**Article Review Guidelines**

Dear Peer Reviewer

Thank you for accepting to review this paper. Please use this form as a guide to your review. Please use the journal management system at <https://upjournals.up.ac.za/index.php/jsaa/> to submit your review. Please login to submit.

**A good review report will include:**

* Formative, developmental, and evaluative feedback to the author on some or all of the following:
  + framework and theory
  + literature review, relevance, and depth
  + methodology relevance, description, and appropriateness
  + ethics statement
  + trustworthiness of data, accuracy of presentation
  + depth and breadth of analysis and discussion
  + relevance of conclusion and significance
  + conflict of interest statement & funding statement
* Comments on:
  + style, format, layout, structure, flow of argument
  + referencing and rigor of academic scholarship
* A final assessement regarding:
  + contribution to knowledge expansion and production
* Your summative scoring of the manuscript on the five review criteria (Table 1, copy at end)
* Your recommendation on how to proceed with the article (Table 2, copy at end)
* A good report arrives in time
* An overall comment as to how this work contributes to expanding knowledge and its relevance and suitability to the JSAA

**TABLE 1: Scoring the article**

|  |  |  |
| --- | --- | --- |
| **Criterion** | **Criterion Descriptor** | **Score**  1 poor – 5 excellent |
| 1. **Originality** | The manuscript offers new, original empirical, conceptual, critical, and/or normative insights and interpretation |  |
| 1. **Significance** | The manuscript makes a significant and/or novel contribution to the scholarly and/or professional field of student affairs and our understanding thereof |  |
| 1. **Scholarship** | The manuscript reflects sound scholarship and adheres to the requirements of rigorous academic work |  |
| 1. **Scope and Interest** | The manuscript falls within the scope of the *Journal* (keywords/context) and is likely to interest readers and stimulate new or further research |  |
| 1. **Accessibility** | The manuscript is written in such a way as to be accessible to the broad range of JSAA readers |  |

**Table 2: Your recommendation on how to proceed with the article – mark with X**

|  |  |
| --- | --- |
| **Accept as is** |  |
| **Accept with minor corrections** |  |
| **Resubmit for review after major corrections** |  |
| **Reject** |  |
| **Redirect to a different journal** |  |

**Please indicate if you are willing to review article after corrections: Yes/No?**

**Additional background information for Peer Reviewers**

Please note that there are two types of articles that undergo peer review for JSAA: Research-based (academic) articles and reflective practitioner (professional) articles which have different emphasis.

**Research-based articles**

Contributors submit original research-based manuscripts of ca. 5000-6000 words, including all references, notes, tables and figures. Abstract are of approximately 150-300 words and approximately 5 keywords.

Research-based articles must include a consideration of recent literature and theory (conceptual/theoretical framework); and they must consider how they contribute to knowledge base in their discussions/conclusion.

**Reflective articles**

Reflective practitioner accounts on professional campus practice are also peer reviewed. They are reviewed according to the same criteria as research articles, albeit with a different emphasis. Typical length: 2,500 – 5,000 words, all inclusive.

Unlike a research article, they do not need to include an extensive consideration of relevant literature and theory. Rather, they must make a significant empirical contribution and thereby significantly enhance our understanding of student affairs practice.

All articles must comply with scholarly best practice and standard academic convention. They must use APA style of referencing and should avoid footnotes.

**Your Role as Peer Reviewer**

Excerpt from *ASSAf National Code of Best Practice in Editorial Discretion and Peer Review for South African Scholarly Journals* (ASSAf, 2006, p. 7-8).

“**The Indispensable Functions of Peer Reviewers**

Peer reviewers (always more than one, and preferably three) must have expertise and special knowledge of the topic addressed in a submitted paper, in order to fulfil a range of functions in the system of global knowledge accumulation.

They must always report in writing, with clear recommendations for acceptance of the paper in question, with or without revision, or rejection, as the case may be. They must especially:

* scrutinise the methods and results in terms of consistency, interpretability and likely reproducibility;
* identify gaps that could or should be filled to enhance the interpretability and strength of the findings and/or insights;
* suggest how the paper can be improved in terms of style, length and focus;
* assess the proper citation and referencing of previously published studies (as outlined above the ‘principles’ section), including the critical issue of the originality of the work;
* contest conclusions not justified by the results or arguments presented; and
* ‘place’ the work in the existing matrix of knowledge in the relevant area or field.

Any potential or real conflict of interest must be declared to the editor by a peer reviewer before the review is submitted. All peer reports and substantive correspondence must be retained, for possible later scrutiny, within a well-designed record system out. A list of peer reviewers used by a journal should be published at least once a once a year, and reviewers who default on their obligations should not be retained for further service.”

**General Background on JSAA Peer Review Process**

The *Journal of Student Affairs in Africa* affirms diverse forms of scholarly engagement and diversity in terms of themes and perspectives, paradigmatic, disciplinary and methodological approaches and contexts of scholarship and application. It considers for publication submissions of original scholarly research-based articles, reflective discussions by practitioners, book reviews and professional notices, such as conference calls.

Submissions are encouraged from scholars and reflective practitioners from across the globe; submissions ought to be relevant to the mission, aims and scope of the Journal. Especially encouraged are submissions from African scholars and professionals working in higher education on the African continent. Submissions dealing with student development issues from other contexts (e.g. the African Diaspora, other emerging economies) that are transferable to the African context are also considered for publication.

The editorial and peer review policy adheres to the *ASSAf National Code of Best Practice in Editorial Discretion and Peer Review for South African Scholarly Journals* (ASSAf Council, 2008). All submitted manuscripts undergo an initial careful examination by the Editorial Executive to ensure authors’ submissions conform to best practice. Qualifying scholarly research-based articles are blindly reviewed by at least two peer reviewers, who would typically be members of the International Editorial Board of the Journal. Peer reviewers have proven scholarly and/or professional expertise in the subject matter of a manuscript. Reviewer reports are assessed by the Editorial Executive and form the basis of any decision on how to proceed with a manuscript.

**Focus and Scope**

The *Journal of Student Affairs in Africa* (JSAA) considers theoretical, practice-relevant, and reflective contributions from across the scholarly field of student affairs, student development and the professional domains of student development and student affairs, taking due cognizance that the scope is broad, fluid and context dependent.

**The scope of JSAA** is indicated by keywords such as: student affairs, student transformation, higher education policy, higher education access, gender and race in higher education, social justice, mental health, first year experience, career development, student counselling, student development theory and research, student discipline, student engagement, student experience, student finances and financial aid, student housing, disability/disabled students, student leadership and governance, student life cycle, student living and learning, student organizations, student orientation, student policy, student politics and activism, student sport, student support, academic development, graduate attributes, and teaching and learning support. This list of keywords is not exhaustive.