

# Evaluation d'articles et comité de programme

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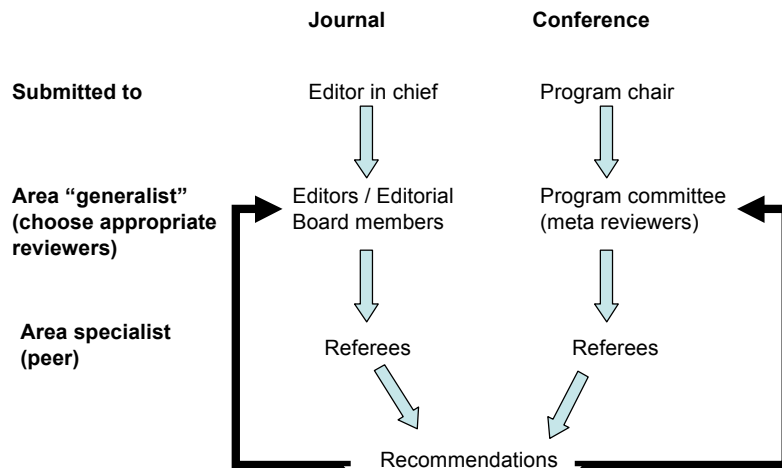
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## Les rôles

- Program chair
- Paper chair
- Short paper chair
- Associate Chair or Meta-Review
- Reviewers or Referees

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# Le processus



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## Exemple: CHI 2006

- First, papers are reviewed by a minimum of three reviewers.
- Second, the authors view the reviews and have the opportunity during a one week period (20-24 November 2006) to write a response to correct factual review errors.
- Third, the associate chair completes a meta-review that typically recommends acceptance or rejection based on the reviews received and any author comments.
- Fourth, recommendations are reviewed at a two-day program committee meeting.
- In cases where a paper has received widely divergent reviews, it is read and discussed by associate chairs with appropriate expertise before the final decision is made.
- Fifth, authors revise accepted papers to camera-ready requirements.

CHI Reviewing: A Guide and Examples

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## Pourquoi évaluer ?

- Travail du chercheur : assurer la qualité dans son domaine
- Réputation et carrière
- Membre de comité de programme
- Amélioration de la qualité de ses propres publications

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## Evaluer : un engagement

- Most reviews have strict deadlines
- By agreeing to review you take the responsibility of doing a thorough job
- If you cannot commit to this, notify the editor asap
- Editors understand you may not have the time, but are unforgiving if you commit and do a poor job
- Good editors/ program chairs keep a list ...

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## Questions to ask yourself before conducting a review

- Have you got the resources to do it?
  - Time? Don't take on a review if you cannot devote sufficient time to it
  - Expertise? Be honest about what you can comment on and what you cannot
- Have you got a conflict of interest?
  - Do you know the authors?
  - Are you in a competitive relationship with the authors?
  - When in doubt, ask the editor.
  - Be prepared to say no (but recommend someone else!)

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## The Role of the Reviewer

- The Critic
  - Taking an evaluative stance, what are the good and bad points about this submission?
- The Coach
  - Taking a developmental stance, how can this submission be improved?

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## How to do a review

- Plan to read the paper 3 times
  1. To get a feel for it
  2. Read the paper in depth
  3. Read the paper and annotate it
- Fill out the review right after the 3<sup>rd</sup> reading, while things are still fresh in memory

## Review structure

- ✓ The actual refereeing form
- ✓ General comments on the paper
- ✓ Specific comments on the paper
- ✓ Confidential note to editor
- General idea: be professional and non-hostile: write the review in a style that you would like to receive for your paper

## The refereeing form

- Forms might look quite different but basically ask the same things
- Poorly designed ones just have yes/no answers, good ones prompt the referee to elaborate
- Make sure you read and understand it well

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## General comments

- Usually starts with 1-3 sentences summarising the paper to show that you understood it
- Discuss author's assumptions, motivations, technical approach, analysis, results, conclusions, references.
- Be constructive, suggest improvements

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## Specific comments

- Comments on style, figure, grammar, spelling mistakes, etc.
- You can mark up directly on the paper or type in list (or bullet points) form, with reference to the page, section, etc.
- It is up to you to decide the level of detail of your specific comments
- You are not asked to rewrite the paper!

## Confidential note

- Comments to the editor that you do not want the author to see
- Not necessary and do not feel obliged
- Remember the review should mostly help the author, so do not “hide” comments

## Outcome

- Usually:
  - a. Accept the paper as it is
  - b. Paper requires minor changes
  - c. Paper requires major changes (with or without a new refereeing process)
  - d. Reject publication of the paper
- You can only suggest, the choice is not yours
  - Decision is based on at least 3 reviews

## What to consider (1)

- Correctness
  - Of argument/method/algorithm/proof
- Significance
  - Valid problem
  - Significance to area/journal
- Innovation
  - Original, novel
  - Not trivial extension or combination of old work



## What to consider (2)

- Interesting
  - Well motivated
  - Relevant
- Timeliness
  - Of current interest to community
- Succinct
  - Message should be: clear, compelling, to the point

## What to consider (3)

- Accessible
  - Is it appropriate to the audience
  - Readable, good grammar, good structure
  - People do not have the time to read badly written papers

## Ethics of refereeing (1)

- Objectivity
  - Judge paper on its own merits
  - Remove prejudice
  - If you are not able to review it, return it
- Fairness
  - Author may have different point of view / methodology / arguments
  - Judge from their school of thought not yours
- Speed
  - Be fast, but do not rush. Author deserves a fair hearing

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## Ethics of refereeing (2)

- Professional treatment
  - Act in the best interest of the author and conference/journal
  - Specific rather than vague criticism
- Confidentiality
  - Cannot circulate paper
  - Cannot use without permission
- Conflict of interest
  - Discuss with editor

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## Ethics of refereeing (3)

- **Honesty**
  - About your expertise and confidence in appraisal
- **Courtesy**
  - Constructive criticism
  - Non-inflammatory language
  - Suggest improvements

## Writing the Review: Elements of Good Practice

- Careful reading of submission
- Begin by summarizing good points about the work
- Acknowledge own biases and areas of expertise explicitly
- Take authors seriously, assume author a competent professional, be sympathetic
- Be generally supportive
- Focus on fundamental problems not detailing their mistakes
- Be specific in criticisms
- Include ideas of how to improve the work, including further references (whether revision or rejection is being recommended)
- End by summarizing main points
- Review should be at least a page but probably not more than two

## Writing the Review: Things to Avoid

- Beginning with negative criticism and then focusing on deconstructive rather than constructive criticism
- Commenting on personal characteristics of the author(s) and (explicitly) presuming personal inadequacy
- Several pages of dense criticism which picks up on every negative element of the piece
- Hurried and/or late review
- Showing no reflexive consideration of own biases
- Forcing author to write a different paper, rather than write the same paper differently

## Evaluation

- When you review, you are writing for *two* audiences
  - The author
  - The papers chair

## Two audiences

Author	Papers Chair
<ul style="list-style-type: none"><li>•What was unclear?</li><li>•What was wrong?</li><li>•Did I miss important work?</li></ul>	<ul style="list-style-type: none"><li>•Does the reviewer know what they are talking about?</li><li>•Does the paper need much (too much) revision?</li><li>•Is the contribution important?</li><li>•Would it spark debate/future work?</li></ul>

Anderson/Fishkin

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## Do they know what they are talking about?

- Do they re-explain the main point(s) of the paper?
- Are the criticisms specific?
- Do they contribute additional references if that is a complaint
- Do they articulate the contribution of the paper and related it to past work?
- Do they state what the value of the contribution is to an attendee of the conference or reader of the proceedings
- Do they have some clear ideas about how the paper can be improved or extended to increase its value

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## Random tips

- “One of the most valuable suggestions for reviewing I ever received was to focus on the paper, not the research, nor the researcher.”
  - Critique “the paper”, not “you”

## Have an opinion

- “Neutral” ratings are much less helpful to meta-reviewers than “[weak] accept” or “[weak] reject”; I try to avoid the middle ground.”

## Short paper != long

- Short papers typically have no chance for revision – they are accepted or rejected “as is”.

## Web references

- <http://www.cs.princeton.edu/~jrex/teaching/spring2005/fft/reviewing.html>
- <http://www.chi2006.org/call/chireviewing.php>
  - incluant une structure d'évaluation et des bons et mauvais exemples