder, create subfolders for Working Papers, Papers Under Review, Completed Papers and Archive. Further, within the folders, create a separate folder for each project. Finally, within the project folder create folders for Data, Analysis, Literature and Text. Add subfolders when necessary.

Include dates on file names such as "Project CEO 10-21-2023". Do not rely on automatically generated computer file dates. While informative, an inadvertently opened file changes the automatic date resulting in confusion. Hard entered file dates provide a permanent indicator. Resave files with new dates often allowing one to return to an earlier version if necessary. Regularly back up files. A corrupt or lost hard drive implies the loss of days or months of work. A simple rule of thumb applies: If losing a file implies loss of more than one day of work, back it up.

Table 2: Suggested File Organization

Research
Working Papers
Project A
Data
Analysis
Literature Review
Text
Project B
Data
Analysis
Literature Review
Text
Under Review
Completed Papers
Archived

This table shows suggested computer folder organization.

For those with a specific target journal, check the journal guidelines to identify appropriate article length. In the absence of a target journal consider the following: Many journals seek articles in the 5,000-10,000 word range. Shorten manuscripts with more than 13,000-15,000 words or divide the manuscript into multiple papers.

PREPARING THE PAPER

Paper Structure: Properly organizing the paper substantially improves chances for publication. Experience reveals a frequent lack of knowledge regarding proper paper organization. Thus, some guidance seems appropriate. In nearly every instance, papers should be organized into the sections shown in Table 3. Papers

developed in this format meet the expectations of most journals. Moreover, this format easily adapts for journals requiring non-standard organizations.

Table 3: Paper Organization

Title
Abstract
Introduction
Literature Review
Data and Methodology
Results
Concluding Comments
References
Appendix (optional)
Acknowledgements (optional)
Author Biography

This table shows the proper ways to organize an academic paper.

Paper Title: The paper always begins with a title. The title constitutes the most important element of a paper. Far more people view the paper title than read the paper. When developing a title, consider how it looks on your Vita. Often tenure and promotion committees lack familiarity with journals. They rely on the paper title for a first impression of research. Similarly, when submitting your vita for job applications, initial reviews rely heavily on paper titles.

Strong titles convey positive images of the research. Titles should not exceed fifteen words in length. It should convey the concept of your research. However, considerable latitude exists regarding how authors frame the title. Some words convey positive images of research while others convey negative images. For example, the words "evidence" and "empirical" communicate a strong paper. The words "analysis" and "case" communicate a weak paper. Discipline keywords, especially addressing recent issues, convey a timely topic image. However, some caution applies because keywords related to topics that ultimately become obsolete, later suggest irrelevant research. Avoid using acronyms in titles whenever possible. While acronyms form a discipline's vocabulary, general audiences frequently lack familiarity.

Abstract: Create an abstract up to 200 words in length. Abstracts concisely communicate what the paper does. Avoid using acronyms in abstracts whenever possible. Do not cite other papers in the abstract. Common practice involves noting a result in the abstract. However, avoid exposing the entire story in the abstract. Leave some mystery that motivates readers to examine the full paper. Repositories, such as the Social Science Research Network (SSRN) show paper abstracts but require users to click an additional link to view the full paper. These clicks improve author rankings.

Instruction: The introduction section begins with a statement presenting the problem being addressed. Next, include summary statistics that communicate the problem's magnitude. Subsequent paragraphs provide a general discussion of the state of the literature. Next tell the reader what the current work does to advance existing literature. Indicate why the research is important. The introduction closes with a paragraph indicating how the remainder of the paper is organized. Introduction section length varies. At minimum, introduction sections should extend through the first page of the article and onto the second page. An introduction section that ends on the first page of the manuscript communicates a weak paper.

Literature Review: Literature review sections sometimes feel monotonous to write. Nevertheless, they constitute an important element of the paper. Narrow the literature to articles directly related to issues examined in the paper. Literature reviews usually include between 750 and 2,000 words. Literature reviews

shorter than 750 words suggest insufficient author investigation. On the other hand, literature reviews longer than 2,000 words indicate an excessively broad review.

Limit citing magazines in the literature review. There exist many sources to identify relevant journal-level research such as Google Scholar (scholar.google.com) and Social Science Research Network (SSRN). Provide a current literature review, with no less than half the works cited published in the most recent ten years. Make sure the reference section includes everything cited in the text. Make sure to cite everything included in the reference section. Reference original creators of information. Avoid citing webpages unless the webpage constitutes an original source of information.

Some authors incorporate hypotheses in the literature review section. Others incorporate hypotheses into the data and methodology section. Both methods appear effectively in practice. My preference involves incorporating hypotheses into the data and methodology section.

Data and Methodology: Data and methodology sections begin by discussing data collected. Information incorporated in the data and methodology section depends upon paper type. Standard empirical papers and surveys each require unique data and methodology sections. Table 4 shows minimum relevant information for each paper type. Addressing each issue clarifies the research to readers. When collecting data, consider carefully which variables to collect data for. Collecting data for an additional variable might provide additional insights or might facilitate an additional publication. Candidates for segregating data include by gender, age, country, region, year, industry, before and after a crisis or event. Balance the potential benefit of additional data collection against the additional time and energy necessary to complete the task. Collecting data for a variable at the outset proves easier than returning to the master dataset later to retrieve additional data.

Table 4: Data and Methodology Section Components

Standard Papers	Survey's
Data source.	Who was surveyed.
Authorization to use the data.	How the survey was conducted.
Time period covered.	When the survey was conducted.
Frequency of data observations.	Where the survey was conducted.
Total number of observations.	The Response Rate.
Variables for which data were collected.	Total number of useable observations.
Summary statistics.	Hypotheses being tested.
Hypotheses being tested.	Indication you have human or animal subject research authorization.
Regression and other equations estimated.	

This table shows issues addressed in the data and methodology section. Column one shows requirements for empirical papers. Column two shows requirements for surveys.

Results: Results sections report the analysis outcome. Present results in tables, then discuss those tables in the document text. Use table creation tools provided by Microsoft Word or other text editing programs. Some authors create tables without the benefit of a tables tool. Doing so causes problems in the publication process and requires recreation prior to publication.

Tables must have a title and should include a two to eight-line note describing the table. Readers should understand table contents without referring back to the document text. Indicate equations estimated both in the text and in the table note. Redundancy between the document text and table notes is acceptable.

Include at least one full paragraph of discussion to accompany each table. Introduce tables in the text before their appearance in the document. The text should reference the table such as "Table 1 shows:….". Do not refer to the table's location in the text. For example: Table 1 *below* shows…..". Tables are often relocated in press. Any location specified may ultimately prove inaccurate. Select an observation in the table and explain that observation to readers.

Tables should include several lines of data. Single-line tables appear poorly in journals. Combine small tables with other tables. Alternatively, remove the table and report the result directly in the document text. Use standard numeric notation. Do not use exponential notation.   Use appropriate precision in tables. Start with the following precision levels: 0.0021, 1.132, 10.22, 100.6, 1,049. Use leading zeros on numbers: 0.1238 rather than .1238.

Conclusions: The conclusion section summarizes your work. Do not introduce new results or concepts in the conclusion section. Results and concepts should appear earlier in the paper. Typical conclusion sections run three to six paragraphs in length. Conclusion sections should include several common features. Start by reiterating the paper's goal. Next, briefly describe the data and test methodology used in the paper. Summarize major findings. Discuss how managers and firms might benefit from your results. Discuss any limitations of the work. Finally provide suggestions for future research.

Acknowledgements and Biography: Authors might optionally include an acknowledgement section. Acknowledge anyone actively involved with the paper. Include colleagues, administrators, funding agencies, assistants, reviewers and editors. Acknowledging reviewers is a nice courtesy as they provide a valuable, but relatively thankless service. An additional advantage of acknowledging reviewers occurs from a subtle communication to colleagues the journal is peer reviewed. The peer-reviewed nature of a journal may be well known within your circle, but members of university wide tenure committees often lack journal familiarity. Do not acknowledge someone who has materially contributed to the paper. Material contributors must be co-authors. Include standard verbiage to indicate any remaining errors are yours.

Many journals require author biographies. In the biography indicate the author's employer, a brief publication history, and any other important information. Be cautious about including contact information in a journal article, as spammers scalp journals to ascertain this information. Do not make biographies excessively detailed. Biographies should not exceed eight lines.

Formatting Requirements: Check the journal's requirements to assure your paper meets formatting guidelines.   While journals require unique formatting, some standard formatting considerations accommodate most journals. Do not use text boxes, section breaks, or text levels. These formatting options cause problems in publication and require removal.

Create Microsoft Word editable figures and tables. Anything created or imported as an image or scanned creates problems. Anything not editable in Microsoft Word requires recreation. When copying Microsoft Excel elements into Word, use the Word "Paste Special" command. Within the "Paste Special" menu, select a format that allows editing. The "Paste as Chart" option often works well. Confirm the resulting table's editable properties.

Avoid one sentence paragraphs. Create paragraphs 3-15 lines in length and include at least two sentences. Include at least two paragraphs in any identified section. Combine single paragraph sections with other information. Bullet lists appear poorly in journals. Place longer lists in a table. Then reference tables in the document text. Incorporate shorter lists directly into the document without bullets.

Confirm references include all relevant information. For each journal article, indicate author names, article title, journal name, volume, issue and page numbers. Format references consistent with journal guidelines.

Writing: Writing issues regularly occur in manuscript preparation. Modern document editors, like Microsoft Word provide some grammar and writing assistance. Advanced writing editors such as Stylewriter or Grammarly provide considerably better assistance and can help substantially improve writing. While writing tools noted above provide considerable benefits, they do not replace the human eye.

Consider giving the paper to a friend for review. When you think the paper is completed, set it down for several days. Re-reading the paper with fresh eyes always reveals valuable edits.

Write in third person active voice when possible. Limit use of the verbs is, are and were. For example, "is equal to" can simply be replaced with "equals". Further, reduce wordiness whenever possible. Consider the sentence "The results of the test shows that the CEO listened carefully," which stated more concisely becomes: "Test results show the CEO listened carefully."

Define acronyms on first use. Redefining acronyms on first use in each subsequent section facilitates improved readability. A common error involves using the words "that the" together. Instead, use either the word "the" or the word "that" in isolation. Avoid excessive use of the word "the". Limit use of "the" to no more than once, or perhaps twice per sentence.

Do not plagiarize. Before submitting the paper check to ensure an absence of, intentional or unintentional, unoriginal text. Most universities subscribe to software services that complete the task. Grammarly.com tools facilitate the process. Most journals electronically check manuscripts for unoriginal text, the presence of which may result in mandatory rewrites or an outright rejection.

SELECTING A JOURNAL AND SUBMITTING THE MANUSCRIPT

Evaluate multiple parameters to determine where to submit a manuscript. Consider the probability your paper gets accepted at the journal. Targeting journals at a higher level than the manuscript submitted produces desk rejections. Time is a luxury in publication work, so select a journal consistent with the quality of your paper.

Consider copyright taken by the journal. Obtaining maximum exposure for research increases the chances of obtaining citations and higher impact factors. Some journals hold restrictive copyrights that prohibit distributing the research through secondary outlets. Oher journals allow distribution of the work after journal publication. Two common post-publication distribution outlets are Social Science Research Network (SSRN) and Research Papers in Economics (RePEC). Distributing through these, and other, outlets increase exposure, provides additional citations, and metrics to demonstrate the work's impact. Fully acknowledge the original journal publication when making post-publication distributions.

Review time is imperative, especially for untenured faculty. Some journals evaluate papers rapidly, providing reviews in a month or less. Other journals review papers slowly with papers languishing beyond a year, sometimes approaching three years. Those facing tenure or promotion decisions should make this known to the editor. Some editors will inform you the review will exceed your time frame. Others work to accommodate your needs.

A critical issue relates to the journal's standing relative to university and aspirational university tenure and promotions standards. Make yourself aware of these standards and submit work to journals that meet the criteria. In the absence of a specific standard, read papers from the journal's previous issues to personally assess quality. Consider indexing, rankings, distribution, acceptance rates and other criteria. In my opinion, the best method to evaluate a journal is through h and g-rating data provided by Harzing's Publish or Perish. H and g ratings provide a quantitative and generally unbiased measure of journal performance. Harzing's calculates ratings based on the top 200, previously top 1000, articles a journal publishes. This approach disadvantages newer journals. Universities might standardize the ratings to reflect paper count.

Much commotion concerns so called blacklisted or predatory journals. In my opinion, these journal classifications are poorly conceived, poorly executed and, in a word, nonsense. A full discussion of the issue exceeds the scope of this paper. Regardless, authors should familiarize themselves with their

university's stance on this issue. If your university excludes journals classified as blacklisted or predatory, play by their rules and seek other outlets meeting university expectations.

Confirm journals you submit papers to meet your professional need prior so submission. Declining a paper acceptance post review is unprofessional. Never submit a paper to two journals simultaneously. Doing so shows a lack of professionalism. When submitting your manuscript, indicate the paper is not under review elsewhere and has not been published elsewhere. Identify the journal's submission and publication fees. Submit papers to journals only when you are prepared to pay the publication and review fees.

Post Submission

After submitting the manuscript, waiting for reviews requires patience. Contacting a journal editor at appropriate frequencies proves useful. Sometimes an editor forgets about the paper and a reminder gets the ball rolling. However, excessively contacting a journal editor annoys.   When communicating with an editor, use submission numbers to facilitate easy tracking. Always be courteous when corresponding with an editor.

Make the first inquiry about three months after manuscript submission. Inquire about any additional information the editor requires. After six and nine months, ask the editor to kindly remind the reviewers. After one year, send the editor a status check email. If a review timeframe remains uncertain, consider withdrawing the paper and pursuing a different outlet.   To withdraw a manuscript, send a formal communication to the editor withdrawing the paper including a request for acknowledgment. Do not submit to another journal until you have fully withdrawn the previous submission.

Respond to revise and resubmit requests expeditiously but take sufficient time to fully address requested changes. Never return a paper to an editor without addressing the requested changes and appropriately revising the manuscript. Doing so results in paper rejections, or a frustrated editor spending time to return the paper back to authors. Prepare a document indicating how you addressed each reviewer concern.   It should look something like the following for each concern noted:

> Reviewer Comment: "In your data section please indicate the number of useable observations obtained from the survey."

> Author Response: "Thank you for the suggestion. We have incorporated a sentence indicating the number of observations on page 12 of the revised manuscript as follows: "Data includes 1,125 useable observations."

Always respond politely to reviewer comments. A positive and accommodating approach works better than a confrontational approach. Editors and reviewers hold all power in the journal publication process. Responding rudely results in more difficult reviews.

In some instances, you may be unable to accommodate change requests. In this case, explain carefully why you cannot make the change. To appease the editor, acknowledge the issue in the paper and note it as a limitation or area for future research. On other occasions, reviewers offer incorrect comments. In this eventuality, carefully point out the reviewer error. Then take responsibility. Indicate you apparently did not adequately explain the issue and added more explanation to clarify this point.   Again, set the revised paper aside for a few days then give it a final read prior resubmission.

After paper acceptance there remain several steps. In many instances publication fees apply. Pay the fee expeditiously.   Do not request publication fee price breaks.   Doing so at this stage reveals unprofessionalism. Some journals send page proofs to identify incorrect changes or omissions that occur

in the publication preparation process. The temptation is to assume a lack of errors. However, errors do occur. Take time to fully review the page proofs.

In the event of rejection, do not be disgruntled. Rejections constitute part of the process and simply imply you selected the wrong journal, experienced some bad luck in the review process, or need to make improvements to the paper. Incorporate any useful changes noted in rejections and submit the paper elsewhere. Learn from the process and always move forward positively.

DOCUMENTATION, PROMOTING AND TRACKING YOUR WORK

Document all research and other activities you complete on your vita immediately upon completion. Undocumented efforts did not happen. Relying on memory to document the work later poses significant risk for most individuals.

Consider promoting your work beyond that achieved through the journal publication. If permitted by the journal, place the publication in repositories, such as SSRN, RePeC, a university repository, or a personal repository. Doing so increases the impact of your work through additional views, citations, and other recognitions. Consider writing a summary of the research for submission to popular news outlets such as CNN and Forbes. Presenting papers at conferences promotes both the work and your skills and may provide ideas to extend the work. Use caution when presenting working papers at conferences to avoid idea snitching. Instead, present published papers in a promotional effort and to identify potential future research avenues.

Tracking performance of publications proves valuable to demonstrate the quality of your work. This demonstration pays dividends for promotion and hiring applications. Document the quality of journals in which you publish through rankings and metrics. You want to address issues like: Indexes listing the journal, Harzing's Publish or Perish g and h ratings, any journal rankings, percentage of work associated with each author and citations of the work. Create a spreadsheet to display this information in a matrix. Consider a table that looks something like Table 5. Report important metrics for your field especially positive portraying metrics.

Table 5: Journal Quality Matrix

Pub.	My Contribution	Journal Name	Cabell's Listed	Scopus Listed	ABDC	g/h Value	ACE Journal Ranking	Johnson's Journal classification
#1	70%	J. of Hypothetical	Yes	No	Yes, B	58.45 / 75.35	125 from 900	B
#2	40%	J. of Gift Giving	Yes	Yes	Yes, A-	154.5 / 263.3	40 from 900	A

This table provides data on journals where my work has been published.
#1. Jalbert, T., and M. Jalbert, 2023, "How Immigration can Save Social Security," Journal of Hypothetical, vol. 16(1) p. 99-105
#2. M. Jalbert and T. Jalbert, 2022, "Evidence on the Popularity of Mother's Day Gifts," Journal of Gift Giving, vol. 63(3), p. 68-77

CONCLUDING COMMENTS

This paper provides guidance for successfully publishing in peer reviewed journals. The paper also provides advice for navigating an academic career and increasing the chances and quality of publication. The nature of an advice article necessitates provision of author background. I have 27 years of experience at the assistant, associate and full professor levels. I am highly ranked for both teaching and research. My work involves publishing more than 80 peer-reviewed journal articles and receipt of multiple teaching and research awards. I served as editor in chief or co-editor in chief for eight journals continuously over a 17-year period and co-organized 35 conferences.

The work here covers the process from initiating a research project through promoting and documenting the work. The paper provides advice on how to get time to complete research, selecting and working with co-authors, and the impact of major service commitments on careers. New researchers, as well as seasoned researchers, might benefit from ideas presented here.

This research has limitations. This paper represents the viewpoints of a single individual. Further discussion of issues presented here by additional researchers would provide additional insights and prove valuable to others. The advice here comes from the perspective of a finance professor. The work is believed to be generalizable, but significant differences by field could exist. As such, the advice here could have limited value to faculty in other fields. Additional discussion by individuals in other fields would certainly provide valuable insights.

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BIOGRAPHY

Terrance Jalbert, Ph.D. is Professor of Finance at University of Hawaii Hilo. His research appears in journals including *International Journal of Finance, Journal of Emerging Markets, Journal of Accounting Education, Financial Services Review, Journal of Applied Business Research, Advances in Taxation* and *International Journal of Business and Finance Research.* He served as arbitrator for the Financial Services Regulatory Authority (FINRA). He can be reached at: University of Hawaii Hilo, CoBE, 200 West Kawili St., Hilo, HI 96720