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Accentuating Research Scholarship Through Innovative Student Opportunities: A Mentored Approach

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The *Journal for Advancing Sport Psychology in Research* (*JASPR*) accentuates the development of research scholarship through highly immersive, mentored opportunities for students to first author rigorous student-led research and serve as gatekeepers (i.e., as peer-reviewers and editorial board members) of scientific knowledge through an innovative student-centered publishing platform. First-author publications are considered one of the foremost pinnacles of scientific achievement for research scholars; and, serving as peer reviewers and Editorial Board members of scientific journals are, respectively, considered two of the most valued professional service endeavors in the academic realm. *JASPR*'s student-centered operations are intended to enrich students' knowledge of scientific publishing processes, develop and strengthen their scholarship skills, and bolster their abilities and motivation for navigating the complex academic publishing landscape. As the inaugural editors, in this paper, we: (a) call attention to opportunities in the research publishing landscape to involve students through mentored experiences, (b) broadly describe the role of mentorship in student scholarship, (c) introduce *ASPiRE* which describes the journal's mentoring activities and guides the immediate, short-term, and long-term student scholarship impacts in a logic model, and (d) provide an overview of opportunities for, and the benefits of, student involvement in the journal. Finally, we conclude with a call for student and faculty engagement in the journal.

Keywords: editorial board, mentoring, peer-review, publishing

Understanding of the scientific process, the responsible conduct of research, and dissemination of scientific findings are integral learning outcomes graduate students are expected to achieve through the completion, and publication, of theses and dissertations. Furthermore, for graduate students pursuing positions in academia, publishing original research in peer-reviewed journals is an important indicator of promise as an early career scholar (Carpenter, 2008; Cassuto, 1998). In fact, amassed publications are one of the primary barometers by which research productivity is measured (Adams, 2003; Riffe, 2005; Wootton, 2013). Publishing, however, is not an easy feat. Submitting authors face a high rate of rejected manuscripts by peer-reviewed publications (Moizer, 2009; Treviño, 2008). For example, more than half of submitted peer-reviewed research manuscripts are not accepted for publication (Blümle et al., 2016; Chen et al., 2016; Schumaker et al., 2014). Consequently, graduate students may feel unqualified to attempt to publish their work and perhaps feel deterred by the rigorous academic dance of writing, submitting, revising, and resubmitting their work, sometimes time and again, before their manuscript has met the scientific mark deemed acceptable for peer-reviewed publication. As such, graduate student work in the form of class-based research projects and theses, unfortunately, largely goes unpublished (Magori, 2019).

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As challenging as the peer-review publication process is for graduate student authors, and for all scholars for that matter (see Day, 2011), it is an important cornerstone of modern-day science. The peer-review process depends on members of the scientific community, in most cases

research scholars with topic knowledge or expertise evidenced by an established record of publication, to serve as professional reviewers of one another's scientific work. Peer review, typically, involves a blinded evaluation of a research manuscript assessed for its validity, reliability, and novelty. This process is intended to uphold the integrity of the scientific community and be a gatekeeper of scientific knowledge, distinguishing quality research from poor research (Holt & Spence, 2012). Interestingly though, there is a conspicuous absence of education and established guidance provided to peer reviewers as evaluators of one another's scientific research (Daniel, 1993). Learning how to peer review, instead, is largely a trial-by-error process (Smith, 2006). According to Callaham and Tercier (2007), this can contribute to an unpredictable quality of evaluations conducted by peer reviewers, as well as variable, and at times, conflicting evaluations given by reviewers assigned to the same manuscript (see Bornmann et al., 2010; Cicchetti, 1991, 1997; Ernst et al., 1993). As a result, "Reviewer 2"' jokes are commonly made among submitting authors under the pretense that Reviewer 2 is assumed to be an exceptionally poor evaluator (see Peterson, 2020). Given the magnitude of the peer reviewer's role as a guardian of scholarly knowledge, the lack of formalized training in peer review is a disconcerting aspect of the scientific review process.

When graduate students are trained in peer review, it is largely done through faculty mentoring (Smith, 2006). We acknowledge, however, that many students' graduate training may not include peer review. This is likely not the result of a lack of willingness on the part of faculty, but instead the result of an absence of having received formalized training themselves as graduate students, compounded further by limited time and a dearth of resources to provide such training, even informally, to their current students. Subsequently, over the years, there have been numerous calls for the creation of educational opportunities that engage manuscript reviewers in learning the nuances of evaluating scientific research (e.g., Cicchetti, 1991; Davidoff, 2004; Mulligan et al., 2012; Smith, 2006). Among them is Brustad, who in 1999 stated:

> For the betterment of research in sport and exercise psychology, as well as for the professional development of the individual reviewer, I believe that it is essential to provide our graduate students and young professionals with opportunities to develop the expertise and motivation that will make them effective reviewers (pp. 311-312).

Scientific publications are indeed a reflection of the author(s) work, and also a reflection of the process and rigor, or lack thereof, of peer review.

One approach to becoming an effective manuscript reviewer is through the creation of formalized, structured opportunities for graduate students to engage in the process of peer review. The opportunity to receive guidance, early on in peer-review endeavors, can better prepare graduate students to conduct higher quality manuscript reviews when invited to serve as professionals, which will undoubtedly both inform and strengthen their own writing as submitting authors of peer-reviewed academic manuscripts. Likewise, student opportunities to serve as editorial board members of an academic journal can provide a unique opportunity to "pull back the curtain" on the academic publishing processes that students and early career professionals are otherwise blind to. Most often, editorial board positions are bequeathed solely to experienced researchers with highly successful publication records. This may be one of academia's greatest missed opportunities for graduate student training in research scholarship. Perhaps there is no greater way for students to learn and appreciate the ins and outs of academic publishing than to be integrated into the editorial board structure of scientific journals and engage in experiential learning through mentored relationships with reputable faculty researchers serving in editorial board positions.

To these ends, the *Journal for Advancing Sport Psychology in Research (JASPR)*, the Association for Applied Sport Psychology's (AASP) newest open-access scientific publication, seeks to provide students with didactic authorship, peer and professional manuscript review, and editorial board experiences through a structured outlet for rigorous student-led scholarship (see Hess et al., 2021 of this issue). The purposes of this paper are three-fold: (a) overview the role of mentorship in accentuating graduate student scholarship, (b) introduce the student-centered mentoring framework we, as the inaugural editors of *JASPR*, established for encouraging and inspiring the development of students' research scholarship, and (c) provide an overview of the journal's unique and highly immersive academic publishing opportunities for students. We conclude the paper with a call for student and faculty involvement in the journal.

Mentorship in Graduate Student Scholarship

Mentoring is generally described as a supportive relationship that helps us learn and develop in our professional, academic, and personal lives (Ragins & Kram, 2007). While there are various types of mentoring that can take place throughout students' educational

experience, we focus our attention here, broadly, on faculty-to-student mentoring and student-to-student peer mentoring. We also highlight benefits to faculty and student mentors that serve to accentuate research scholarship.

Benefits of Faculty-to-Student Mentoring

A core component of graduate student education is faculty-to-student mentoring (Kelly & Schweitzer, 1999; Lechuga, 2011; Watson et al., 2009). Most often, graduate students' formal mentoring will come from a faculty member in their 'home' department (Watson et al., 2009) and should expand graduate students' breadth and depth of knowledge and skills. Additionally, high-quality faculty mentoring is likely to benefit students socially and emotionally in ways that foster feelings of connectedness and satisfaction for them, develop their ability to cultivate stronger interpersonal relationships, and improve their self-regulation skills (Eby et al., 2008; Hamilton et al., 2019; Ramirez, 2002; Taylor & Neimeyer, 2009). Further, students benefit psychologically in ways that accentuate their academic and overall professional development, including but not limited to their development of self-identity, confidence, autonomy, sense of purpose, ambition, research productivity, and job search self-efficacy (Eby et al., 2008; Green & Bauer, 1995; Hamilton et al., 2019; Ramirez, 2002; Taylor & Neimeyer, 2009; Tenenbaum et al., 2001).

As a result, mentoring can be pivotal in positioning the trajectory of graduate students' research pursuits by shaping their identities and initiating the formation and growth of their academic networks. Accordingly, the presence of a positively regarded faculty mentor can improve students' reported satisfaction with their graduate training (Clark et al., 2000). Further, positively regarded faculty mentors and strong advising relationships may be particularly important for retaining women in the fields in which they completed their graduate study (Ivie et al., 2016). We acknowledge, however, mentored experiences are not necessarily equally delivered or received. For a myriad of reasons, students may discover themselves needing to identify mentors outside their program of study or academic institution and establish mentoring relationships on their own volition (Watson et al., 2009). For graduate students in the field of psychology across the domains of sport, exercise, and performance, *JASPR* is a unique academic publishing platform whereby students can receive faculty-to-student mentoring through their involvement in structured research scholarship opportunities.

Benefits of Student-to-Student Peer Mentoring

The benefits of student-to-student peer mentoring in academia can include, though are certainly not limited to: the expansion of students' critical thinking and collaboration skills (Dolan & Johnson, 2009; Wong et al., 2016), improved sense of social support and responsibility (Wong et al., 2016), enhanced psychological wellbeing (Watson et al., 2009; Wong et al., 2016), greater academic performance and success (Chester et al., 2013; Hryciw et al., 2013; Leidenfrost et al., 2014), as well as heightened persistence and student enrollment retention (Collings et al., 2014; Crisp, 2010). The aforementioned benefits are important to students' growth as research scholars. Peer activities, such as graduate student writing groups that allow students to connect over shared challenges, can ameliorate feelings of isolation in the writing and publication processes. Activities like these can increase students' self-confidence in their abilities to write with the goal of publishing (Belcher, 2009), while also increasing the number of manuscripts they submit to peer-reviewed journals (Kamler, 2008). Most certainly, the opportunity for students to share travails and successes with one another can help them feel greater relatedness to one another and bond over shared interests and pursuits, which are important components of academic learning and growth (see Belcher, 2009; Graham & McClain, 2019; Reddick, 2012; Watson et al., 2009).

For students from marginalized populations, student-to-student peer mentoring is likely even more critical. For example, for Black students enrolled in predominantly White institutions, student-to-student peer mentoring has been reported to boost their sense of belongingness (Graham & McClain, 2019). Connection to, and inclusion of, one another, are at the heart of student-to-student peer mentorship, which is associated with better academic adjustment and social integration (Barnett, 2011; Chester et al., 2013; Collings et al., 2014), as well as decreased feelings of alienation (Graham & McClain, 2019; Levett-Jones et al., 2007; Wong et al., 2016). As a student-centered journal, *JASPR* recognizes the important role of peer mentoring and how students' connectedness to one another, through shared experiences, facilitates their mutual growth as research scholars. Students that participate in *JASPR*'s many immersive student opportunities (see later section of this paper) will reap benefits of receiving both faculty-to-student mentorship and student-to-student peer mentorship.

Reciprocal Mentoring Benefits

According to empirical evidence (e.g., Colvin & Ashman, 2010; Dolan & Johnson, 2009; Reddick et al., 2012; Tenenbaum et al., 2001) and scholarly anecdotes (e.g., DuBois et al., 2011; Horowitz & Christopher, 2013; McKinsey, 2016; O'Hara et al., 2019; Ragins & Kram, 2007; Rhodes, 2002, 2005) mentoring relationships are reciprocally beneficial. Generally, there is great satisfaction in being afforded the privilege of, and opportunity to, mentor and "pay forward" knowledge, skills, and lessons learned from one's own experiences to positively influence the growth and development of the next generation of learners and scholars. We would, thus, be remiss not to acknowledge the benefits of these relationships to faculty and student mentors, particularly with regard to scholarship development and its intersection with *JASPR* service involvement.

Faculty Mentors

For faculty, mentoring activities are highly regarded across academia's three treasured pillars: research, teaching, and service. Consequently, developing synergies across the three pillars, in creative ways, can generate more sustainable academic environments (see Boyer et al. 2012 case study example). The volume of students mentored by a faculty member and the successes of their students are metrics by which faculty impact is measured annually through academic performance reviews, and most certainly through promotion and tenure dossiers (see Burnham et al. 2010, *Tools for Dossier Success: A Guide for Promotion and Tenure*). *JASPR*'s student-centered publishing platform provides a unique, and creative, opportunity for faculty serving on the Editorial Board to educate and further the development of student scholars through the provision of professional service in a research publishing infrastructure.

Student Mentors

Similarly, for students, peer mentoring activities serve as important, and early, indicators of service stewardship, as well as their ability to lead and teach which enhances career readiness (Abbott-Anderson et al., 2016; Horowitz & Christopher, 2013). Graduate students, for example, often enter faculty and other professional positions with minimal experiences as mentors (and as previously discussed, with minimal experience as peer reviewers), though are expected to be excellent mentors (and peer reviewers) upon entering the academic workforce. However, we believe early opportunities to mentor graduate students in research scholarship, like those afforded to students through their involvement in *JASPR*, can simultaneously bolster their leadership, advocacy, and networking skills (see Colvin & Ashman, 2010) and their teaching and communication skills (see Dolan & Johnson, 2009). These skills serve to prepare students to excel across all three of academia's valued pillars (i.e., research, teaching, and service).

Advancing Sport Psychology in Research: A Student-Centered Approach

In the same spirit as the *JASPR* name (*Journal for Advancing Sport Psychology in Research*), we assiduously curated an *Advancing Sport Psychology in Research* (*ASPiRE*) logic model to describe the journal's unique student-centered publication operation and guide its intended immediate, short-term, and long-term impacts on student scholarship development (see Figure 1). *ASPiRE* assumes students' growth and development should be nurtured and supported by faculty and that students are active social agents with an innate desire to grow, master challenges, advance their development as scholars through immersive experiences, and broaden their academic network. Consistent with the mission and vision of *JASPR*, beyond offering the opportunity for students to write, submit, and upon acceptance, publish first-author research, the journal offers development opportunities for students to engage in the peer-review process. In addition, alongside faculty serving as members of the journal's Editorial Board (i.e., Editorial Board Reviewer, Managing Editor, Associate Editor, and Editor-in-Chief), *JASPR* offers unique opportunities for students to serve alongside them in mentored positions as junior counterparts (i.e., Junior Editorial Board Reviewer, Junior Managing Editor, Junior Associate Editor, and Junior Editor-in-Chief). Mentoring and interactions among students and faculty, within these three distinct, yet corollary academic publishing environments (i.e., first author, peer reviewer, junior editorial board member) will be varied in nature and include dynamic practices and strategies that are both social and non-social in nature rooted in the theoretical principles of self-determination (Deci & Ryan, 1985; Ryan & Deci, 2017) and self-efficacy (Bandura, 1997)—psychological constructs that have, empirically, been found to be integral in fostering human motivation and high performance.

First, *ASPiRE* recognizes the manuscript preparation and submission process for student authors as an important environment for mentoring. Within this environment, *JASPR*'s Editorial Board input is predominantly non-social in nature, where a student

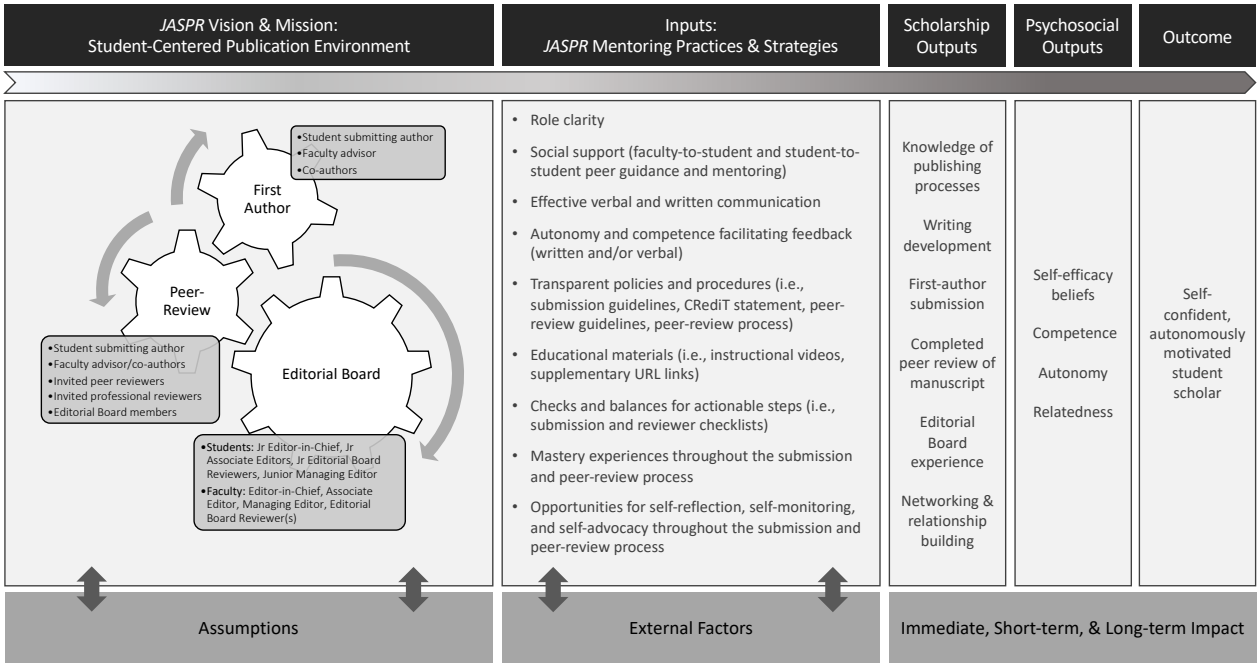
and the student's faculty advisor utilize *JASPR*'s policies and procedures, educational materials, and checks and balances to guide the student's manuscript preparation and submission. Second, in the peer-review environment, a range of faculty-to-student and student-to-student peer-mentoring occurs both between *JASPR* Editorial Board faculty and students, as well as between student peer reviewers and *JASPR* Editorial Board members. Each plays a crucial part in gatekeeping scientific knowledge through mentorship and successful scholarship development of the students involved in the process. The peer-review environment includes social and non-social strategies and practices to ensure students learn the ins and outs of quality peer-review. For example, in addition to required online peer-review training modules, *JASPR* offers student-centered resources including a *Reviewer Handbook* to help facilitate manuscript reviews. Additionally, student peer-reviewers have the opportunity to seek further guidance from *JASPR* Editorial Board members (e.g., Associate Editor, Junior Associate Editor), who can provide support as they navigate and learn the peer-review process. Third, and lastly, service to the profession by way of membership on the *JASPR* Editorial Board provides an environment where varied opportunities for faculty-to-student mentoring and student-to-student peer mentoring are afforded to students. Special emphasis is placed on ensuring effective role clarity, verbal and written communication, social support, and creating opportunities for self-reflection, self-monitoring, and self-advocacy, to name a few (see again Figure 1).

In these three publishing environments, we anticipate the dynamic interaction between students and faculty, using varied social and non-social mentoring practices and strategies, will result in enhanced psychosocial outputs including increased knowledge of publishing processes from important publishing vantage points (i.e., as the first author of a manuscript submitted for peer review, as a peer reviewer of scientific manuscripts, and as an editorial board member tasked with ensuring that published work is of high quality to advance the field of psychology in the domains of sport, exercise, and performance). Further beneficial outputs for students active in the publication process are discussed in the sections below. Our hypothesis is that these specific outputs will lead to more general outputs of increased scholarly self-efficacy and feelings of competence, autonomy, and relatedness which will facilitate the growth and development of students as self-confident and autonomously motivated student scholars.

Immersive Student Opportunities: Author & Reviewer

Benjamin Franklin is famously quoted as saying, "Tell me and I forget. Teach me and I remember. Involve me and I learn." Immersive experiences imply a social

Figure 1. Advancing Sport Psychology in Research (*ASPiRE*) Logic Model



context in which connections are developed with others through mentored teaching and learning. Specifically, we aim to promote a collective student-centered effort that brings forward creative rigorous scholarship from strategically conceived, highly immersive, didactic teaching and learning opportunities for students to engage in all aspects of the publication process. In the following sections we provide an overview of the array of opportunities for student involvement in the journal. For each, prerequisite qualifications are provided, followed by a description of a role's opportunities and responsibilities, along with a summary of the benefits afforded to students from the experience.

Submitting Author

Consistent with *JASPR*'s vision, mission, and scope, the expectation is the submitting author has conducted rigorous student-led research and is a student at the time of manuscript submission or is within the first two years following the completion of requirements for a master's or doctoral degree from an accredited institution.

Role and Responsibilities

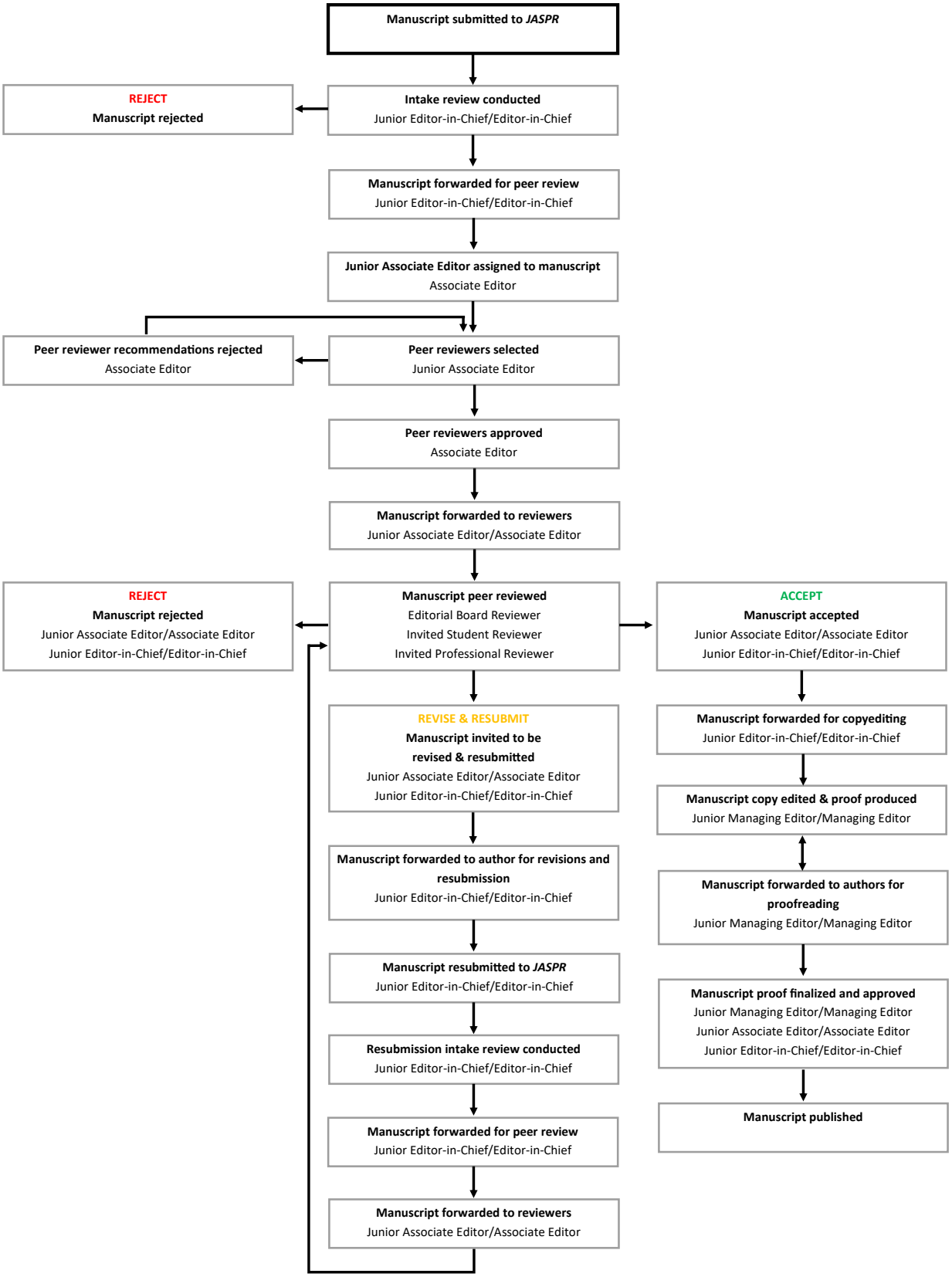
The submitting author's role is that of the lead and corresponding author. Responsibility rests with them to prepare a manuscript in accordance with the submission guidelines set forth by the journal. These include, for example: adherence to ethical standards, use of bias free language, adoption of the journal's required font style and size in writing the manuscript, adherence to the *APA Style Publication Manual* with respect to formatting professional papers and in-text reference citations and the reference list. The submitting author is also responsible for completing and submitting supporting documents that must accompany the manuscript including a cover letter, CRediT role statement that identifies author contributions to the manuscript, and submission checklist. Unique to *JASPR*, all authors must also complete a *JASPR* Submission Checklist to ensure they have complied with required manuscript elements, provided responsible conduct of research assurances, specified conflict of interest and author contribution transparency, and delineated author contact information for all future correspondence regarding the manuscript. Much of this information is typically provided in a cover letter (also required); however, the *JASPR* Submission Checklist was created as a supplementary requirement to authors as a measure of structured checks and balances to ensure a thorough and complete submission, thereby increasing students' competence and self-efficacy as a lead and corresponding author. To assist submitting authors in preparing their manuscript for submission, authors have access to an *Author Handbook* that provides detailed guidance for navigating manuscript preparation and the unique requirements of *JASPR*'s submission process.

Opportunity Benefits

An obvious benefit to submitting authors is the opportunity for graduate students to first author their work and have it considered for publication. First-author publications are among the most highly valued and are incredibly important entries on the curriculum vitae (CV) of graduate students pursuing careers in academia. Generally, authors are listed in order of relative contribution. In psychological science, according to the *APA Style Publication Manual*, the first author has contributed the most, including the writing of the manuscript (for a fuller understanding of instances in which the lead and senior authors toggle between first and last in authorship order, and how this can vary across scientific disciplines, see Arvinen-Barrow & Visek, 2021 of this issue). As with any peer-reviewed journal, publication in *JASPR* is not guaranteed and is contingent upon the evaluation outcomes of external double-blinded peer reviews, as well as those by other faculty and student members of the Editorial Board.

That said, regardless of whether a manuscript is accepted for publication, of great benefit to submitting authors are the learning outcomes that occur as a process of "doing" on the pre-submission front end of the guided authorship experience (i.e., writing the manuscript, preparing all ancillary submission documents that accompany the manuscript, communicating with co-authors), submission of the manuscript (see Figure 2 which outlines *JASPR*'s workflow management processes for each submitted manuscript), and the post-submission backend of the peer review process (i.e., receiving the manuscript decision of reject, revise and resubmit, or accept; reflecting on the peer-review feedback; and most often, working with co-authors of the manuscript to improve the presentation of the manuscript for resubmission or submission to an alternative journal). The opportunity to first author a research publication is intended to foster an author's self efficacy and competence in navigating publishing processes, so they are more confident in their abilities and autonomous in their future research endeavors and manuscript submission efforts. Additionally, authors will have direct correspondence with, and the opportunity to seek guidance from, student and faculty members of the Editorial Board as they navigate the submission and publication process. As a result, students may feel

Figure 2. *JASPR*'s Workflow Management Processes for Each Submitted Manuscript



a sense of connectedness and greater community in broadening their scientific network.

Finally, submitting authors whose manuscripts are accepted for publication benefit from *JASPR*'s open access. This means an author's scholarly work is freely available and accessible to the public (see the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities, 2003; Bethesda Statement on Open Access Publishing, 2003; Budapest Open Access Initiative, 2002 for further reading). In contrast, non-open access manuscripts require licenses that are typically only available to those affiliated with academic institutions or, alternatively, are available for a purchasing price to the public that is generally regarded as quite costly–this is commonly referred to as a "paywall" and barrier to scientific knowledge. *JASPR*, as a digital science publication, embraces the concept of open science in today's modern era (see Borgman, 2010) and through its open access, authors benefit from a larger readership which can elevate the impact of their scientific work considerably (see Pomerantz & Peek, 2016; McKiernan et al., 2016; Tennant et al., 2016) and contribute to knowledge equity (see Matheka et al., 2014; Tennant et al., 2016 for further discussion).

Invited Peer Reviewer

Two decades following Robert J. Brustad (1999) championing for peer-review education, *JASPR* has been established with the mission of providing graduate students valuable research scholarship experiences (see Hess et al., 2021 this issue), including peer review of manuscripts. Because *JASPR* is a student-centered journal that aims to publish rigorous student-led research, graduate students willing to serve as invited peer reviewers have the opportunity to partake in genuine student-to-student peer review in a guided infrastructure, thereby gaining valuable review experience.

Role and Responsibilities

The primary role of invited peer reviewers is to apply content specific knowledge consistent with *JASPR*'s vision, mission, and scope to provide a quality evaluation of manuscripts, as assigned by the Associate Editor and Junior Associate Editor, by the provided deadline. All student peer reviewers must complete a certified peer reviewer course. This free, self-paced, online course developed by Elsevier Research Academy is intended to provide students with formal compulsory training in peer review. *JASPR* requires students to submit the course completion certificate prior to being invited to peer review manuscripts. Following completion of the certification course and upon being invited and accepting a manuscript to review, reviewers receive a *Reviewer Handbook* that provides detailed guidance for navigating the online review process within *JASPR*'s infrastructure. The handbook is divided into three parts: (a) pre-review guidelines and processes, (b) review guidelines and processes, and (c) post-review guidelines and processes. It also provides reviewers a step-by-step guide on how to complete the *JASPR* reviewer form–a structured peer review form embedded into *JASPR*'s online Scholastica Peer-Review System.

Opportunity Benefits

JASPR is structured to provide graduate students with a didactive learning experience in the process of peer review in order to foster their competence and autonomy as quality peer reviewers. Graduate students who seek to become invited peer reviewers and provide professional service in this guided learning environment have the benefit of: (a) receiving formal training in conducting peer review, (b) liaising with Editorial Board members and receiving peer review mentoring, (c) broadening their knowledge of current theoretical discourses, methodologies, and practices occurring in psychology across the domains of sport, exercise, and performance through reviewing other students' works, (d) gaining or honing their critical evaluation skills that will help peers improve their manuscripts and conveyance of their research findings, (e) developing the verbal and written communication skills they will need to interact professionally with authors and members of the Editorial Board, and (f) improving their time management abilities through balancing their academic course demands, and other obligations, with manuscript review deadlines established by the journal to facilitate timely reviews for submitting authors. The opportunity to engage in "doing" manuscript reviews will provide graduate students with critical evaluation experiences of their peers that will, in turn, inform and elevate the rigor of their own research. Ideally, this will cultivate greater research self-efficacy by serving as a gatekeeper of scientific knowledge, competence as a peer reviewer, and a stronger level of commitment to research as a developing early career scholar.

Immersive Student Opportunities: Editorial Board

At the writing and time of this paper's publication, student positions span all levels of the Editorial Board and include: Junior Editor-in-Chief, Junior Associate

Editor, Junior Editorial Board Reviewer, and Junior Managing Editor. Students are appointed to each position through a competitive application process and must be student members of AASP and in good academic standing. Editorial Board members must be committed to graduate student scholarship and to providing student-to-student peer mentorship.

Junior Editor-in-Chief

The Junior Editor-in-Chief is a doctoral-level student with a master's degree in psychology across sport, exercise, and/or performance, or another related area. Students that serve in this position are required to have a sound understanding of *JASPR*'s vision, mission, and scope, as well as a thorough understanding of the AASP and American Psychological Association's (APA) Ethical Codes and guidelines. Additionally, the Junior Editor-in-Chief is required to have exceptional attention to detail, excellent communication skills, demonstrated leadership and management skills, and the ability to make difficult and decisive decisions. At the time of application for the position, the Junior Editor-in-Chief must have demonstrated competence in the research and practice of psychology of sport, exercise, and/or performance and experience in the peer-review scholarship process, for example, as an author, co-author, or reviewer. Preferably, the Junior Editor-in-Chief will have evidence of first-author publications.

Role and Responsibilities

The role of the Junior Editor-in-Chief is to work, in partnership, with the Editor-in-Chief. Responsibilities include promoting the growth and visibility of the journal, creating and maintaining the journal's online presence, monitoring article submissions throughout the review process, conducting intake reviews of submitted manuscripts, assigning manuscripts to the Associate Editor and Junior Associate Editors, conducting quality review checks of resubmitted manuscripts, and making manuscript decisions based on recommendations from the Associate Editor and Junior Associate Editor. Alongside the Editor-in-Chief, the Junior Editor-in-Chief also chairs Editorial Board meetings.

Opportunity Benefits

The opportunity to serve alongside the Editor-in-Chief, while also receiving mentorship from the Associate Editor and Managing Editor in navigating the publishing landscape, is indeed a unique opportunity for a doctoral student. The Junior Editor-in-Chief takes part in overseeing all publication processes and thus benefits in numerous ways. First, as a central conduit through which all submitted manuscripts are initially screened, the Junior Editor-in-Chief has the benefit of gaining a broader surveillance of the breadth of research being conducted, the types of innovative methodological approaches being used by peers, and the overall quality of submissions. Second, evaluating manuscript reviews and recommendations collated by the Associate Editor and Junior Associate Editor presents the Junior Editor-in-Chief with the benefit of expanding the scope of their constructive evaluation skills. As a gatekeeper of scientific knowledge, balancing inputs from multiple sources in this formal and structured manner to determine what constitutes rigorous scholarship is an opportunity, albeit challenging, the Junior Editor-in-Chief has not likely ever before experienced. Third, with guidance from the Editor-in-Chief, the Junior Editor-in-Chief will begin to develop the autonomy needed to make editorial decisions regarding the ultimate outcome of each manuscript submitted, and fourth, will learn to relay this decision to the submitting author. The opportunity to communicate both unfortunate publication outcome decisions (e.g., a manuscript being rejected), as well as welcomed publication decisions (e.g., a manuscript being accepted or invited to revise and resubmit) will expand the Junior Editor-in-Chief's ability to communicate decisive outcomes. Fifth, the Junior Editor-in-Chief benefits from holding the unique position as a student leader and peer mentor to the Junior Associate Editors, Junior Editorial Board Reviewers, Junior Managing Editor, invited peer reviewers, and submitting authors. The chance to build professional relationships, with all of the aforementioned stakeholders, while leading a scientific publishing enterprise, will likely strengthen the Junior Editor-in-Chief's sense of connectedness to the field and enhance their leadership, mentoring, and management abilities. Lastly, the sixth and final benefit are amalgamations of the opportunities and benefits highlighted thus far. As a result of the mentored experiences, skills, and abilities developed while serving as a Junior Editor-in-Chief, the rigor of the student's own research will be elevated given the wealth of research knowledge expansion afforded to the Junior Editor-in-Chief as a product of being so highly immersed in the journal and its publications. As an emerging early career scholar, the Junior Editor-in-Chief is likely to be strongly considered for future competitive academic appointments, collaborative research partnerships, and for highly visible professional service positions.

Junior Associate Editor

A Junior Associate Editor is, at minimum, a master's degree student with demonstrated competence in the

research and practice of psychology in sport, exercise, and/or performance. Similar to the Junior Editor-in-Chief, a Junior Associate Editor must also have a sound understanding of *JASPR*'s vision, mission, and scope, and a thorough understanding of the AASP and APA Ethical Codes and guidelines. Likewise, a Junior Associate Editor must have exceptional attention to detail and excellent communication skills, with the ability to make difficult and decisive decisions. Demonstrated leadership and management skills are also required of a Junior Associate Editor, along with evidence of peer-reviewed scholarship as an author, reviewer, or co-author. Evidence of first-author publication(s) is highly desirable.

Role and Responsibilities

The role of a Junior Associate Editor is to work, in partnered collaboration, with the Associate Editor. Together, they promote the growth and visibility of the journal and maintain its online presence, conduct manuscript reviews, select and invite professionals and students with content knowledge and working expertise to review manuscripts, and collate evaluations from all reviewers of a manuscript. Using those evaluations, along with their own, they make recommendations to the Editor-in-Chief and Junior Editor-in-Chief of a manuscript's suitability for publication. A Junior Associate Editor is also responsible for attending all Editorial Board meetings.

Opportunity Benefits

Students that serve in the position of Junior Associate Editor have a unique opportunity to develop skills and grow a network of professional and peer relationships that can facilitate the advancement of their academic careers. First, based on the assignment of manuscripts to a Junior Associate Editor, they will benefit from reading, reviewing, and thus gaining a broader understanding of the research topics trending, the methodologies being used by their peers, as well as a sense of the quality of the work being submitted for publication. Second, acting as an intermediary evaluator of a manuscript as it passes between the Editor-in-Chief/Junior Editor-in-Chief, Editorial Board Reviewers/Junior Editorial Board Reviewers, and invited peer reviewers (see Figure 2) will expand a Junior Associate Editor's ability to communicate clearly and concisely, and to work collaboratively and efficiently. Third, working alongside the Associate Editor, a Junior Associate Editor will learn how to synthesize feedback from many input sources to critically evaluate a manuscript and draw an informed recommendation regarding the suitability of a manuscript for publication. Certainly, reaching evaluative and difficult decisions regarding their peers' work can be challenging for students to do of one another; however, as a gatekeeper of scientific knowledge it is a highly regarded skill. Fourth, the chance to cultivate professional and peer relationships with all members of the Editorial Board, including submitting authors, may facilitate a Junior Associate Editor feeling more connected to the field, and to the greater research environment as a whole. These connections may also expand a Junior Associate Editor's academic network and the rigor of their own research in significant and meaningful ways. Fifth, a Junior Associate Editor has the benefit of opportunities to develop and grow in a safe and mentored professional publishing setting that is typically reserved for faculty experts, which can facilitate positioning the Junior Associate Editor as a highly competitive candidate for many other academic opportunities, including admittance to a doctoral program of study, fellowships, and being a highly competitive applicant for other scholarly opportunities such as the position of Junior Editor-in-Chief of *JASPR*.

Junior Managing Editor

A Junior Managing Editor is a graduate student enrolled, at minimum, in a master's degree program in psychology across the domains of sport, exercise, and/or performance that possesses an extraordinary attention to detail in editing and formatting formal documents for publication, such as research papers and scientific journal articles. Equally, the Junior Managing Editor must have demonstrated competence and experience with all aspects of applying and ensuring adherence of written works to the *APA Style Publication Manual*. Finally, the Junior Managing Editor must have excellent written and oral communication skills that can work collaboratively to meet publishing deadlines.

Role and Responsibilities

The Junior Managing Editor works with the Managing Editor, along with all of the other Editorial Board members in editor roles, to publish and promote the growth and visibility of journal. The Junior Managing Editor's primary responsibility is to work with the Managing Editor to complete final proof-reads of manuscripts accepted for publication and to ensure the accepted work adheres to the current edition of the *APA Style Publication Manual* guidelines prior to publishing. The Junior Managing Editor corresponds with author(s) at the proof stage of their manuscript before final publication. Lastly, the Junior Managing Editor, in collaboration with the Managing Editor, Junior Editor-in-Chief, and the Editor-in-Chief, is responsible for drafting and finalizing all external journal communications, such

as position calls, special issue calls, announcements, social media content, and updating and maintaining current and accurate information for the journal on the AASP website and the journal's online Scholastica Submission System. Junior Managing Editors attend all Editorial Board meetings.

Opportunity Benefits

A Junior Managing Editor has the benefit of reading and proof-reading accepted manuscripts, that are, consequently the highest quality of those submitted. As a result, the Junior Managing Editor is opportunistically positioned to expand their knowledge of research topics and novel methodologies being used by their peers. Junior Managing Editors have the benefits of gaining a greater appreciation for the detailed intricacies involved in formally preparing an accepted manuscript for publication, learning and executing publication dissemination strategies, and building professional relationships on the Editorial Board. The experiences afforded a Junior Managing Editor will competitively position students who may wish to seek roles later as a Junior Associate Editor and/or Junior Editor-in-Chief.

Junior Editorial Board Reviewer

A Junior Editorial Board Reviewer must be a student working towards a master's or doctoral degree in psychology of sport, exercise, and/or performance. They must possess exceptional attention to detail and excellent communication skills given the interaction required with other members of the Editorial Board and potentially with submitting authors. As a gatekeeper of scientific knowledge, Junior Editorial Board Reviewers will have previous research scholarship experience as an author, reviewer, or co-author, with demonstrated experience in research and practice aspects of the field.

Role and Responsibilities

Students serving as a Junior Editorial Board Reviewer work in collaboration with an Editorial Board Reviewer to complete rigorous manuscript reviews, as assigned by the Associate Editor and Junior Associate Editor, by the provided deadline. Manuscript review assignments are given based on the Junior Editorial Board Reviewer's content- and methodological-specific knowledge and a given manuscript's area of investigation. Reviews are conducted using the same peer review resources provided to invited peer reviewers in the *Reviewer Handbook* (see Invited Peer Reviewer section). A Junior Editorial Board Reviewer, in consultation with an Editorial Board Reviewer, is also responsible for making a recommendation for a manuscript's suitability for publication and, upon completion of the review, communicates the recommendation to the assigned Junior Associate Editor and Associate Editor. Junior Editorial Board Reviewers attend all scheduled Editorial Board meetings.

Opportunity Benefits

While many of the benefits that come with the role of a Junior Editorial Board Reviewer overlap with that of an Invited Peer Reviewer, there are several unique experiences and opportunities provided to a Junior Editorial Board Reviewer. Most importantly, students serving in the position of a Junior Editorial Board Reviewer receive faculty mentorship from the Editorial Board Reviewer and Associate Editor, as well as peer mentorship from Junior Associate Editors to help improve the quality of their manuscript evaluations. As part of the Editorial Board, a Junior Editorial Board Reviewer also has valued input into the practices and policies of the journal. Further, as a process of the operational workflow of the journal, a Junior Editorial Board Reviewer will review manuscripts on a more frequent basis than invited peer reviewers. This means a Junior Editorial Board Reviewer will have greater opportunity to conduct reviews and, in turn, refine their research evaluation skills, as well as hone their professional communication skills through continuous interaction and correspondence with their faculty Editorial Board Reviewer counterpart, Associate Editor, Junior Associate Editor, and submitting authors. As a result, a Junior Editorial Board Reviewer will learn to think more critically about scholarship and, in turn, produce greater quality research themselves. Combined, a Junior Editorial Board Reviewer's role in evaluating manuscripts, along with being an active participant in editorial board matters (e.g., having a voice and influence in journal-related operations, guidelines, and decisions) will likely lead to a greater commitment and connectedness to the field. Finally, graduate students that serve as a Junior Editorial Board Reviewer will subsequently enter doctoral programs and the academic workforce as early career scholars with a greater understanding of the peer-review process from "behind the curtain" of a scientific publication. A Junior Editorial Board Reviewer's experience and acquired skills and abilities, will no doubt, position them to be highly competitive candidates for other academic appointments, including advancement as a Junior Managing Editor, Junior Associate Editor, or Junior Editor-in-Chief of *JASPR* and certainly for future service on the Editorial Boards' of other sport, exercise, and performance psychology journals.

Call for Student and Faculty Engagement

As the inaugural editors of *JASPR*, we are excited for the innovative opportunities the journal presents for mentorship and structured guidance of students' research scholarship, the scientific contributions their published studies will make to expand knowledge, and the utility of the journal's publications to inform the evidence-based practices of our field. For students who are ready and wanting to step forward in progressing their academic careers, we encourage you to submit your most rigorous work to be reviewed, and given the full consideration it deserves, for publication. We also invite you to submit your name, qualifications, and CV to serve as an invited peer reviewer, and to consider responding to future calls for Editorial Board positions. There is perhaps no greater way to advance research than giving back to the field by disseminating the findings of your scientific work through peer-reviewed publication and serving as gatekeepers of scientific knowledge through your professional service as peer reviewers and editorial board members. For faculty, please embolden your most promising students to become involved in any one of the journal's many student opportunities. Often, it is your persuasion they have the foundation from which to flourish as research scholars that is the tipping point toward propelling them to take that needed next step. Please join us, students and faculty, in establishing *JASPR* as a top-tier, go-to journal for rigorous student-led research in psychology across the domains of sport, exercise, and performance. To learn more, please visit www.appliedsportpsych.org.

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