COURSE GOALS
This course complements the two other core courses for PhD students, CRP 391D - Planning Theory and CRP 391D - Research Design, by providing a supportive environment for scholarly exchange and development. The course aims (1) to strengthen the scholarly community in CRP through open, creative and reflective discussion of issues relevant to planning scholarship among PhD students and faculty members in CRP and related fields; (2) to support PhD students in the development of scholarly publications; and (3) to critically discuss and foster the development of professional skills and scholarly identities of CRP PhD students. PhD students are required to register once for this course prior to scheduling their comprehensive exams, but may register more than once. All students are encouraged to attend Colloquium whether or not they are registered for the course.

COURSE STRUCTURE
Colloquium is structured in two tracks, Publishing and Professional Development.

1. Because of the critical importance of publishing for PhD students prior to graduation, the Publishing track consists of a series of workshops, organized by students, designed to provide each student with constructive critique and individualized guidance resulting in the development of a publishable, scholarly text. The workshops will include the student’s advisor, other members of the student’s dissertation committee, other interested faculty, and PhD students. Each student will organize at least one, 2-hour workshop, to be scheduled at a date and time convenient for participants. A series of deliverables and due dates will be developed by each student in consultation with other students, their advisor, and instructor.

2. The Professional Development track consists of lectures, discussions, and presentations by visiting faculty members and PhD students, which will be held at the regular class time in the assigned classroom. The goal is to foster the development of students’ individual scholarly identities while also providing instruction in professional skills required in academia. Readings include both critical, scholarly texts and practical advice on publishing, developing research agendas and academic identities, publishing strategies, issues surrounding mentoring and advising, conference preparation and presentation, and time and stress management. These readings will be supplemented by presentations and Q & A sessions with visiting students and faculty members. Throughout the course, students will reflect critically on their position in academia and their scholarly goals.

TEXTBOOKS
Other readings are available on Blackboard.
COURSE REQUIREMENTS

Colloquium includes two sets of deliverables corresponding with the two tracks, Publishing and Professional Development. You should upload all deliverables to the Class Blackboard site in .doc or .docx format by 6pm the day before the assigned class, so everyone can have a chance to review your submission. You should also forward your deliverables to your advisor for review.

1. Publishing

Each student will organize at least one, 2-hour workshop, to be scheduled at a date and time convenient for participants. You are required to attend at least 3 workshops organized by other students, read all required texts before each workshop, and be prepared to provide comments. You must complete the following by the dates provided in the syllabus, below:

a) A 1-page, single-spaced Workshop Proposal including the i) Theme of the workshop, ii) Topic for the article or other publication, iii) Data, iv) Possible journals or other outlets for publication, v) Proposed workshop schedule, vi) Proposed schedule of deliverables, and vii) Proposed participants in the workshops. Please follow the “Workshop Proposal Template.”

b) A 2-page, single-spaced Workshop Plan (Follow the “Workshop Plan Template”), including:
   i) The theme of the workshop and its significance for Planning,
   ii) Summary (2-3 sentences) of the argument,
   iii) Summary of the data available for the article,
   iv) Statement of the significance for theory and practice,
   v) Brief outline of the article,
   vi) Journal and a brief justification for its selection,
   vii) Workshop schedule,
   viii) Schedule and type of deliverables, leading to completion by summer (see point g, below),
   ix) Participants and their contact information, and
   x) The guidelines for authors, found on the journal website.

c) A 2-page, single-spaced Analysis of the Proposed Journal or other outlet, including i) Its audience, ii) Its theoretical leanings, iii) Its approach to quantitative vs. qualitative scholarship, and iv) Previous articles on related topics. Include the guidelines for authors. Follow the “Journal Analysis Template.”

d) A 2-page, single-spaced Peer Review of an article, which will be provided to you. Follow the “Peer Review Template.”

e) A final, 15-minute Presentation based on your article.

f) You will develop the schedule and goals for each deliverable leading to the completed article. These may include detailed outlines and sections of the article.

2. Professional Development

You are expected to read assigned materials and participate actively in discussions and lectures on professional development topics. In addition, you must complete:
a) Two Session Summaries. Follow the “Session Summary Template.” This will make it easier to gather all the summaries into a comprehensive CRP PHD Handb

b) Two Research Statements. You are required to write two, 2-3 page, single-spaced statements of research goals, following models and suggestions provided. You may also use the “Research Statement Template.” The first is developed at the beginning of the semester; the revised research statement is due at the end of the semester.

GRADING

1. Publishing
   Workshop proposal: 5%
   Workshop plan: 5%
   Analysis of journal: 10%
   Peer review: 5%
   Remaining deliverables: 40%
   Final presentation: 10%

2. Professional Development
   Session summaries: 10% (5% each)
   Research statements: 10% (5% each)

3. Participation: 5%

NOTE ON PARTICIPATION
For this class to work well, it’s important that everyone participates, asks questions, tries to explore answers and solutions, and engages critically with the readings. Don’t assume that any of the readings will give you “right” or “wrong” answers; as you will note from our guest speakers, opinions vary about the best strategies for professional success. If you are consistently late for class you will lose participation points—but I will give you extra marks for engagement and positive attitude in class. Wireless and digital devices, including laptops, PDAs, iPads, and cellphones, may not be open or in use during class, except for students taking Session Summaries.

ACADEMIC INTEGRITY
Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. See the University Honor Code at http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html and the Student Judicial Services website at http://deanofstudents.utexas.edu/sjs. You must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence. If you require special accommodations, you must obtain a letter that documents your disability from the Services for Students with Disabilities areas of the Division of Diversity and Community Engagement. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. If you require assistance to evacuate, inform me in writing during the first week of class. In the event of an evacuation, follow my instructions. Do not re-enter a building unless you’re given instruction by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.
**COURSE SCHEDULE**

**Friday, January 17:**  **Course introduction**
We will introduce the goals and structure of the class, discuss additional topics to add to the class, and begin preparing for the publishing workshops.

**Friday, January 24:**  **Academic identity and research plans**
1. Professional development: We will first discuss what constitutes a scholarly identity and how you can find your place in the professional or academic world, while meeting your personal and professional goals.
2. Publishing/Professional development: The second goal is to introduce “research statements” and how these relate to one’s academic identity.

**Readings:**

*Additional recommended readings:*
Cornell University Graduate School. “Writing a Research Statement.”
Cornell University Graduate School. “What Is a Research Statement?”
University of California, San Francisco. “Research Statements Checklist”
University of Delaware. “Research Statements Checklist”
Penn Career Services, University of Pennsylvania. “Research Statements.”

**Session summary:** ___________________________

**Friday, January 31:**  **Time and stress management strategies**
1. Professional development: Strategies for successful time and stress management while a phd student and tenure-track professor.
Readings:
Kuther, Tara. “Time Management Tips for Graduate Students.”
Repak, Nick. “Peer Relationships for Graduate Students.”
González López, Gloria. “Maintaining a Balanced Life.”
Hilde, Stiphany, Torrado, Winslow, Wirsching. 2013. Colloquium Notes 2013. (Unzip and read the relevant file).

Additional recommended readings:
Domke, David. “Time Management.” Mentor Memo,
http://www.grad.washington.edu/mentoring/memos/time-management.shtml
Repak, Nick. “Time Management.”
Repak, Nick. “Emotional Fatigue: Coping With Academic Pressure.”
Harris, Alexis. “Staying Motivated in Graduate School.” Mentor Memo
http://www.grad.washington.edu/mentoring/memos/staying-motivated.shtml

Session summary: ____________________________________________________________

Due (by 6pm on January 30): First Research Statement

Friday, February 7: Introduction to academic publishing 1: The process and the demands

1. Publishing: The first goal is to introduce the process of academic publishing from the inspiration to the outline, the theoretical framing and clarification of arguments, the writing, and the revision process.
2. Professional development: The second goal is to discuss, in broad terms, the publishing demands placed on new tenure-track faculty members.

Readings:
“The story of an article for JPER,” by Bjørn Sletto (skim).
“UT-Faculty Annual Report.”
Friday, February 14: Introduction to academic publishing 2: Literature reviews

1. Publishing: The goal of the session is to learn strategies about literature reviews from guest speakers.

Readings:
Rivenburgh, Nancy. “The Literature Review.” Mentor Memo,
http://www.grad.washington.edu/mentoring/memos/literature-review.shtml
Hilde, Stiphany, Torrado, Winslow, Wirsching. 2013. Colloquium Notes 2013. (Unzip and read the relevant file).

Session summary: ____________________________

Friday, February 21: Introduction to academic publishing 3: Finding the right journal

1. Publishing: We will first discuss how to identify and analyze journals for your publication, both in terms of content and theoretical orientation, including considerations of impact factors and the relative value of academic journals, e-Journals, and edited books. We will also discuss how to position and “frame” articles for different journals, and how to determine the “contributions” and “significance” of your article.

2. Publishing: As needed, we will discuss the Workshop Proposals and schedule the workshop sessions.

3. Professional development: The third goal of this session is to hear from and discuss students’ research statements.

Readings:
Friday, February 28: Introduction to academic publishing 4: Developing, writing, and revising
1. Publishing: We will first finish about turning papers and exams into articles, the writing process, and completing article revisions.
2. Publishing: The second goal of the session is to present strategies for the peer-review process.

Readings:
Campbell, Scott. “General Advice for Better Academic Writing.”
Forester, John, “Learning the Craft of Academic Writing.”
Golash-Boza, Tanya. "How to write a peer review for an academic journal: Six steps from start to finish."
Hilde, Stiphany, Torrado, Winslow, Wirsching, 2013. Colloquium Notes 2013. (Unzip and read the relevant file).

Due (by 6pm on February 27): Analysis of Journal
Due (by 6pm on February 27): Workshop Plan
Friday, March 7: Conference and job talk strategies
1. Professional development: The goal of this session is to present and discuss successful approaches to academic and other conferences, and how to organize your own sessions and conferences.

Readings:
Sample, Mark: “Getting Ready for Conferences.”
Reis, Richard. “Giving a Job Talk in the Sciences.”
Claremont Graduate University. “Tips for Delivering Conference Papers.”
University of Washington. “Presenting Your Research at Conferences.”
Hilde, Stiphany, Torrado, Winslow, Wirsching. 2013. Colloquium Notes 2013. (Unzip and read the relevant file).

Session summary: ______________________________________________________________

Due (by 6pm on March 6): Peer Review

Friday, March 14: No class; Spring Break.

Friday, March 21: No class; Urban Affairs Association Conference

Friday, March 28: Co-authorship and other collaboration in academia
1. Publishing: The first goal of this session is to discuss strategies for successful collaboration in research and publishing.
2. Professional development: The second goal is to hear from and discuss each student’s sense of academic identity as defined by the research statements.

Readings:
Hilde, Stiphany, Torrado, Winslow, Wirsching. 2013. Colloquium Notes 2013. (Unzip and read the relevant file).

Session summary: ______________________________________________________________

Friday, April 4: Research grant writing strategies
1. Professional development: The major goal of the session is to learn strategies about research grants from guest speakers, focusing especially on NSF, SSRC and Fulbright research proposals.
2. Publishing: We will use any time left over to discuss, as needed, the publishing workshops.

Readings:
Gillis, Christina. 2008 “Writing Proposals for ACLS Fellowship Competitions.” American Council of Learned Societies.
UT Fulbright Faculty Committee: “Advice for Applicants.”
Hilde, Stiphany, Torrado, Winslow, Wirsching. 2013. Colloquium Notes 2013. (Unzip and read the relevant file).

Additional recommended readings:
http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html
(“Grant Proposal Short Course”)
DDRI Information.ppt
University of North Carolina Writing Center.  “Grant Proposals (or Give me the money!)”
College of Liberal Arts Research Office, UT-Austin. “NSF Doctoral Dissertation Improvement Grant Toolkit.”
Patel, Reena. “AAUW, NSEP, and NSF-DDRI.” University of Texas at Austin.

SUCCESSFUL PROPOSALS: Dr. Michael Watts, UC Berkeley.
Successful proposals made available by Dr. Michael Watts, UC Berkeley.
Winning NSF proposals made available by Dr. Paul Adams, UT Austin.
Winning SSRC, Fulbright and NSF proposals made available by Dr. Paul Adams, UT Austin.

Session summary: ____________________________________________

Friday, April 11: Employment seeking strategies
1. Professional development: In this session we will review what is required for a successful job search, including CVs, cover letters, your Web presence, portfolios, and teaching/research statements.
2. Publishing: We will use any time left over to discuss, as needed, the publishing workshops.

Readings:
Smith, Jenny and Mary Johnson. “Academic Job Search Guide.”
UC-Irvine. “Graduate Student Planning Guide.”
Hilde, Stiphany, Torrado, Winslow, Wirsching. 2013. Colloquium Notes 2013. (Unzip and read the relevant file).


Session summary: ____________________________________________________________

Friday, April 18:  Mentoring: theory and practice
1. Professional development: The first goal of this session is to review theory and practice surrounding mentoring of PhD students.
2. Professional development: The second goal of this session is to discuss mentoring policies of peer institutions and our own, CRP-UTSOA mentoring policies.
3. Publishing: We will use any time left over to discuss, as needed, the publishing workshops.

Readings:
Hilde, Stiphany, Torrado, Winslow, Wirsching. 2013. Colloquium Notes 2013. (Unzip and read the relevant file).

Additional recommended readings:
Carter, Wendy. “Avoid Graduate School Hell! Select Your Advisor and Committee Wisely.”
Repak, Nick. “Professor/Grad Relationships: Maximizing the Mentoring Potential.”
University of Washington. “How to mentor graduate students.”

Session summary: ____________________________________________________________

Friday, April 25:  Teaching while a PhD student
1. Professional development: Visiting speakers present opportunities for obtaining teaching experience while a PhD student, opportunities for
training, and tips for managing teaching pressures and negotiating roles and responsibilities as TA.

Readings:
Center for Teaching and Learning, Graduate Student Instructor Program, UT-Austin. http://ctl.utexas.edu/programs-and-services/graduate-student-instructor-programs/
Center for Teaching and Learning, Graduate Student Instructor Program, UT-Austin. “GSI Program: 398T Workshop Descriptions Professional Development for Graduate Student Instructors.”
Hilde, Stiphany, Torrado, Winslow, Wirsching. 2013. Colloquium Notes 2013. (Unzip and read the relevant file).

Due (by 6pm on April 24): Second Research Statement

Session summary: ________________________________

Friday, May 2:        Last day of class. Final presentations; location TBA.

Due (by 6pm on May 1): Final presentation ppts
TENTATIVE SCHEDULE OF GUEST SPEAKERS

Friday, January 17: Course introduction
Friday, January 24: Academic identity and research plans
                   Patricia Wilson
                   Ming Zhang
Friday, January 31: Time and stress management strategies
                   Elizabeth Mueller
                   Patricia Wilson
Friday, February 7: Introduction to academic publishing 1: The process and the demands
Friday, February 14: Introduction to academic publishing 2: Literature reviews.
                   Bob Paterson
                   Michael Oden
                   Sandi Rosenbloom
Friday, February 21: Introduction to academic publishing 2: Finding the right journal
                   Talia McCray
                   Sarah Dooling
Friday, February 28: Introduction to academic publishing 3: Developing, writing, revising
                   Paul Adams
                   Sandi Rosenbloom
Friday, March 7: Conference and job talk strategies
                   Rob Young
                   Richard Cleary
Friday, March 14: No class; Spring Break.
Friday, March 21: No class; Urban Affairs Association.
Friday, March 28: Co-authorship and other collaboration in academia
                   Rebecca Torres
                   Steven Moore
Friday, April 4: Grant writing strategies
                   Barbara Wilson
                   Rebecca Torres
Friday, April 11: Employment seeking strategies
                   Michael Oden
                   Sarah Lopez
Friday, April 18: Mentoring: theory and practice
                   Gregory Knapp
Friday, April 25: Teaching while a PhD student
                   Center for Teaching and Learning
Friday, May 2: Last day of class. Final presentations; location TBA.
RESOURCES FOR PHD STUDENTS

http://3monththesis.com/phd-support/blog/

http://www.gradresources.org/articles/emotional_fatigue.shtml

http://occamstypewriter.org/erikacule/ (“Blogging the PhD”)

http://www.insidehighered.com/

http://www.grad.washington.edu/mentoring/memos/


cac.ophony.org (About writing and presenting)

http://chronicle.com/blogs/profhacker/ (Chronicle of Higher Education tips for teaching, productivity, technology)

http://chronicle.com/section/Graduate-Students/559/ (Chronicle of Higher Education tips for graduate students)

http://www.career.uci.edu/grad_students_careers_in_academia.aspx (University of California-Irvine graduate services)

http://career.ucsf.edu/pff/job.html (University of California San Francisco academic job search resources)

http://gecd.mit.edu/resources/workshops (MIT graduate student career planning advice)

http://careers.tufts.edu/gradstudents/jobs/academicsearch.asp (Tufts University: Preparing for the academic job market)

http://www.stanford.edu/dept/CTL/Tomprof/index.shtml (Tomorrow’s Professor listserv)

http://www.acsp.org/resources/interest-groups/student-network/bowling-league (National PhD student listserv)

http://listserv.buffalo.edu/cgi-bin/wa?A0=PLANET (Planning Educators’ listserv)

http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html (Proposal Writing Short Course)
WORKSHOP PROPOSAL TEMPLATE

1. TITLE
   Here you provide a provisional title for the theme of the workshops.

2. DESCRIPTION OF THE PLANNING THEME
   Here you provide a short, one-paragraph summary of the theme, including its significance for planning theory and practice.

3. PROVISIONAL TITLE OF YOUR ARTICLE

4. TOPIC OF THE ARTICLE
   Here you provide a short, one-paragraph summary of the topic you will address in your article, your preliminary idea for the argument you will make, and how the article will address the theme you described above, including its significance for planning theory and practice.

5. DATA
   Please describe briefly the data you already have and (if needed), what data you will need to gather this semester, and what analysis you will have to conduct.

6. POSSIBLE JOURNALS
   List 3-4 possible journals.

7. PROPOSED WORKSHOP SCHEDULE
   Also include a tentative list of topics and goals for each session.

8. PROPOSED SCHEDULE OF DELIVERABLES
   Here you indicate what, exactly, you will produce and distribute prior to each workshop. This could be an extended outline, a completed analysis of data, section of your article, etc.

9. PROPOSED PARTICIPANTS
   Participants must include:
   - your advisor
   - (potential) members of your committee
   - PhD students in CRP or elsewhere with similar interests
   - at least one member of the School of Architecture unfamiliar with your topic and with a different scholarly orientation.
WORKSHOP PLAN TEMPLATE

1. TITLE
   Here you provide the final title for the theme of the workshops.

2. DESCRIPTION OF THE PLANNING THEME
   This is a one-paragraph summary of the theme and its significance for Planning.

3. TITLE OF YOUR ARTICLE

4. TOPIC OF THE ARTICLE
   Provide a short, one-paragraph summary of the topic of your article and how it relates to the theme you described above.

5. ARGUMENT
   This should be only be 1-2 sentences. You have to decide what you really want to say in your article. This is not a summary of your findings but a concise statement that clarifies the significance and contributions of your article; see below.

6. SIGNIFICANCE AND CONTRIBUTIONS
   Discuss, in about 2 paragraphs, the significance of the article for planning theory and practice, and how it will contribute to research into the topic you have identified above.

7. DATA
   Please describe briefly the data you already have and (if needed), what data you will need to gather this semester, and what analysis you will have to conduct.

8. OUTLINE OF THE ARTICLE
   This should be a narrative outline, i.e. following each subtitle you should write 1-2 active sentences that succinctly states the 1-2 points you will make in that section of the article.

9. JOURNAL
   Include a short, 2-3 sentence justification for your choice of journal.

10. WORKSHOP SCHEDULE
    Also include a list of topics and goals for each session and when you will report to class.

11. SCHEDULE OF DELIVERABLES
    Indicate what you will produce and distribute, on what date. These deliverables could be an extended outline, completed analysis of data, section of your article, etc.

12. WRITING COMMITMENTS or GOALS

13. PARTICIPANTS
    Participants must include your advisor, members of your committee, PhD students in CRP or elsewhere, and at least one member of SOA unfamiliar with your topic.

14. GUIDELINES FOR AUTHORS
SESSION SUMMARY TEMPLATE

1. TITLE
   Here you provide a title for the day’s session. You can use the title in the syllabus or develop a new title.

2. DATE

3. SUMMARY
   Here you provide a one-paragraph ‘executive summary’ of the session, including the principal points raised in discussions and any conclusions, or central issues that were not resolved.

4. THE STRUCTURE OF THE SESSION
   Here, in one paragraph, you briefly summarize the “methodology” of the session; e.g. a lecture followed by Q & A, and then a discussion, etc.

5. PARTICIPANTS
   Here you list all participants, including students, faculty members, and other visitors.

6. DISCUSSION
   This should be the longest section, approximately 1 page single-spaced. Here you present what was said by different speakers and presenters. You are not expected to provide a complete transcript, or to develop this into a concise narrative, but try to capture the flavor of the discussion. Try to indicate who said what, especially if you cite someone verbatim.

7. SYNTHESIS
   Here you present in bullet point form, all or most of the following points:
   
   - Principal professional lessons learned
   - Principal advice/suggestions provided
   - Principal theoretical points made
   - Principal points of contention/discussion
   - Principal points for future research and discussion

   In your synthesis, please include points from instructor’s and visitors’ handouts or power point presentations.
RESEARCH STATEMENT TEMPLATE

1. BACKGROUND/RESEARCH THEME (can be 1-2 themes)
   Begin by introducing the main research theme and stating why it is important, not just to your scientific field but also to the greater community. Then provide a discussion of the principal, central questions, debates and/or challenges, and research done in this research theme.

2. RESEARCH PROBLEM
   Next, tell the reader what’s the big, unaddressed problem in the area discussed above. Then, identify and take a stance on your primary research question. Discuss why this particular question hasn’t been addressed and why it is so vitally important to address this question. Finally, provide a short but focused statement on why you do research in this area and why it is important to you.

3. CURRENT RESEARCH
   First, summarize what research you have done with respect to the research theme discussed in 1) above and in terms of address the research problem presented in 2, above. If you can, provide a few specific examples of problems you have already solved with success to build credibility and inform people outside your field about what you do. Tell the readers where you published the research, your key findings, why your published work is important, and the impact of your research. Also indicate grants you have received and collaborations you have created.

4. RESEARCH GOALS
   This should be a discussion of the future direction of your research. This section should be really exciting to people both in and outside your field. Don’t sell yourself short; if you think your research could lead to answers for big important questions, say so! Tell the reader the following: a) Summarize your research goals and projects and provide a trajectory that includes a plan based on academic years. b) Explain how you will address the research problem. c) Explain what methodological approach you will take? d) What analytical approach will you take? e) What theoretical approach will inform your research and analysis? f) Provide information on the rationale for moving your research in this direction. And g) discuss anticipated funding agencies.

5. CONCLUSION
   In the conclusion, you should convey your broader vision and aspirations for your future research, both in terms of contributions to the institution where you propose to work, to your field, to other academic fields, and for society. What is novel and exciting about your past and future research? This last section should be visionary and relatively personal.

NOTE: Your research statement should be no more than 2 pages, single spaced. The tips and outline above draws on model provided by the Cornell University (http://www.gradschool.cornell.edu/career-development/put-your-qualifications-writing/research-statements), Stanford University (http://cll.stanford.edu/~willb/research_statement.php), and Purdue University (Patton, Aaron. “Creating a Research Statement: A Needed Document for Job Applicants,” available on Blackboard).
1. **TITLE**
   Here you provide the name and the publisher of the journal.
   
   Its audience, ii) Its theoretical leanings, iii) Its approach to quantitative vs. qualitative scholarship, and iv) Previous articles on related topics. Include the guidelines for authors.

2. **AUDIENCE**
   Indicate the most typical profession(s) of the intended audience of the journal, as well as their likely scholarly interests.

3. **THEORETICAL ORIENTATION**
   Here you provide a 2-3 paragraph analysis, based on your review of the editorial guidelines and articles published in the journal, what, if any, theoretical orientation seems to be favored in the journal. For example, consider the post-modern orientation of *Environment and Planning* vs. the Marxist orientation of *Antipode*.

4. **QUANTITATIVE vs. QUALITATIVE ORIENTATION**
   Here you provide a short, one-paragraph summary of assessment of how the journal and its editors view qualitative vs. quantitative research and empirical rigor. In some journals, there is a good balance between the two, although the editors have a tendency to favor quantitative data-based analysis (see *JPER*) or more qualitative scholarship (e.g. *Planning Theory*).

5. **PREVIOUSLY PUBLISHED ARTICLES**
   Please list and summarize in 1-2 sentences each, previously published articles in the journal that address the same or similar topics AND articles that take a similar approach to analysis and theory.

6. **GUIDELINES FOR AUTHORS**
   Copy and paste the editorial guidelines here. Include the link.
PEER REVIEW TEMPLATE

1. TITLE OF THE ARTICLE

2. SUMMARY
   This is a one-paragraph summary of the article, including topic, methods, and conclusions.

3. CONTRIBUTION
   Does the article make an important contribution to...? I.e., the “so what?” question.

4. MAJOR CRITICISM
   Please consider and address the following, not necessarily in this order:
   a. Writing and Structure:
      i. Is the article well-organized?
      ii. Is the article well-written and easy to understand?
      iii. Does/do the author(s) clearly state their hypothesis, research question(s) and/or argument(s)? How can they be improved?
   b. Development of the Literature:
      i. Does the author do a thorough job synthesizing the literature?
      ii. Does the author do a good job referencing other authors?
      iii. What literature (authors, articles, sub-fields, etc.) are missing, if any, and why?
   c. Methods:
      i. Is the methodology clearly explained?
      ii. Is the methodology rigorous and otherwise sufficient?
   d. Analysis and theoretical discussion:
      i. Does the author answer the questions he/she sets out to answer?
      ii. Does the theory connect to the data; is it supported by the data and the analysis?
   e. Conclusions:
      i. Are the conclusions supported by the data, the analysis and the theory?

5. FIGURES (PHOTOS, CHARTS, MAPS, etc.)
   a. Are the figures well-designed and easy to read?
   b. If there are figures missing, suggest new figures.

6. MINOR CRITICISM
   Here you provide specific, more minor suggestions, edits, etc.

7. PROVIDE A RECOMMENDATION
   a) Publish as is,
   b) Publish following minor revision,
   c) Publish following major revision, or
   d) Rejected for publication

Note: The outline above draws in part on Golash-Boza, Tanya. “How to write a peer review for an academic journal: Six steps from start to finish.”