



Journal for Advancing Sport Psychology in Research

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The Timely Arrival of *JASPR*: An Innovative Research Publishing Enterprise

Inaugural Editorial

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Welcome to the *Journal for Advancing Sport Psychology in Research*, the Association for Applied Sport Psychology's (AASP) newest scientific publication. Affectionately known by the faculty and the student members of the inaugural Editorial Board as *JASPR* (jAS-PRr) for short, its mission is to expand the field of psychology in the domains of sport, exercise, and performance. By focusing on student-led research only, *JASPR* offers students unparalleled opportunities to engage as authors, reviewers, and editorial board members within a mentored publishing infrastructure.

Meet *JASPR*

We invite you to meet *JASPR*, who we, as the Establishing Editors of this new and innovative research publishing enterprise, warmly refer to as the "sister" to AASP's flagship publication, the *Journal of Applied Sport Psychology* (*JASP*). Born wholly in the 21st century, *JASPR* is a member of Generation Alpha. Also known as the iGeneration, Gen Alpha represent the start of something new, offering us a lens to the future. Like other Gen Alpha, *JASPR* is among the most technologically savvy and globally connected of generations ever. She is open access, freely available to all, and charges no submission or publishing fees. Determined to promote equity rather than disparity, she is truly a digital open science publication without barriers.

JASPR is also worldly and strong. She is powered by an Editorial Board whose members hail from across continents and time zones, finding strength through her diversity and safety in her inclusiveness. The image and colors on her cover are no mistake. From start to finish, with every race, she aims to advance, propelling the field forward in her own resolute way. In the realm

of psychological science, *JASPR* appreciates cognition, emotion, and behavior generally do not occur at the extreme, thus purposefully embracing the many shades of gray in between. As a modern-day science innovation, *JASPR* has been developed with grit and grace. In this, her inaugural issue, she opens herself up to the worldwide community of AASP and beyond.

Her First Prose

Authored entirely by the students and the faculty involved as members of *JASPR*'s Establishing Committee and inaugural Editorial Board, this issue: (a) pays homage to her past, (b) offers present aspiring scholars pearls of publishing wisdom, and (c) introduces an aspirational framework for her future as a promising research publishing enterprise. In the first article, we, along with our student counterparts, the Junior Editor-in-Chief and the Junior Associate Editors, introduce *ASPIRE*—the logic model that describes *JASPR*'s mentoring activities and guides her intended immediate, short-term, and long-term student scholarship impacts. Therein, using traditional academic tone and style, we describe the opportunities for, and the benefits of, student and faculty involvement with *JASPR*. In the second article, using a personal narration approach, we pay forward the many research writing and publishing lessons we have learnt along the way that can lift student scholars up in their pursuit of becoming published authors. The third and final article of this issue, authored by members of the Establishing Committee, provides a historical exposition of AASP student members' determination, and the role of AASP and the AASP Foundation, in giving life to *JASPR*. Each of the papers is distinctive in its writing style, an archetype for students that academic writing need not be consigned to a singular approach.

Nod to Her Ancestry

Our involvement in *JASPR*'s development began in 2019, 30 years after Founding AASP President, Dr. John M. Silva III passionately penned the inaugural editorial paper of AASP's first scientific publication, *JASP*, in 1989. That paper begins by defining the word *evolution* as "the process by which something changes into a more complex form" (p. 1). It recounts the genesis of our professional organization, originally known as the Association for the Advancement of Applied Sport Psychology (AAASP), and the birth of *JASP* as a turning point in the development of applied sport psychology in the United States. Silva wrote, "...the professional standards and organizational structure of this journal best represents what the membership of AAASP requested" (p. 2). To that same end, so does *JASPR*.

JASPR was born out of AASP student members' request for a publishing outlet for rigorous student-led research, whereby students are the central focal point, engaged as active learners in all phases of the scientific publishing process. *JASPR*'s mission honors AASP students' request. As the Founding President of AASP, Silva (1989) recounted it was clear to him at AASP's first organizational meeting in 1985 that AASP could "fill a void in sport psychology by addressing the needs of a growing body of students and professionals committed to scholarship and the application of knowledge" (p. 2). He viewed the birth of *JASP* four years later as an instrumental event, that decade, in the evolution of applied sport psychology. Equally, *JASPR*'s arrival three decades later in the 21st century, is meant to fulfill students' needs, engaging and training them as the next generation of professional scholars through mentored publishing experiences.

Nod to Her Creators

JASPR's debut has been made possible because of her ancestry and as a product of the efforts of her present-day creators, the Establishing Committee and the inaugural Editorial Board. Even in her embryonic stages of development, *JASPR* has always been a digital research enterprise. Our meetings with the Establishing Committee and the inaugural Editorial Board took place twice monthly. Initially, we used the Adobe Connect communication platform before transitioning to a more comprehensive collaboration tool with Microsoft Teams. As the Establishing Editors, we also met weekly via FaceTime with each other. *JASPR* is, no doubt, the result of many virtual meetings and significant achievements by her creators, composed primarily of

AASP student members under our mentoring guidance as the Establishing Editors. Herein we highlight key milestones in *JASPR*'s making.

In 2019, the Establishing Committee gave *JASPR* her sturdy frame. Through copious hours of healthy debate and wordsmithing, the committee determined *JASPR*'s vision, mission, and scope, and befitted her a name that exemplified her aim to advance sport psychology in research. Her erect posture is the result of the unique editorial board structure they created, each position thoughtfully defined by roles and responsibilities. The Establishing Committee wrote and initiated position calls that culminated in a highly competitive application and review process that gave way to her first Editorial Board, that is, the heart and lungs she would need for the races to come. Soon thereafter, they passed the relay baton to the inaugural Editorial Board and bid her farewell.

In 2020, through the COVID-19 pandemic that slowed many operations worldwide, the inaugural Editorial Board powered *JASPR* unfalteringly through to the finish line of many races. Varying in distance and pace, these included: (a) designing her cover image and Adobe InDesign manuscript template for production of published papers and issues, (b) researching and selecting the most intuitive manuscript submission and publishing platform [Scholastica], (c) establishing her manuscript submission guidelines and processes, (d) establishing her reviewer guidelines and processes, (e) creating written and audiovisual digital educational resource materials for authors and peer-reviewers, respectively, (f) selecting her open-access and copyright type, (g) learning about and completing necessary administrative requirements to establish *JASPR*'s ISSN and DOIs, (h) developing and finalizing *ASPiRE*, (i) building the front facing and backend of the Scholastica submission and publishing platform, (j) identifying and learning standards of excellence for student-led research, (k) receiving and processing *JASPR*'s first submitted manuscripts, (l) inviting peer-reviewers, and finally, (m) writing and publishing this, her first issue.

Our Guiding Credo

In Silva's (1989) inaugural editorial, he presented eight guiding principles he attributed to the organization's early juncture. He continued by stating that "the foundation of this Association can only be strengthened by continued consideration of these guidelines" (p. 3), and that "as members of an embryonic field we should not be threatened by an evolutionary process"

(p. 3). As a testament to both the timelessness of Silva's words and the evolution that has followed, we, as the Establishing Editors, humbly present the modern-era principles that have guided us in mentoring students throughout *JASPR*'s many races (see Figure 1; our principles appear in black and the original principles below). These principles also include a ninth principle that has rooted us both individually, and collectively together, in our research pursuits. Our work with *JASPR* also aims for research excellence while fostering fun in learning, doing, and achieving—together.

An Invitation

With a curious mind for research, *JASPR* is now ready to be heard. We invite you to read this, her inaugural issue, and hear her first words. She is the shared voice of students, taught and guided by faculty—her speech an amalgamated variation of resonance, pitch, intensity, and rhythm. Our aspiration for *JASPR*, as the Establishing Editors, is that she grows from becoming a promising research publishing enterprise into one that is a go-to formidable publication and progressive learning platform for students for years to come.

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Figure 1. Guiding Principles



Our Credo

- 1 It is not about me; it is about we.**
Place the needs of the Association and the general membership above those of select individuals.
- 2 Talent comes in many forms.**
Maintain a broad participator base by involving the many talented individuals who are working members of AAASP.
- 3 Diversity is our strength.**
Avoid establishing blood lines by being secure and finding strength in our heterogeneity not our homogeneity.
- 4 Difficult paths can lead to beautiful destinations.**
Political expediency should not be the basis of decisions; rather the needs and advancement of the field of sport psychology should be foremost in our motivations.
- 5 It is not about the outcome, rather the process.**
Understand that the greatest honor is not in holding a position of organizational leadership but rather in serving while in that office.
- 6 Break glass ceilings until there are none to break.**
Consider the future and future generations of sport psychologists by enhancing professional and academic standards, enacting certification procedures, initiating continuing education credit programs and accrediting graduate specializations in sport psychology.
- 7 Psychology does not happen in a vacuum.**
Retain and strengthen the interdisciplinary nature of sport psychology by enhancing the interactions between psychology and the exercise and sport sciences.
- 8 An individual who understands, acts.**
Continue to educate our colleagues who do not fully understand the true nature of applied sport psychology and who choose to ignore the significant contributions available through a merging of science and application.
- 9 Excellence and fun are not mutually exclusive.**

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).

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

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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 Callahan 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

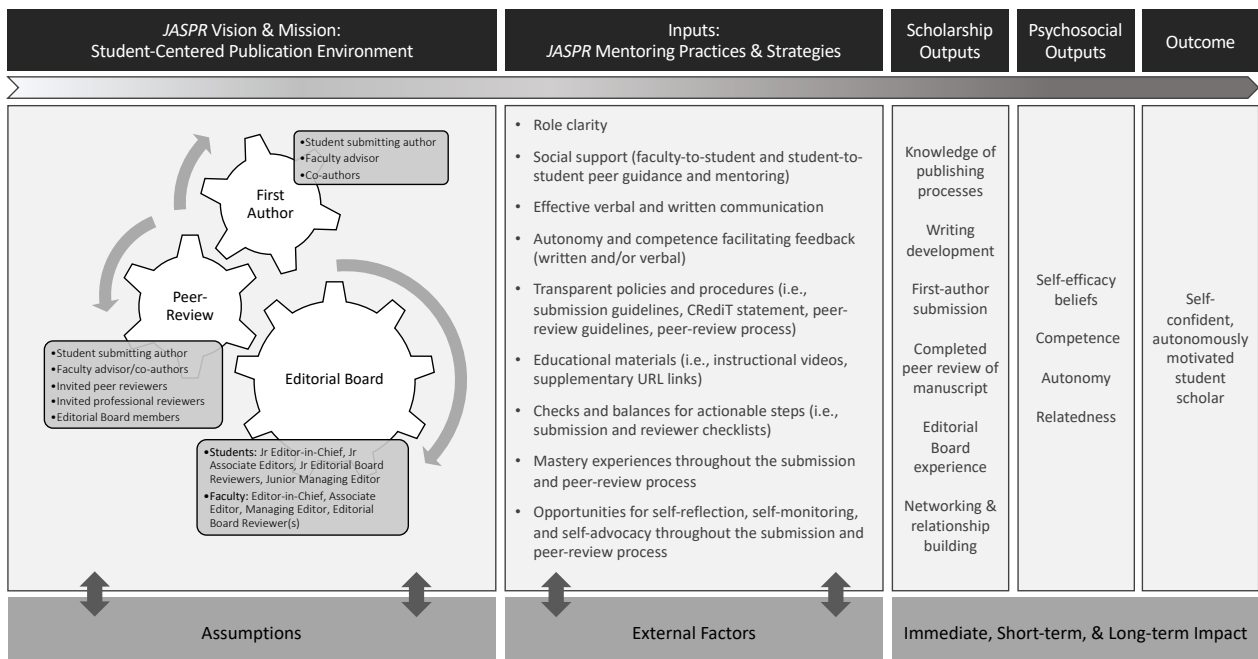
opportunities for self-reflection, self-monitoring, and self-advocacy, to name a few (see again Figure 1).

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

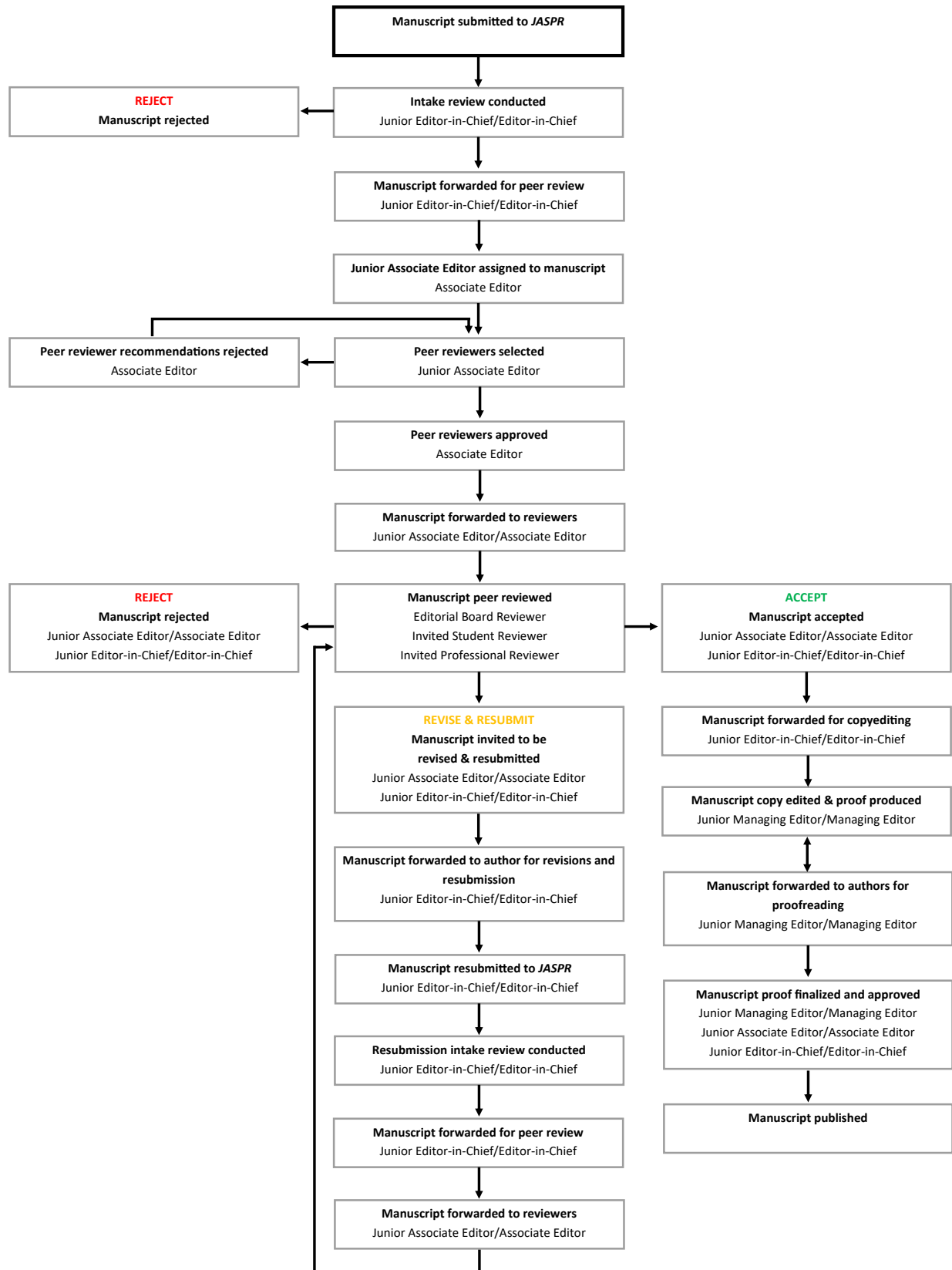
preparing their manuscript for submission, authors have access to an [Author Handbook](#) that provides detailed guidance for navigating manuscript preparation and the unique requirements of *JASPR*'s submission process.

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 didactic 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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ACCENTUATING RESEARCH SCHOLARSHIP THROUGH INNOVATIVE STUDENT OPPORTUNITIES

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“If We Knew What We Were Doing, It Would Not Be Called Research, Would It?” (Albert Einstein): Paying Forward Publishing Pearls of Wisdom

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In this scholarly narrative, we pay forward pearls of wisdom learned while navigating the research publishing landscape. The reader is introduced to our academic journey, paying homage to #ResearchMountain (see @DoctorSizzle, Twitter). Using thematic description and selected personal narratives, it is our goal to provide neophyte researchers, and anyone considering authoring a scholarly publication, tangible guidance in their publishing pursuits.

Keywords: narrative scholarship, #ResearchMountain, publishing

There was a day when both of us were standing at the bottom of what some might have seen as an insurmountable mountain. As our eyes scaled the landscape before us, and with some degree of naivety, each of us said, “I’ve got this. I’ve got this. I have climbed so many peaks before—as a figure skater and as a student. I’m sure I’ve got this one too.” With our confidence and our might, little did we know then what summiting the mountain, aptly coined #ResearchMountain (see @DoctorSizzle, Twitter), would involve. The many terrains, myriad of climates, challenging obstacles, and indeed a path that would take us up, around, and at times, have us hoisted in the same spot for what sometimes felt like perpetuity.

Our first climbs up #ResearchMountain were thousands of miles apart, with an ocean between us. We were educated and trained by advisors, of separate programs, on entirely different continents. Individually, yet collectively, we were both climbing toward the summit with the shared goal to push our field, *psychology of sport, exercise, and performance*, forward. As we ascended up the valleys and conquered the peaks of #ResearchMountain, still unknown to each other,

Figure 1. The Great Wall of China, Huairou District, Beijing, China; Image Taken in 2013. 长城 (Chángchéng / channng-chnng/ ‘Long Wall’); Official Length: 21,196.18 km (13,170.7 mi).



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we would soon find ourselves situated professionally as tenure-accruing scholars, at very distinct academic institutions, with categorically discrete research foci. Our paths would not cross until the summer of 2013 in Beijing, China. There, at the International Society of Sport Psychology World Congress, where we each were presenting our latest research findings, through shared cultural explorations and travel survivals, we would find a hiking partner in one another. Quite literally, after hiking a section of the Great Wall (see Figure 1), our professional titles, Dr. Monna Arvinen-Barrow and Dr. Amanda J. Visek, along with those of our other research submitting friends and colleagues, were emblazoned on silk scrolls in Chinese writing.

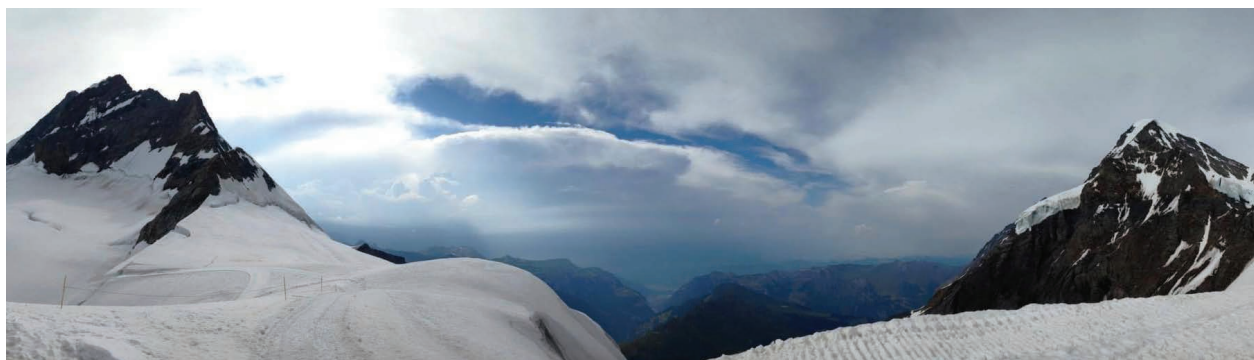
Not long thereafter, in 2015, together with friends and colleagues during the European Federation of Sport Psychology Congress (FEPSAC), our next overseas research travel destination, we would hike together again. This time, the Bernese Alps in Switzerland. Elevated 11,371 ft above sea level—a place where the sky meets the earth, and you can eat melted cheese from a pot with bread and no remorse. We explored the Jungfraujoch – a glacier saddle between the two highest peaks of the Bernese Alps (see Figure 2). Rather than solely by foot, we trekked the glacier ascending by train also. Later in the week, we discovered our Airbnb was located serendipitously close to the Albert Einstein Museum (see Figure 3). As science enthusiasts, we thought, surely this was meant to be. There, we found ourselves lost in the fascinating life stories and scientific discoveries of this infamous Nobel Prize physicist, Dr. Einstein. Hours later, we would emerge from the museum in utter awe of his authenticity, and the passion and curiosity that fueled his pursuit of finding answers to the unknown. Einstein famously stated: “Ich habe keine besondere begabung, sondern bin nur

leidenschaftlich neugierig.” That is, “I have no special talents. I am only passionately curious.” *Passionately curious*. A simple combination of an adverb and an adjective that so cleverly captures the epitome of a remarkable researcher.

Fast forward to 2018. The Association for Applied Sport Psychology (AASP) Annual Conference had made its way across the north border, for the first time, to Toronto, Ontario, Canada. It was against this backdrop the Establishing Editor-in-Chief was announced, Dr. Monna Arvinen-Barrow, for a new unnamed student-centered journal that would become the *Journal for Advancing Sport Psychology in Research (JASPR)*, and an invitation to serve as the Establishing Associate Editor was extended, Dr. Amanda J. Visek. This time, there was no Great Wall to climb, or glacier saddle to admire, but instead, #ResearchMountain called us, as two scholars, to ascend, together. As we spearheaded *JASPR*’s development with no summit yet in plain sight, the call to climb echoed resoundingly. The beauty in accepting, and embracing, this new climb was the opportunity to lay a new path up #ResearchMountain for students to follow.

Over the past two years of *JASPR*’s development, we have scaled many peaks and have been humbled by the terrain (see editorial Arvinen-Barrow & Visek, 2021, this issue). This paper, befittingly in *JASPR*’s inaugural issue, is intended to serve as the first of narrative scholarship meant to guide students as they navigate #ResearchMountain. Like many climbers before us, our lessons learned are indeed more common than they are varied. The same is true for student scholars, climbing for the very first of times. Strategic and smart, the most successful of climbers who set out to reach the world’s greatest summits, are often not without the guide of a Sherpa who intimately knows the mountain’s peaks

Figure 2. Panoramic View from the Jungfraujoch, the Glacier Saddle Connecting the Jungfrau (4158 m/13642 ft) and the Mönch (4110 m/13480 ft) of the Bernes Alps; Switzerland; Image Taken in 2015.



and valleys. Herein, we pay forward to students, and anyone embarking on the publishing climb for the first of times, pearls of wisdom that guided us during our early #ResearchMountain climbs. Some of these pearls are credited to those who have guided us, while others are lessons learned while navigating numerous peaks and valleys without a Sherpa in sight. What follows is a thematic description of our collective pearls augmented with selected excerpts of personal narratives.

Figure 3. The Einstein Museum of the Bernisches Historisches Museum (Bern Historical Museum); Bern, Switzerland, Image Taken in 2015.



Pearls of Publishing Wisdom

Pearl 1: Early On, Determine Your Publishing Author Name

A name precedes a reputation. We are all given a name at birth, or soon after, as a symbol of our identity. Our name is a permanent way we place ourselves into the world, and more specifically, as authors into the publishing world. When preparing for the first publishing

climb, an important consideration often overlooked, or taken for granted, is one's author name. It is important to ask, how do I want to be known in the academic world? What will be my publishing name?

For those with common given and surnames, recognizing you from another who shares your name, can create confusion in academic and publishing circles. Thus, when determining your publishing name, whether you share your name with others in the field, across disciplines, and more broadly in the world, is worthy of consideration. Importantly too, consistency in name use, over time, allows you and your work to be recognized. Use of a middle initial, for some, is all that is needed to distinguish them from others with the same name. At times, with very common names, the use of one's middle initial does not entirely delineate you from another and you may end up sharing a publication name with another person. When deciding on your publishing name, consider all such possibilities and assess what feels right to you. There is no right or wrong way to decide how you want your name to appear, and what may guide your decision can be both personal and practical:

Globally, there is only one Monna Arvinen-Barrow (fact). When I married, I wanted to both preserve my Finnish heritage and carry on my family surname used by less than 100 people worldwide. Taking my husband's name alone, and becoming Monna Barrow, for me, just did not sound or feel right. At the time of my first publication, I felt the combination of an unconventionally spelled first name, and hyphenated maiden and marital name, would not require the use of my middle initial to distinguish me. Post divorce, I decided to stick with my marital name even though globally, Monna Arvinen would have been equally unique (another fact). This decision was partly fueled by a desire to maintain a consistent publishing profile.

Other times, choosing one's publishing name is very personal, including the use of one's middle initial:

I have always loved my middle name, Joy, in part because it is my maternal grandmother's given name, and because it is uncommon, it has always felt distinctly mine. It also embodies the way in which I live my life, with joy. My last name is even more personal—it is a name my father gave me when he adopted me. This gift, and the only identity I have every really known, has truly been my namesake. I decided in graduate school, marriage or not, and published or not, it would be the name I would keep. My father always signed his signature using his middle initial, which stood for the same middle name he shared with his father. For these reasons, I have always penned my name Amanda J. Vissek.

For women in academia, one's author name can be further influenced, and challenged, by societal expectations to take the man's name in marriage. Although rooted in patriarchal history, doing so is common, even in Western countries like the United States, the United Kingdom, and Finland, a country which prides itself on gender equality. As recent as 10 years ago, a national study in the United States by Hamilton et al. (2011) found 72.3% of the sample surveyed indicated it was generally better if a woman gave up her maiden name upon marriage; and, of those, half believed giving up her maiden name should be a legal requirement, not a personal choice. In addition, a large-scale study that examined United States name change data from the Social Security Administration, combined with Census Bureau data on marriage between 2010-2013, found over 70% of women took the man's name in marriage (The Upshot Staff, 2015). As people are generally marrying later in their lives than ever before (EuroStat, 2021), it is possible for a woman to become published before being faced with deciding whether, or how, her name may evolve in marriage.

We acknowledge the custom for a woman to take a man's name (e.g., United States, United Kingdom, Finland) or the legal requirement to share a surname (e.g., Japan) is not necessarily relevant globally. For instance, some areas of the world legally restrict women from taking the man's name (e.g., Greece, France, Ethiopia, and Quebec, Canada). In others, it is customary for women to keep their maiden surnames, though they could take the man's name if they chose (e.g., Chile, Gambia, Korea, Malaysia), though most do not. In other areas of the world, women have some flexibility in their name albeit under unique circumstances (e.g., Netherlands, Italy). We recognize, too, how one's name is approached in same-sex marriages is also varied and can be influenced by laws governing the country, state/province, or even county in which the marriage takes place. Our intention, here, is to provide women, and men, with the opportunity to thoughtfully consider their name, early on, to give it due process personally and professionally.

The publishing names we use can be the product of hap chance, practicality, or even significant forethought and personal meaning. As you summit #ResearchMountain, throughout your academic career, consider the name you want to be known by in the publishing world. It is important for identifying you and recognizing your work. At the start of your very first #ResearchMountain climb, the question to consider before summiting is: What is the name you will want to be known by?

Pearl 2: In Team Science, Use Roles and Contribution to Determine Authorship Order

Summiting #ResearchMountain, for the first time as a student, is a team effort guided by one or more advisors in the roles of Sherpas. Subsequent climbs are also rarely solo. Much of the work conducted in psychology across sport, exercise, and performance is team-based and interprofessional in nature. The committee you are required to form in pursuit of a thesis, or a dissertation is, metaphorically, your climbing team. This team should be formed with careful thought and consideration. The faculty advisor or chair, also known as the main supervisor in some countries, serves as the primary Sherpa. The additional required committee members, which can vary in number greatly across programs, universities, and countries, should each bring an expertise, skillset, or external perspective that strengthens the team, and thus the science being conducted, with the best interest of the student in mind.

Over the course of my sport psychology focused PhD research in the UK, I had several changes in the supervisory team. When I started, my team had a health psychologist, Dr. Gillian Penny as my director of studies. In the UK, a director of studies is usually an esteemed academic who is mainly responsible for the operational management of the supervisory team, and not necessarily actively involved in the research planning, design, and execution. I also had two sport psychology trained content experts as supervisors, Dr. Brian Hemmings and Dr. Daniel A. Weigand. Early on, Dr. Weigand left the university, thus my supervisory team was cut down to two. For the next couple of years, Dr. Hemmings guided me through all four of my PhD research studies. Dr. Penny provided significant input solely on methods and results in studies three and four. Eighteen months before completion of my PhD, Dr. Hemmings left the university for private practice, and as a replacement, Dr. Susan Corr, an occupational therapist, joined the team. As I had already published two of the studies, Dr. Corr served as a critical reader for the entire thesis. In the end, my PhD resulted in four peer-reviewed journal articles (Arvinen-Barrow et al., 2007; Arvinen-Barrow, Hemmings et al., 2008; Arvinen-Barrow et al., 2010; 2014), and the author bylines of each accurately represented my supervisory team changes and each individual's varied contributions to the PhD work.

Indeed, in student-led work, like a thesis or a dissertation, the role and significant contributions made by faculty advisors and other committee members will typically qualify them for authorship on published works resulting from the project. The Publication Manual of the American Psychological Association (from now on, referred to as the APA Manual), clearly delineates

publication credit and guidance regarding the author order in the published byline. The general rule to follow, according to the APA Manual, is that the principal contributor's name appears first, followed by subsequent names that appear in order of decreasing contribution.

Before beginning the writing of the first manuscript resulting from a student's thesis or dissertation, we discuss authorship order so that all contributing parties know their roles and responsibilities up front. For the majority of students that I have guided through the completion of their graduate work, as the chair of their committee and primary advisor, my name has appeared second behind the student (e.g., Jones, Vissek et al., 2018; Olson, Vissek et al., 2012; Lentino, Vissek et al., 2012). In these instances, among the student's committee of faculty, I contributed the most to leading the student's work and was the most senior contributor. That said, I have recently had a case in which a student, mid-manuscript writing, decided not to do the additional re-analysis and re-writing required for the work to meet the scientific mark required for publication. Her committee and I have resolved to do the revision. In doing so, the study has evolved significantly, and the manuscript has morphed so considerably that it no longer resembles its beginnings. The student's name will still be credited, though their name will appear last in authorship order.

The above is an example of how authorship order that was determined at the outset of manuscript writing shifted significantly, based on the work needed to see the research study and manuscript writing through to completion at a high level of scientific rigor. As a consequence, authorship order had to be reevaluated among the research team, and changed, to accurately reflect the relative contributions of each author.

When navigating conversations about authorship, there are several resources available to help steer the

path. First, we encourage you to gain a broad overview of ethical publishing guidelines on authorship and co-authorship. Some journals publish their own criteria, which can be a great place to start understanding relative authorship order with respect to a specific journal. Many academic journals have also started to use [CRediT roles](#), a high-level taxonomy for evaluating, and denoting, author contributions in a systematic way. The APA also provides excellent resources for determining and negotiating authorship and a helpful how-to authorship determination scorecard.

Finally, it is important to recognize not all disciplines follow the same rules regarding how author contributions and seniority are represented in the byline order. For example, in other fields, last author denotes seniority and even who contributed the most, second to the first author or lead investigator. In the case of interdisciplinary team science, to maintain consistency and standardization in denoting authorship order, members of the team may desire their name to appear in a specific order based on their role and contribution relative to reporting standards in their fields. For example, the psychological or behavioral scientist, whose published work conforms to APA Manual standards, may want to remain second author when denoting senior authorship rather than appear last so as not have their work mistaken by their same-discipline colleagues as lesser in contribution by appearing last.

There have been several instances in which I have served as a primary mentor and senior methodological contributor of particular studies to a nutrition science colleague. In our published manuscripts and conference proceedings, she has wanted to give me due credit as the senior author by placing my name last in the authorship bylines which, correspondingly, is appropriate in her discipline. However,

Table 1. Elements Needed for a Cohesive Alignment of a Research Study

Cohesive Alignment Elements
1. Ground the research study theoretically; ensure the study variables are theoretically, and even practically, connected.
2. Provide an empirically supported, and strong, rationale for the research study.
3. Make certain the research questions and hypotheses are empirically supported and appropriate for the study's purpose.
4. Confirm the research design, methods of data collection, and planned analyses are appropriate for the purpose.
5. Follow the methods planned, meticulously executing the study with precision; carefully document change, planned and unplanned to the methods, to ensure accuracy and reliability in methodological reporting for the manuscript(s).

in these cases, I have asked to be placed second (e.g., Sylvestsky, Visek et al., 2020) for the simplicity of ensuring my work, seen by colleagues in my field, and for the purposes of reviewing my curriculum vita, is in accordance with the way in which my field tends to denote seniority and relative contribution.

When in doubt, discuss these nuances with your research team members early in the publication process. You should also revisit the conversation, as needed, to ensure the final published byline order accurately represents each author's contributions while also honoring discipline specific standards in interdisciplinary team science.

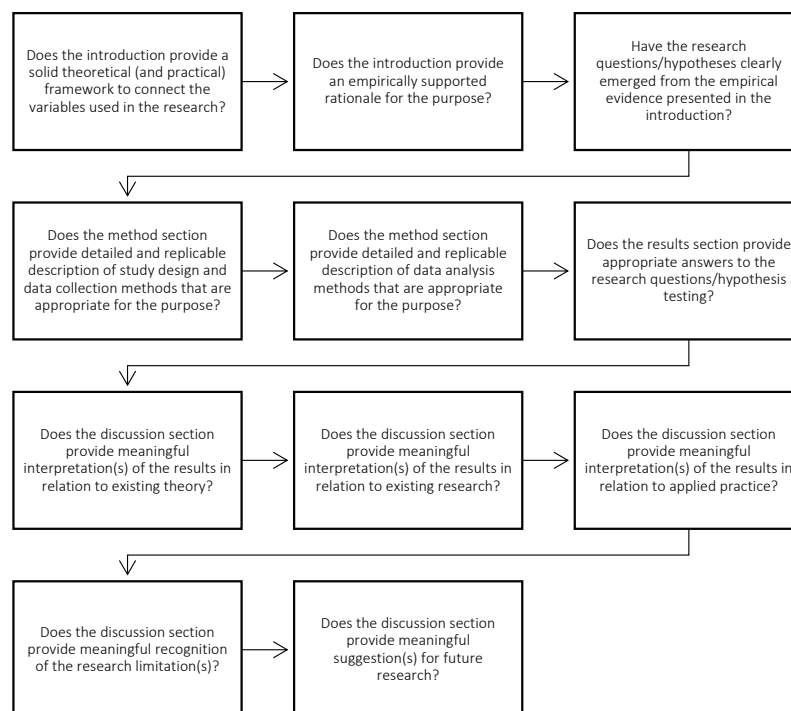
Pearl 3: When Planning and Preparing, Pay Attention to Details – They Matter

Successful climbs to the summit of #ResearchMountain require thorough planning, due diligence, and careful preparation of a research project before it commences, followed by an equal amount of attention to detail in its execution. Insufficient preparation, and poor execution of the project, will indeed be glaringly evident to editors and reviewers of your manuscript. Proper planning can help ensure better performance outcomes, whereas tempting shortcuts and ill-preparation will only make the climb longer, harder, or even impossible.

A robust research project should *always* be theoretically and empirically grounded. The more theoretical constructs you are interested in measuring and studying, the more literature you will need to review before you start fully conceiving and designing your research study. A solid research project will also be characterized by a cohesive alignment between the study's rationale, purpose, research questions and or hypotheses, research design, methods of data collection, and analysis. Equally, the alignment of these elements should, just as cohesively, be presented in a manuscript, followed by the results and a meaningful discussion. That said, among novice #ResearchMountain climbers, it is not uncommon for there to be a lack of cohesive alignment among the manuscript elements. This, often, will lead to an immediate desk rejection by the Editor-in-Chief of the journal, halting a student's further ascent up #ResearchMountain. To help ensure success, we advise our students, early in the research process, and continually throughout, to check their work for its cohesive alignment (see Table 1).

Submitting any mountain will place specific demands on its climbers and #ResearchMountain is no different. Preparing a manuscript, like research planning and execution, also demands impeccable attention to detail. Each manuscript should be prepared in strict accordance

Figure 4. Critical Questions for Manuscript Preparation



with the journal's submission guidelines for authors and written in a way that adequately represents the research in terms of its robustness, and cohesive alignment, between the research elements. While preparing each section of a manuscript, it is important to ask critical questions along the way (see Figure 4).

In addition to ensuring cohesive alignment between the different manuscript elements, it is equally imperative to pay attention to the small details required of a manuscript. *"Every PhD needs to stand the flicker test."* Eight potent words from a distinguished professor in the United Kingdom during doctoral training that have stuck for 15 years. The professor further clarified the sentiment (and we paraphrase) by saying:

If you take a print of the final work, and flick it from beginning to the end, the reader should find immaculate consistency in margins, font size and style, use of headings, references, grammar, and spelling. These are all easy fixes. Time consuming, yes, but easy fixes. And if they are not right, one is left to wonder: What else is sloppy?

Before you submit, check your work, and recheck your work. As a first author, you should be responsible for attending to tedious details such as accuracy of references, digital object identifiers (doi), text formatting, and adherence to journal guidelines. Ensure you have the above correct before you submit—failure to do so sends the message to your co-authors, and reviewers alike, that the work is slapdash. Equally, it is disrespectful to expect co-authors and reviewers to spend time on correcting and fixing errors in presentation that could have been avoided by simply following submission guidelines and paying attention to details. Submitted manuscripts should be incredibly polished and a representation of best work. Careless attention to manuscript preparation and coherence in research design elements, and sloppy adherence to publishing guidelines, like the APA Manual, which most psychology of sport, exercise, and performance journals require authors follow, makes research all the harder to get published. As we remind our students:

Preparing a manuscript for publication is not at all like a quick run to the grab-and-go buffet in the city. You cannot just haphazardly pick which required elements you will attend to in research or manuscript writing as you might hurriedly, and randomly, make your lunch selections from the buffet based solely on your immediate sustenance preferences, and rush back to your office. Such selections usually end up being no more than a messy mirage of varying foods seeped into one another that probably never really quite complemented one another to begin with.

Instead, preparing a manuscript, and all aspects of conducting research for that matter, is akin to what is required to prepare a five course Michelin Star meal. From the first course to the final course, each is carefully thought and planned, in perfect palate alignment to the next, every plate polished in its presentation. As a culinary masterpiece, the visual, olfactory, and gustatory experiences are outstandingly aligned. Research is no different. Every study requires thought, planning, and precision in carrying out the research, and equally, so does the manuscript that follows.

Pearl 4: When Selecting a Target Journal, Do Your Research

Systematically Search

For the novice research climber, feeling lost deciding which journal to submit the manuscript to for peer-review is not unusual. Like climbers who plan where precisely they will set up camp, a novice research climber also needs to know what each location offers. Scientific journals are much like potential camp locations, and there is no one right way to identify the perfect one. The soundest search is usually an amalgamation of several approaches. To know what type of journal is a good fit for your manuscript, it is worth reviewing your own reference list; or, if you have not yet populated your references in their entirety, where are the works you are citing most often in your paper published? Upon review, more than likely, some journals will appear in name several times, or at the very least, a pattern in the types of journals emerges. Based on your observations, start a list of potential target journals. Next, explore online platforms like [Jane \(Journal/Author Name Estimator\)](#) that can be helpful for identifying a journal to submit your paper to, in addition to finding relevant articles and authors to cite in your paper. Although certainly not a perfect system generator (i.e., Jane indicates its limitations), resources like Jane can at least broaden the scope of your search and the journals you may consider.

As you contemplate which journals you will add to your list, consider the vision, mission, and scope of each journal in order to identify which may be the best fit for your paper. For instance, some journals will have a target audience of readers. Knowing this may help you identify if the intended audience is someone who can benefit most from your work. Some journals may focus on particular types of research, such as basic, applied, or developmental. Some journals may also be specific to a type of methodology by, for example, only publishing qualitative studies. Some journals may be broad in the types of research they publish and instead have a greater concentration on the area of research foci. Journal fit can also be identified based on whether the work completed

can be presented coherently, and succinctly, within the select journal's guidelines. For example, in some instances, strict limits on allowable manuscript pages for submission can be a decisive factor in choosing one journal over another.

Examining how many issues a journal publishes, per year, can also help you gauge the rate of published works and a sense for how competitive it may be to publish in that particular journal. Some journals have a quick turnaround for peer review and others are notoriously slow. The timeline from acceptance of a paper to publication can vary considerably as well. If such publishing timeline metrics are not available, it would behoove you to check with your faculty advisors about their experiences with the journals on your list. Importantly too, consider whether a journal charges submission or publishing fees. Journals that are subscription-based, often offer open access options, at a fee. Sometimes, these fees can be quite costly, and without grant funded support, may not be financially feasible to pursue. If your work is federally funded, it will be subject to federal open access policies that require the accepted-for-publication version of the paper be uploaded to PubMed for unrestricted public access. The allure of open access, and thus open science in the modern digital era, has also given rise to predatory journals that are not reputable scientific publishing platforms. While publishing open access can have a positive impact on author Hirsch-index (an author-level metric that measures author productivity and citation impact of their work), it is important before publishing in an open access journal, to do your due diligence in researching the reputability of the journal.

Consider Mechanics of Style

Another consideration is the mechanics of style required of different publishing outlets. Most psychology of sport, exercise, and performance related journals conform to the APA Manual, whereas some sport science and coaching journals, that may be a good fit for your work, might adhere to the American Medical Association Manual of Style. Consideration of the amount of work needed to convert work already in one style, to another, is sometimes considered when narrowing down where to submit a manuscript. This process, and the burden of conversion, can be significantly reduced by using commercial reference management software packages (e.g., [EndNote™](#) or [RefWorks®](#)), or free web-based reference management systems (e.g., [Mendeley](#)), when preparing your manuscript for publication, but only in terms of in-text citations and reference list management.

Weigh Journal Metrics

Lastly, though certainly not the least of significance in academic publishing, are consideration of journal-based metrics that are an evaluative assessment of a journal's value, impact, and overall success of the research. In many fields, journal-based metrics weigh quite heavily in making decisions on potential publication outlets. While journal-based metrics such as impact factor and acceptance rates may be indicators of quality publishing outlets, they are not universally comparable across disciplines. For example, the world's leading general medical journal, *New England Journal of Medicine* (established in 1812), has an impact factor of 74.699, with 328 publications, and 347,451 citations in 2019-2020 alone. Correspondingly, *Psychology of Sport and Exercise* has an impact factor of 2.827, with 169 publications and 5465 citations, and the *Journal of Applied Sport Psychology* an impact factor of 2.150, 27 publications, and 2062 citations, respectively (<https://www.bioxbio.com/>). By comparison, research in the psychology of sport, exercise, and performance that has more of a public health approach may find publishing outlets with slightly higher metrics, such as the *American Journal of Public Health* with an impact factor 6.464, 213 publications, and 41,023 citations. Impact factors should be interpreted relative to discipline and can be used to guide selection of journals to submit your work. For instance, authors of rigorous scientific work often target higher impact journals first and then make their way down their respective journal lists following publication decisions and revisions in preparation to submit to the next journal.

Short List and Rank

It is good practice to select multiple target journals and rank them in the order of preference to generate a short list. There is no one right way to rank, and we recommend considering all the factors that helped you narrow down potential target journals. There is also no "right" number of target journals that you should identify either, though be prepared to receive the publication decision of reject and make your way down your list. In the quest to publish, when moving down your short list of journals, selecting a new journal to submit your manuscript to often will require adaptations, sometimes substantial, and the rewriting and restructuring of a manuscript to fit the next journal's target audience and mission. It is common for manuscripts to be rejected from multiple journals before acceptance. Sometimes it might involve several journal submissions before a manuscript is accepted

for publication. That said, diligence in researching the potential publication outlet does pay off.

I do not remember how many outright rejections I have received for my manuscripts. One was epic though (e.g., Arvinen-Barrow et al., 2019), as I ended up having to add to my target journal list twice – and finally it was journal number seven that became the home for a paper on career-ending injured cricket players' stories. While the methods and result sections remained, for the most part unchanged, the published introduction and discussion sections are drastically different from the first submission. And might I add, a lot better.

Dr. Samuel Zizzi, creator of the #ResearchMountain concept, has also said many times, *"Every paper, grounded in good science, has a publication home."*

I remember Sam saying this, clearly, and early in my doctoral studies. During my PhD work, and even as an early career professional, I had been fortunate in my publishing pursuits never having had to submit to more than a couple journals before getting my work published. It was not until mid-career that I experienced what felt like perpetual rejection of two papers, both of federally funded research. At the time, it was hearing other's publishing woes, that put things in perspective for me – I had not, until then, truly experienced what was so common in academic publishing. One of my early and mid-career professional mentors, a leading physical activity scientist and Editor-in-Chief of an internationally known journal, shared with me the double-digit rejection hits of one of her papers before she got it published. This was incredibly humbling to me. And, as a result of sharing my frustration with other respected colleagues, they too shared their stories with me. What I had internalized no longer felt personal. I did not want to give up on these two papers; and, I had always felt Sam's saying to be true. I was unwavering in my belief the research findings of these two papers would be significant contributions to the field. However, it was hearing the stories of others that made publishing them feel all the more possible rather than impossible. Re-examining the papers, I decided to take a diametrically different approach to where I was going to submit them next for peer-review publication. They were published soon thereafter.

Publishing is as much about good science as it is perseverance. With each submission, rejection, and revision, consider the evolution of the manuscript from a developmental perspective and appreciate its transformation. When selecting a journal, it pays to do your research. We also recommend having a ranked short list of possible outlets prior to first submission – as having a "back-up plan" will help you respond to the publication decisions that follow more quickly and in a constructive way. Be systematic in your search for possible publication

outlets, ensure you pay attention to different mechanics of style, and consider how journal metrics may, or may not, influence your journal selections.

Pearl 5: When Receiving a Decision, Work with It

The three manuscript decisions, i.e., reject, revise & resubmit, and accept, are typically met with differing emotions. Here, we acknowledge the human experience of each and map a general path forward, up #ResearchMountain, for each of these outcomes.

Reject

Receiving a decision of *reject* never feels good and at the very least it is certainly disappointing. Sometimes it might feel deflating and even defeating. These are all normal emotions. Remembering that a decision of *reject* is part of the publication process and that it is, in fact, not personal. Rather, it is the outcome of a combination of factors ranging from journal fit, to coherent alignment, to quality of writing presentation, and so on. In most instances, the peer-review process is double-blind, meaning both the author and reviewer are blinded to each other. In some rarer instances, the review process is fully transparent, the authors are privy to the identities of the reviewers, and the reviewers will know who authored the manuscript. In our experiences, both review processes result in a review that is focused on enhancing the readability and overall quality of the manuscript, neither of which is personal. In the end, choose to adopt the growth mindset that reviews are intended to strengthen the overall and specific presentation of the scientific writing in a way that will, in the end, reflect well on you and for you.

After receiving a decision of *reject*, it is important to read the reviewer and editor feedback objectively. Upon the first read, it is normal to feel defensive in response to what you are reading. Putting some distance between the manuscript decision and the accompanying reviewer feedback is a solid step in enabling your ability to be objective and approach the feedback from a constructive vantage that will allow you to consider all the ways addressing the reviewers' feedback, and revising the manuscript, will strengthen it. In other words, it can be a healthy and productive move for the mind, and the heart, to take time away from a manuscript decision. Once you have taken the space you need to return to the manuscript, use this opportunity to decipher through which of the suggestions you will take to better the in its writing and presentation, and which of the feedback you will let pass. Not all reviewer feedback

is helpful, nor is it always relevant. It is however, a valuable opportunity to receive feedback on your work with the goal of improving the manuscript in a way that upon publication, the work is polished and stands the flicker test from start to finish. With each review, remember that someone took dedicated time to devote to your manuscript and to improving its presentation. Once you have made sense of the review, independently and with the guidance of your Sherpa, map your plan for resubmission to the next journal on your list. Though you may feel stuck, the reviews, and particularly lengthy ones, can be a step forward for a manuscript. Your subsequent revision and submission to the next journal is progress up #ResearchMountain.

Revise and Resubmit

Receiving a decision of *revise and resubmit (R&R)* should be exciting. As our PhD advisors reminded us time and again, an *R&R* is your foot in the publication door, so use it, do not lose it. This means, navigate the path upward, meticulously and carefully, taking the guidance from your Sherpa in your revision work. To start, read the reviewer and editor feedback, i.e., *the review*, objectively and make edits, accordingly. At times, the review may *feel* harsh, but when examining *cognitively* for content, it serves the purpose of making the manuscript better and more accessible to readers. Where we all often fault in our writing is the assumption that our writing presentation is clear. Reviewers help to unearth portions of the research and the writing that are not clear to an external person unaffiliated with the study.

There are two things we tell our students when they receive a decision on a manuscript. First, *strip your emotions*. Reviews are critical for a reason—aimed to ensure your research is both conducted and presented in a self-explanatory way. Emotions halt you from seeing the message of the review objectively. Give your emotions the care and attention they need early in the process. When approaching the revision, leave them at the door. Your path through the door will be better for it. Next, denote the difference between a *review* and a *reviewer*. As authors, focus on the review and avoid personalizing. It is easy to fall into saying, “Reviewer 2 said...” and we sometimes inevitably create personalities for each reviewer based on the content of their review. This is common and we are both guilty of it too. However, it can hinder our ability to see a review objectively and we instead attach emotion to it. When we change our language to “The second review states...”, we shift our thinking to focus on the content of the review, rather than personifying who wrote it.

It is okay not to agree with everything in the review. The feedback provided is not necessarily always “right”—however, you should be prepared to address all feedback objectively. If you are choosing not to incorporate certain suggestions for change, you need to provide the reviewers and editors a full rationale as to why. It is also helpful to acknowledge when a reviewer’s feedback has been incorporated and the way in which it has strengthened the work. Much like your manuscript, the response to reviewers should also be prepared with care and presented in a systematic and structured way. It should also be toned appropriately to show appreciation of the reviewer’s time and recognize the value of their suggestions to improve the manuscript. Be sure to thank the reviewers and acknowledge their contributions by using complimentary language such as “Thank you for the suggestion” or “The manuscript is considerably improved because of the suggestion to...” in your responses. Some journals have a specific way to address reviewer feedback, and in such cases, you should follow the guidance just as meticulously as you followed the submission guidelines. Lastly, in the spirit of using and not losing the revise and resubmit opportunity, resubmit the manuscript within the invited resubmission deadline. If you do not, the manuscript is considered a new submission, and is treated as such, which means commencing the review process with new reviewers.

Accept

Receiving a manuscript decision of *accept* can be exhilarating and most certainly should always be accompanied with celebration. Be proud, as you have successfully reached the summit many attempt but never accomplish. Reaching the top is a testament to your hard work, great attention to detail, and typically, persistence. Rarely does a decision of *accept* come instantaneously following a first submission, but rather after several rounds of major revisions, followed by minor revisions to the manuscript. Proudly pat yourself on the back, do a happy dance, pop the cork, and delight in what you have achieved. By publishing your work, you have made a scientific contribution to our field.

Before you stick your flag atop #ResearchMountain, there is one last, yet important task to complete. The publisher will now convert your manuscript into the journal’s publishing template, a process which often results in errors in both formatting and content. Your manuscript will also undergo final copy editing and proofreading by someone who may, or may not, be a content area expert but possesses a great command of the English language and its mechanics. These two

processes will typically lead to several *author queries* embedded in the PDF version of your manuscript known as the *author proof*, all of which you are expected to address in what is usually a very tight turnaround before final publishing.

We cannot stress the importance of this last, yet significant small climb. While it is important to address all the queries, it is equally important for you, and sometimes additionally your co-authors, to carefully read through the entire manuscript sometimes several times. Check your work and be meticulous in your approach. Is your author name spelled correctly? What about your co-authors? Are all institutional affiliations and contact details still accurate? Are the tables and figures free of errors and correctly formatted? Has your use of italics been applied consistently throughout the manuscript? Are your references complete? Do all your hyperlinks work? Ensure the final proof, just like the manuscript you submitted, stands the *flicker test*. After all the work you have put into the manuscript, you want the final, published version to reflect *research excellence*.

To Ascend and Summit Requires Refinement

In this scholarly narrative, our purpose was to pay forward publishing pearls of wisdom we always share with students as they begin their novice ascents up #ResearchMountain as climbers. If there is one word that can embody these five research publishing pearls, *refinement* comes to mind. Einstein famously said: “The whole of science is nothing more than a refinement of everyday thinking.” Refinement so cleverly captures what is shared, herein, for successfully conquering #ResearchMountain. *Refinement* is also the way in which we have chosen to present the pearls, each in accordance with the APA Manual’s Journal Article Reporting Standards for qualitative design, so this paper may also serve as a model to students for presenting narrative stories as thematic data in academic publishing.

Like publishing in general, for us, ascending #ResearchMountain together has been as much about curiosity and the desire to innovate through *JASPR*, as it has been about passion to teach students through mentorship. It has been our desire to push the field forward in new ways, whilst challenging ourselves and always pursuing excellence while having fun. *Reject, revise and resubmit, and accept* have all been, and will continue to be part of our research lexicon and lived publishing experiences. As we were told by our coaches, many times: “Every figure skater will inevitably fall on more jumps than they will ever land; this is the nature of

a sport performed on a 1 to 1.5 mm blade of steel on ice. Laying on the ice only gets you wet. Keep getting back up.” We are humbled with every fall, and resolved in our approach to correct and refine, always learning along the way. As Einstein said: “If we knew what we were doing, it would not be called research, would it?”

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The Development of a Peer-Reviewed, Student-Centered Journal: From Student Idea to Realization

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Informed by student needs and organizational goals, a dedicated group of students and faculty mentors founded a new peer-reviewed, student-centered journal supported by the Association for Applied Sport Psychology (AASP) and the AASP Foundation. The following paper outlines key factors that contributed to the actualization of this journal including an overview of the supporting organization, historical context relevant to the journal, and includes a brief overview of the student leadership positions at the center of the development of the journal. Additionally, we outline the three-year process of taking this journal from an idea, to a proposal, to full operation—as evidenced by this first issue. Our hope is that through a transparent reflection of our process, other students may be empowered by our learned experiences and gain confidence to advocate for lofty goals within their own organizations.

Keywords: student leadership; journal development; student mentorship, narrative history

In this paper, we will provide a narrative detailing the formation of the *Journal for Advancing Sport Psychology in Research (JASPR)*—a peer-reviewed, student-centered journal supported by the Association for Applied Sport Psychology (AASP) and the AASP Foundation. Informed by the Lyons (2011) case study wherein the authors outlined their process for establishing a new student-centered journal, we will similarly outline our process of founding *JASPR*. In so doing, we hope to illuminate the context surrounding the organizational infrastructure which allowed for an innovative environment as well as the major events that occurred across the *JASPR* development timeline. For the reader's convenience, and to compliment the narrative that follows, the *JASPR* development timeline is outlined in Figure 1.

Organizational Infrastructure

In order to provide readers a greater understanding of the development process for *JASPR*, we first want to provide important background information. That is,

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we will briefly describe the organization supporting the development of *JASPR* followed by an overview of the establishing group of students who were involved in the various aspects of journal creation. In providing this context, we hope to offer a transparent and informative outline of how we, the students authoring this paper alongside additional key student members, came to establish the final product of *JASPR* presented here, including our unique supports and challenges.

Overview

AASP, the organization supporting the development and ongoing publication of *JASPR*, was established in 1985. AASP is an international multidisciplinary organization and its mission is to focus on “human performance, holistic well-being and social functioning through education, research and practice, certification, and service to the profession of sport psychology” (Association for Applied Sport Psychology, n.d., Mission Statement section). The organization is comprised of approximately 3,000 members globally with diverse backgrounds including sport science, social work, counseling, and clinical psychology. Two unique aspects of the AASP organization are the inclusion of students as full members and the large presence of students within

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the overall membership (i.e., 43% in 2019). To this end, the student-centric culture within AASP contributed to a confluence of organizational events in the areas of student leadership, student-led initiatives, and strategic planning. These events created an environment in which the organization was ready, willing, and able to consider a proposal for an innovative, peer-reviewed, student-centered journal. For context, these notable landmarks are discussed in detail below.

Student Representative Role

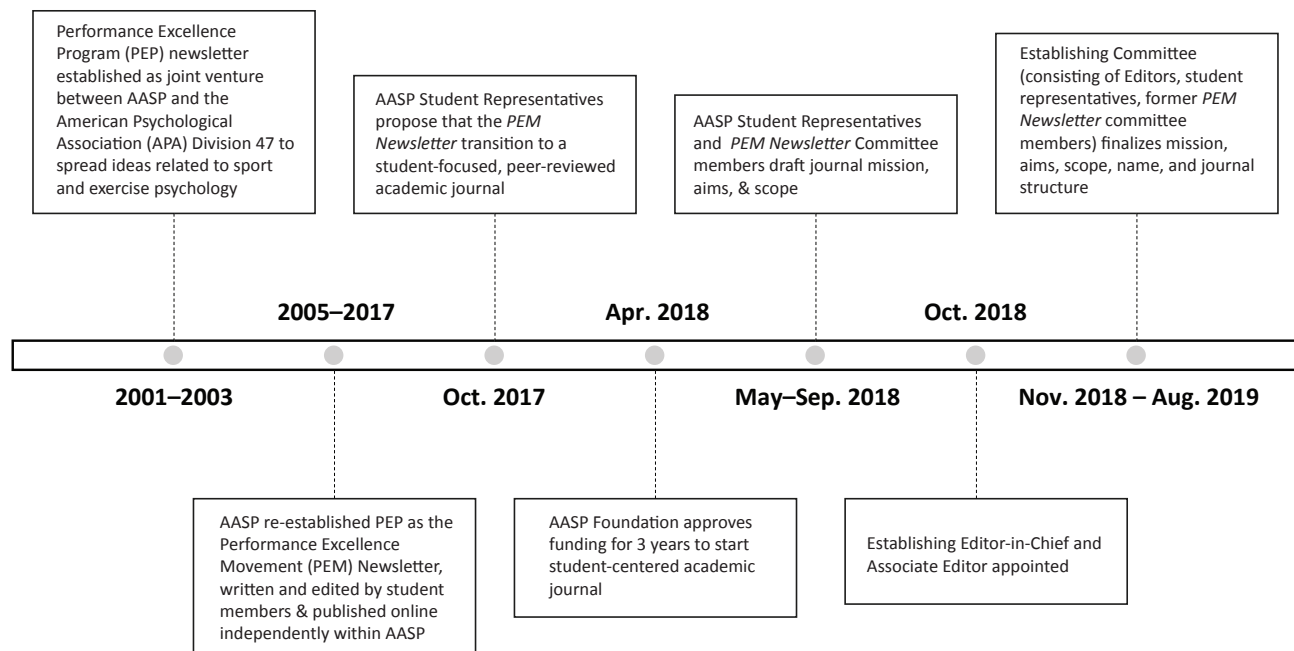
Since the inception of the AASP Executive Board in 1986, the student representative position has existed in an effort to include student voices in organizational decision making and provide students with professional development opportunities in organizational leadership. Preceding 2014, one student representative was elected by the membership to serve a one-year term on the Executive Board and ensure the presence of student member perspectives in organizational decisions. Since 2014, the Executive Board structure has included two student representatives who now serve staggered two-year terms. This change has allowed for increased student integration into the AASP Executive Board, as well as better term-to-term continuity and collaboration between student representatives. As voting AASP Executive Board members, student representatives have a voice in the development and implementation of

organizational strategic plans, participate in day-to-day organizational business, and provide direct oversight to the Student Development Committee (led by an AASP professional member), as well as the student initiatives (led by AASP student members). The student representatives across 2016-2019 were integral in the journal development process and the intersection of their leadership tasks as it relates to the development of *JASPR* are described below.

Student Integration Within the AASP Strategic Plan

Across two subsequent strategic plans (2016-2018; 2019-2022), student representatives advocated for increased organizational emphasis on mentorship opportunities for students along with the retention of early career professional (ECP) members. Additionally, to increase alignment between student and professional work within AASP leadership, student representatives proposed that each student delegate-led initiative be paired with an existing professional member-led committee. Each committee was then assigned responsibility over strategic plan objectives and SMART goals for their respective student delegate initiatives during the 2019-2022 Strategic Planning Meeting. Such integration of students within the Strategic Plan, and larger professional committees, was important for two reasons: (a) it paved the way for authentic student

Figure 1. Timeline of *JASPR* Creation



engagement with AASP professional members in the form of mentored committee work, and (b) it provided a blueprint for how student motivation and work could be leveraged to achieve AASP's Strategic Plan objectives.

Student Delegate Initiatives

Each year the student representatives review formal applications and select approximately 20-30 students to serve as delegates for the subsequent year. Appointed delegates are assigned to various student-led initiatives, which evolve in parallel with the active Strategic Plan, ongoing professional-led committee work, and student membership needs or interests (see <https://appliedsportpsych.org/students-center/initiatives/>). Until 2017, one of the most popular and productive student initiatives was the *Performance Excellence Movement (PEM) Newsletter*. This initiative, and the students who comprised it, proved central to the initiation and development of *JASPR*.

History of the Performance Excellence Movement (PEM)

As a joint venture between AASP and APA – Division 47 (Society for Sport, Exercise, and Performance Psychology), the Performance Excellence Program (PEP) was established in 2001 with the aim of increasing awareness, knowledge, and skill sets surrounding the application of sport and exercise psychology expertise. The mission of PEP was two-fold: (a) to offer knowledge sharing, and (b) to be a publication that was authored, reviewed, and produced by students. PEP was active in publishing newsletters for approximately three years before dissolving in 2003. The publication initiative then took a two-year hiatus during which time new ideas for publication opportunities were discussed.

In 2005, the Performance Excellence Movement (PEM) was initiated, now housed solely within AASP. The mission of PEM remained similar to that of PEP, as the *PEM Newsletter* continued to be student-led, student-authored, and focused on disseminating applied sport and exercise psychology knowledge to the AASP membership. The PEM initiative was active continuously for 12 years and offered many positive experiences for students in the organization. Grounded in a desire to increase student knowledge of the publication process, the *PEM Newsletter* offered students the opportunity to serve in a variety of roles including author, reviewer, and editor. Reviewing the publication process from a variety of different lenses was seen as a developmentally appropriate opportunity (low stakes, high reward) for shaping well-rounded scholars in sport psychology research.

Despite these benefits, across 2016-2017, discussions of the limitations of the *PEM Newsletter* began to surface in the context of the new organizational strategic plan and evolving realities of academia. Specifically, student-delegate chairs of the *PEM Newsletter* reported inconsistent submission rates and barriers to soliciting high quality submissions. It was clear there was declining incentive to publish in the *PEM Newsletter*, as faculty mentors and students were increasingly urged to publish primary research in peer-reviewed journals, which are more highly regarded with respect to faculty performance reviews and for students attempting to secure academic positions. As such, the competitive demand of survival in academia simply did not lend itself to the development-focused opportunities the *PEM Newsletter* had to offer. In response to the progressive needs of students and their faculty mentors, in conjunction with the need to align student initiatives with AASP's Strategic Plan objectives, student representatives informally suggested to the Executive Board that the *PEM Newsletter* be transitioned to a peer-reviewed journal. During this informal discussion, the student representatives importantly highlighted a few strategic membership benefits: (a) increased first-author submission opportunities for students and ECPs, (b) promotion of student and ECP engagement in the editorial process (i.e., generational turnover in scholarship), and (c) increased AASP-supported opportunities for organic mentorship across various components of the research process (i.e., author, reviewer, editor). Given the evident need to elevate the *PEM Newsletter* and the clear alignment between the publication proposal and AASP's Strategic Plan, formal processes to develop a student-centered journal were initiated.

Timeline

Journal Proposal Development

Initial development of the proposal to formalize and transform the *PEM Newsletter* to a professionally led, student-centered peer-reviewed journal occurred during the 2017 AASP Annual Conference in Orlando, Florida, USA (October 2017). To begin the process, the three Executive Board student representatives (i.e., outgoing, current, incoming) met to discuss key elements of a proposal required to move the new journal concept forward. One important discussion point was the procurement of funding sources to support the initial phases of journal development. An additional point of discussion was the critical importance of professional members' service as mentors (e.g., Editor-in-Chief, Associate Editor) in order to support meaningful

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student and ECP growth. With input from the AASP Executive Board, it was determined that the AASP Foundation would be a viable funding mechanism, given the foundation's mission to "foster and enhance AASP's education, research, and training programs as well as fund new development and opportunities in these areas" (AASP Foundation, n.d., para. 1).

During the 2017 AASP Annual Conference, three Executive Board student representatives met with the AASP Foundation, wherein there was overwhelming support for the idea of a student-centered journal, as well as healthy debate regarding whether or not the journal would draw professional member involvement. These discussions offered valuable dialogue around the historical challenges associated with the *PEM Newsletter*, including the inherent limitation of students learning from students, and thus the conversation evolved to include deliberation of the potential benefits and challenges of having professional members involved in the journal's Editorial Board structure. Discussions around the Editorial Board structure and the involvement of professionals and its impact on students' mentored experiences was not solved in this meeting; however, the student representatives were invited by the AASP Foundation to submit a formal proposal for consideration.

Following the energizing meeting with the AASP Foundation during the 2017 AASP Annual Conference, the student representatives began developing the formal journal proposal. To support the merits of the proposal, research was conducted to identify costs associated with securing an inaugural Editor-in-Chief and Associate Editor, securing a digital host (e.g., Digital Commons), recruiting critical or rate-limiting resources (i.e., a Copy Editor), and developing a proposed workflow for the journal. The journal proposal itself included: (a) an overview of PEM's history, (b) a list of anticipated challenges with proposed solutions, (c) a suggested Editorial Board structure, and (d) a proposed budget, including different cost-efficient hosting options. The proposal was written as a pilot project, covering the first three years of journal development, after which viability of the journal would be assessed vis-à-vis a number of metrics including submission rates and publication downloads and engagement, as well as an assessment of general member interest in providing professional service to the journal (i.e., manuscript reviewers, Editorial Board membership). Taken together, this assessment will be used to determine the continued operation and funding of the journal.

Accounting for the feedback provided by the AASP Foundation regarding the involvement of professional members, it was proposed the journal structure involve dual role services wherein a professional member and student member would each hold a single Editorial Board position (i.e., Editor-in-Chief and Junior Editor-in-Chief). This shift was particularly important as it improved alignment between the Editorial Board structure and AASP Strategic Plan objectives, while maintaining the student-centric ethos of the journal. Another important challenge addressed during the proposal phase was determining the digital host for published works, as the independent digital platforms researched (e.g., Digital Commons) were not financially feasible. Therefore, it was proposed that the journal be hosted using an existing platform (eScholar Share) at Drake University, where one of the previous student representatives was now a faculty member. To incentivize this collaboration and meet withstanding publication needs, it was also suggested that a modest scholarship be included in the proposal to fund a journalism and mass communication student at Drake University to carry out the copy editing work for the journal. This initial proposal was submitted to the AASP Foundation in January of 2018 and was granted official approval at the Spring 2018 Executive Board meeting in Toronto, Ontario, Canada. The AASP Foundation approved the allocation of funds to support a three-year pilot project to launch the new, student-centered, peer-reviewed journal.

Proposal Implementation

Following the 2018 approval from the AASP Foundation to move forward with establishing the journal, the student representatives met to discuss and develop a timeline for journal development, necessary tasks to be completed, and additional students needed to support the development process. Guided by the similar process and case study published by Lyons (2011), the student representatives first identified the task list which included: (a) establishing a journal name, (b) developing the vision, mission, and scope of the journal, (c) constructing position calls for the Establishing Editor-in-Chief and Establishing Associate Editor, (d) developing review criteria for position submissions, as well as (e) finalizing the Editorial Board structure and associated workflow processes.

Student delegates previously involved in the PEM initiative were provided the opportunity to be involved in the journal development process along with the student representatives, as the Student Establishing Committee. Once the Student Establishing Committee

DEVELOPMENT OF A STUDENT-CENTERED JOURNAL

had been formed, during the summer of 2018, simultaneous work began to: (a) name the journal, (b) write its vision, mission, and scope, and (c) curate the call for an Establishing Editor-in-Chief. These three tasks were pursued with periodic AASP Executive Board input, with developments being reported during monthly Executive Board meetings. In June of 2018, after failed attempt to secure approval from the AASP Executive Board for the proposed journal title, mission, vision, and scope, the AASP Executive Board encouraged the Student Establishing Committee to shift their focus and efforts to soliciting an Editor-in-Chief. In so doing, the appointed Editor-in-Chief could provide the mentorship required to successfully name the journal, finalize its vision, mission, and scope, and facilitate the forward momentum needed to establish a fully operational journal within three years. Following development of the Editor-in-Chief requisition and application review procedures, the call for an Establishing Editor-in-Chief was sent out to the AASP membership in July of 2018. Independent review of submissions was then conducted by the Student Establishing Committee. Selection of the Editor-in-Chief was finalized by the Student Establishing Committee in August 2018 and approved by the AASP Executive Board during the Fall 2018 Executive Board Meeting in Toronto, Ontario, Canada.

During the subsequent 2018 AASP Annual Conference, the AASP membership was notified of the new student-centered journal as well as the selected Editor-in-Chief. At this time, the Establishing Editor-in-Chief appointed the Establishing Associate Editor and a Managing Editor to three-year terms. Additionally, all members of the Student Establishing Committee agreed to remain involved in the next steps of journal

development. To summarize, by October of 2018, the journal had secured a digital host and established an Editor-in-Chief, Associate Editor, Managing Editor, and a Student Establishing Committee to continue with journal development. The Student Establishing Committee led by the Establishing Editors subsequently met on a weekly basis to continue the development work needed toward establishing the journal.

The collaborative effort to revise and finalize the journal title, and its vision, mission, and scope statements was an iterative process that spanned six months, before being submitted by the Student Establishing Committee and the Editors to the AASP Executive Board at the Spring 2019 meeting in Portland, Oregon, USA. During the Spring meeting, the mission, vision, and scope of the journal were approved by the AASP Executive Board, and the title, *Journal for Advancing Sport Psychology in Research (JASPR)*, was approved at a later meeting in September 2019. *JASPR*'s approved vision, mission, and scope are presented in Table 1.

Intraorganizational Promotion

Finalization of the journal title, vision, mission, and scope in early Fall 2019 allowed for the promotion of *JASPR* to occur at the 2019 AASP Annual Conference in October. During this conference, various strategies and platforms were used across the conference to provide messaging to the membership about opportunities within *JASPR* (e.g., announcements before keynote speakers, discussion at the business meeting, flyer at graduate information fair). These promotional opportunities were important for bringing awareness to the membership-at-large of the organization's newest scientific publication and its unique opportunities

Table 1. Finalized Vision, Mission, & Scope

Vision	To expand the field of psychology in the domains of sport, exercise, and performance by providing the student community a unique and inspiring platform to engage and disseminate rigorous scholarship.
Mission	The <i>Journal for Advancing Sport Psychology in Research (JASPR)</i> aims to expand the field of psychology in the domains of sport, exercise, and performance by publishing rigorous scholarship for students, academics, researchers, and applied practitioners. Specifically, <i>JASPR</i> provides students and early-career professionals aspiring to develop their scholarship skills with innovative opportunities to participate as authors, reviewers, and editorial board members within a mentored publishing infrastructure.
Scope	<i>JASPR</i> is a peer-reviewed academic publication focused on rigorous undergraduate and graduate student-led scholarly work. Submissions include primary and secondary, basic, applied, and developmental research using qualitative, quantitative, and mixed methodologies. Submissions can expand across a range of psychological topics in the domains of sport, exercise, and performance.

for mentored experiences. Additionally, the Student Establishing Committee and Editors delivered an interactive workshop for students aimed at demystifying the publication process in general, as well as building excitement for student involvement in *JASPR* by outlining opportunities for them to participate as a submitting author, manuscript reviewer, and Editorial Board member.

Recruitment of New Students

Early in 2019, the Student Establishing Committee and the Editors created position descriptions for all editorial board positions. This was followed by creation of open position calls for the Junior Editor-in-Chief, Junior Associate Editor, Junior Editorial Board Members, Student Copy Editor and Peer Reviewer positions. The inaugural Copy Editor was appointed in September 2019, the Junior Editor-in-Chief, Junior Associate Editors (x2), and Junior Editorial Board Members (x2) were appointed in December 2019 by the Student Establishing Committee and the Editors. After appointment of the inaugural Editorial Board, the Student Establishing Committee dissolved, and the Editorial Board has since carried out the remaining work to operationalize and advance *JASPR*.

Lessons Learned

In the last three years, we have learned a number of lessons while advocating for and establishing this journal, both from the processes that went as we planned, in addition to those that did not. We hope that in sharing our accomplishments and areas of challenge, we may offer learned insights that will be of help to others in pursuit of new professional endeavors. In our reflection that follows, we identify select big picture takeaways, as well as specific thoughts on the processes associated with developing *JASPR*.

First, in reflecting on the early days of our idea for a student-centric journal, and following the initial green light from the AASP Executive Board to proceed in submitting a full proposal to develop such journal, there was a substantial amount of work and energy given toward drafting the proposal. Specifically, in order to be prepared to have discussions with stakeholders at the 2017 AASP Annual Conference, the initial research (e.g., cost associated with different hosting platforms, journal operations and structure) and proposal outline was completed in three days' time, literally in the hotel rooms of the student representatives. This initial lift allowed for meaningful, in-person conversations to take

place during the Annual Conference, including the first of the discussions with the journal's funding sponsor, the AASP Foundation. Had the time not been taken in those initial days, it is unlikely that the journal would have moved from an idea to realization at the steady pace it did. Although working asynchronously is often the reality of academic life, as students, capitalizing on the synchronous moments we had with others in the organization during that time was critical. Additionally, during the development of the journal proposal, and shortly thereafter during implementation of the journal proposal, there were varying levels of professional mentorship which, through reflection, correlate closely with times of more and less efficiency in our work. That is, while it is evident that students carried important insight, innovation, and a passion to do good work, those efforts were most effectively directed and applied under some level of professional mentorship. To this end, once professional mentorship was established, the amount of work that was done by a group of dedicated students (i.e., Student Establishing Committee) and faculty (i.e., Establishing Editors) was impressive. Finally, in reflecting on the totality of the journal process, from a general student need, to a seedling of an idea to full realization – patience, clear communication, and a willingness to learn and remain resilient in the face of challenges were process factors critical to the outcomes of the journal. Indeed, a growth mindset and acceptance of a non-linear process were required, as well as the willingness to be vulnerable, offer ideas, and learn from feedback.

Specific to the process of how this journal came to be realized, had we known what we know now, there are some things we would have done differently. First, seeking professional faculty mentorship earlier in the process would have curbed, or at least tempered, some of the challenges and duplicative work we encountered. Additionally, following approval of the journal proposal and confirmed financial support by the AASP Foundation, the student representatives did consult with an Editor-in-Chief of another journal; however, having this discussion earlier in the pre-proposal process would have been helpful. More specifically, this would have facilitated identification of other aspects of journal viability and sustainability, such as the need for funding to support a workflow management system to receive, process, and track manuscript submission and manuscript reviews. Ultimately, due to the fast pace at which we moved during the early stages of proposal development, time we could have spent on more comprehensive research and development was sacrificed. As such, additional tasks were left for those who led various aspects of the

proposal implementation process, including the Student Establishing Committee and inaugural Editorial Board.

Conclusion

We hope this narrative conveys both the passion and commitment from the students and faculty mentors involved in the realization of *JASPR*. In reflecting on this process from beginning to end, it is notable what a group of committed students were able to do with the support of their organization and professional mentors. We hope in the years to come, *JASPR* will continue to provide students with meaningful development and mentorship in the area of research publication. To this end, we hope you, as students and professionals, continue to support and commit to the growth of *JASPR* through scholarly submissions of student-led work and involvement as manuscript reviewers and Editorial Board members. Our genuine hope is to watch *JASPR* grow to be a highly regarded, development-oriented outlet for rigorous scientific work in sport, exercise, and performance psychology.

Acknowledgements

We would like to acknowledge the many students and professional members that were integral to the realization of *JASPR*. First, we want to acknowledge and thank Dr. Michael Sachs and the AASP Foundation for their engagement with and support of student ideas. We would also like to acknowledge the AASP Executive Board student representatives who were a part of this process from its conception including Stacy Gnacinski (University of Wisconsin – Milwaukee), Joanna Foss (University of Missouri), Courtney Hess (University of Massachusetts Boston), and Julia Cawthra (University of Indiana). Additionally, we would like to acknowledge the work of a number of student delegates who gave time and energy to this project over the preceding three years including Alan Chu (University of North Texas), Carra Johnson (West Virginia University), and Travis Scheadler (Willmington College, University of Kentucky). Moreover, we would like to thank the faculty mentors who helped to guide this process forward, Dr. Monna Arvinen-Barrow (University of Wisconsin-Milwaukee) and Dr. Amanda J. Visek (The George Washington University). Finally, we want to acknowledge and thank Kent Lindemann, AASP Executive Director, for his help navigating the many details of this process, as well as the AASP Executive Board for their leadership in mentoring and supporting student ideas within the organization.

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Journal for Advancing Sport Psychology in Research

Author Handbook

This handbook provides authors detailed guidance on
how to prepare a manuscript for submission in
Journal for Advancing Sport Psychology in Research
(JASPR).

01

Welcome to *JASPR*.

JASPR is a peer-reviewed academic publication focused on rigorous undergraduate and graduate student-led scholarly work. Submissions include primary and secondary, basic, applied, and developmental research using qualitative, quantitative, and mixed methodologies. Submissions can expand across a range of psychological topics in the domains of sport, exercise, and performance.

JASPR Vision

To expand the field of psychology in the domains of sport, exercise, and performance by providing the student community a unique and inspiring platform to engage and disseminate rigorous scholarship.

JASPR Mission

JASPR aims to expand the field of psychology in the domains of sport, exercise, and performance by publishing rigorous scholarship for students, academics, researchers, and applied practitioners. Specifically, *JASPR* provides students and early-career professionals aspiring to develop their scholarship skills with innovative opportunities to participate as authors, reviewers, and editorial board members within a mentored publishing infrastructure.

02

What is peer review?

Peer review is the primary means of quality control used by scholarly journals to ensure the research articles that are published are original, valid, and reliable.

Consistent with *JASPR*'s vision and mission, and with a goal to maintain integrity of the peer-review process, *JASPR* uses an external, double-blind peer review process. This means that the handling editor(s) do not review the manuscript, and instead invite student and professional reviewers for each manuscript. In the peer review process, both the identity and affiliations of authors and reviewers are anonymized. Decisions on manuscripts are made based on submitted reviewer reports.

Am I qualified to submit to *JASPR*?

Yes! Any work that is first-authored by a student is welcome to be submitted to *JASPR*. In accordance with the mission and vision of *JASPR*, submitting to the journal is meant to be a mentored learning experience for students to get hands-on experience with the peer review process.

As authors, *JASPR* recognizes that you take great pride in your work, which is why *JASPR* has ensured that the submission guidelines and peer review process are in place to help you enhance your manuscripts.

The following sections of the author handbook will walk through the peer review process and key submission guidelines that you will need before submitting to *JASPR*.

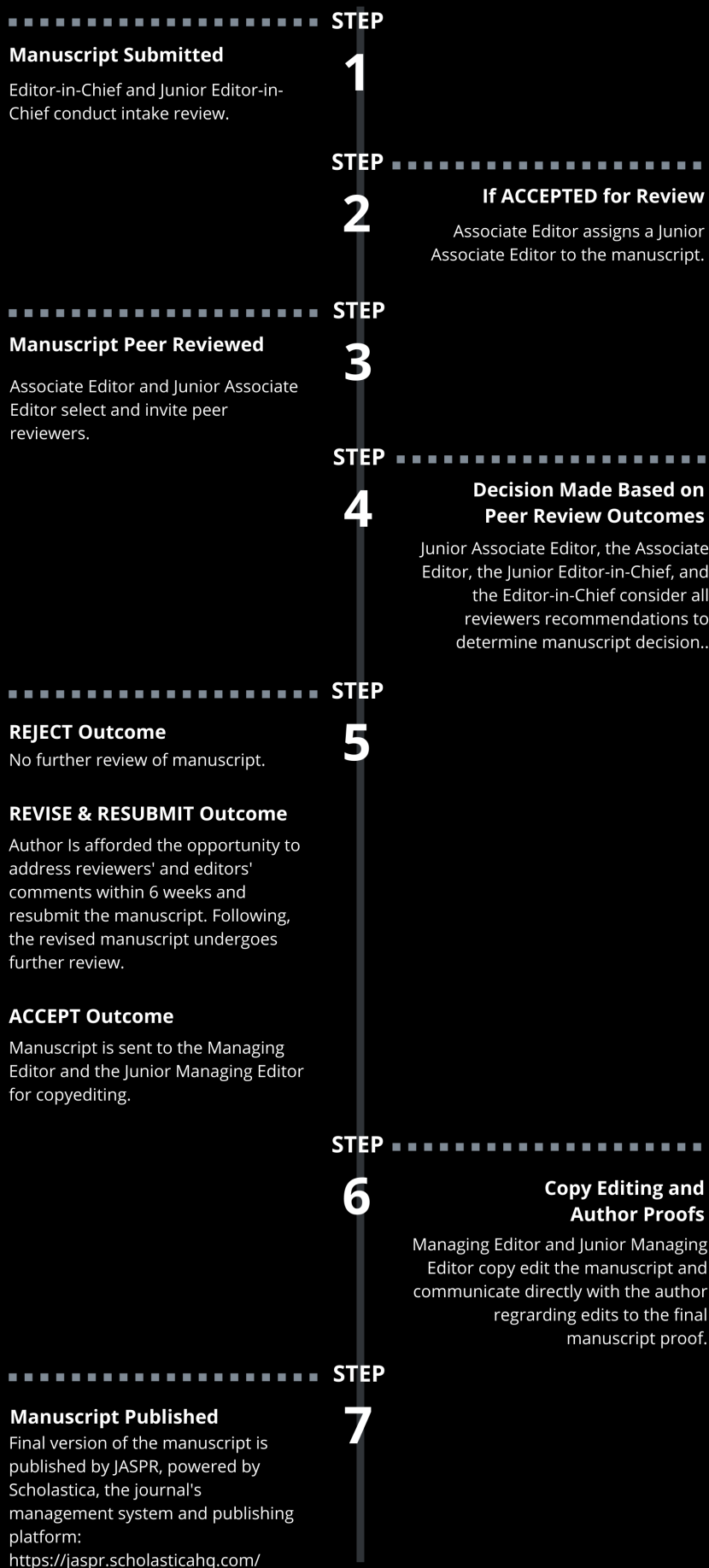
03

What is the publication process @ *JASPR*?

To view a detailed diagram of
JASPR's publication process

CLICK HERE

Peer Review Process @JASPR



04

What are important pre-submission guidelines and processes to consider?

Does the manuscript align with the mission & scope of *JASPR*?

Before submitting a manuscript, take a look at *JASPR*'s mission & scope and assess if your manuscript aligns well. If your work supports the mission and fits within the scope of the journal, continue to look at other aspects of the manuscript for fit. If not, another journal may be a better fit for your work.

Next, assess the work for its originality and potential interest to the readership of *JASPR*. Does the manuscript move the field forward? Do the findings add to the knowledge base? If so, continue to look at the manuscripts adherence to submission guidelines.

Is the manuscript original & of interest to *JASPR*'s readership?

Does the manuscript follow submission guidelines?

Lastly, assess the work for its adherence to *JASPR*'s submission guidelines. Does the manuscript follow APA 7th edition guidelines? Are all font and heading styles formatted to *JASPR*'s specifications? Is the manuscript appropriately prepared for a blind peer review process? Are all required supporting documents appropriately completed?

05

How to prepare a manuscript according to *JASPR*'s submission guidelines?



All manuscripts must be submitted in English. American or British spelling and punctuation are acceptable, but must be used consistently throughout the manuscript.



The official font style and font size of *JASPR* is Calibri, 11-point font. All manuscripts must be submitted in this style and size.



Quantitative manuscripts must be maximum of 25 pages and qualitative/mixed-method research maximum of 35 pages in length, inclusive of title page, abstract, main body of manuscript, references, footnotes, tables, and figures.



All submissions should include ALL the required paper elements:

Cover Letter	Text (main body of manuscript)
CRedit Role Statement	Headings
Submission Checklist	In-Text Citations
Title Page (blinded)	Quotations
Running Head	References
Abstract	Footnotes (as needed)
Keywords	Tables
	Figures



Authors are referred to APA's Sample Professional Paper as an illustrative guide to required paper elements and formatting.

06

What is a cover letter?

A cover letter is your formal request to the editorial board to consider your manuscript for publication.

Authors must submit a cover letter as a separate file accompanying their manuscript.

The cover letter should include the length of the manuscript and the number of figures and tables included.

The cover letter should also confirm the authorship order, assurances that the corresponding author will take responsibility for notifying co-authors in a timely manner in relation to any correspondence received during the review process, notice of any conflicts of interest, and verification that the research received ethical approval from a university ethics board when applicable.

Permission to use any copyrighted material must also be indicated. The corresponding author's e-mail address and telephone number should be included for further correspondence.

For further information, consult the APA Publication Manual, page 382.

07

What is a CRediT Role Statement?

CRediT (i.e., Contributor Roles Taxonomy) is a universal high-level taxonomy that can be used to distinguish different contributions to scientific scholarly output. There are 14 different roles, described in more detail below.

The CRediT Role Statement must be submitted as a separate file accompanying the manuscript. All authors are expected to have made substantive contributions to the drafting or revising of the manuscript in different CRediT roles.

For more Information see <https://credit.niso.org/>.

To download *JASPR*'s
CRediT Role Statement



CLICK HERE

08

CRedit Role Descriptions

Conceptualization Ideas; formulation or evolution of overarching research goals and aims.

Data Curation Management activities to annotate (produce metadata), scrub data and maintain research data (including software code where it is necessary for interpreting the data itself) or initial use and later reuse.

Formal Analysis Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize study data.

Funding Acquisition Acquisition of the financial support for the project leading to this publication.

Investigation Conducting a research and Investigation process, specifically performing the experiments, or data/evidence collection.

Methodology Development or design of methodology; creation of models.

Project Administration Management and coordination responsibility for the research activity planning and execution.

Resources Provision of study materials, reagents, materials, patients, laboratory samples, animals, Instrumentation, computing resources, or other analysis tools.

Software Programming, software development; designing computer programs; Implementation of the computer code and supporting algorithms; testing of existing code components.

Supervision Oversight and leadership responsibility for the research activity planning and execution, Including mentorship external to the core team.

Validation Verification, whether as a part of the activity or separate, of the overall replication/reproducibility of results/experiments and other research outputs.

Visualization Preparation, creation and/or presentation of published work through visualization.

Writing - Original Draft Preparation, creation and/or presentation of the published initial draft.

Writing - Review & Editing Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision.

09

What is a submission checklist?

The Submission Checklist is a list of items required when submitting manuscripts to *JASPR*. It serves as a reminder for the authors on what to submit and in what order.

The submission checklist must be included as a separate file accompanying the manuscript.

The corresponding author must sign the submission checklist in acknowledgement that all required elements are Included in the submission.

To download the
Submission Checklist



CLICK HERE

10

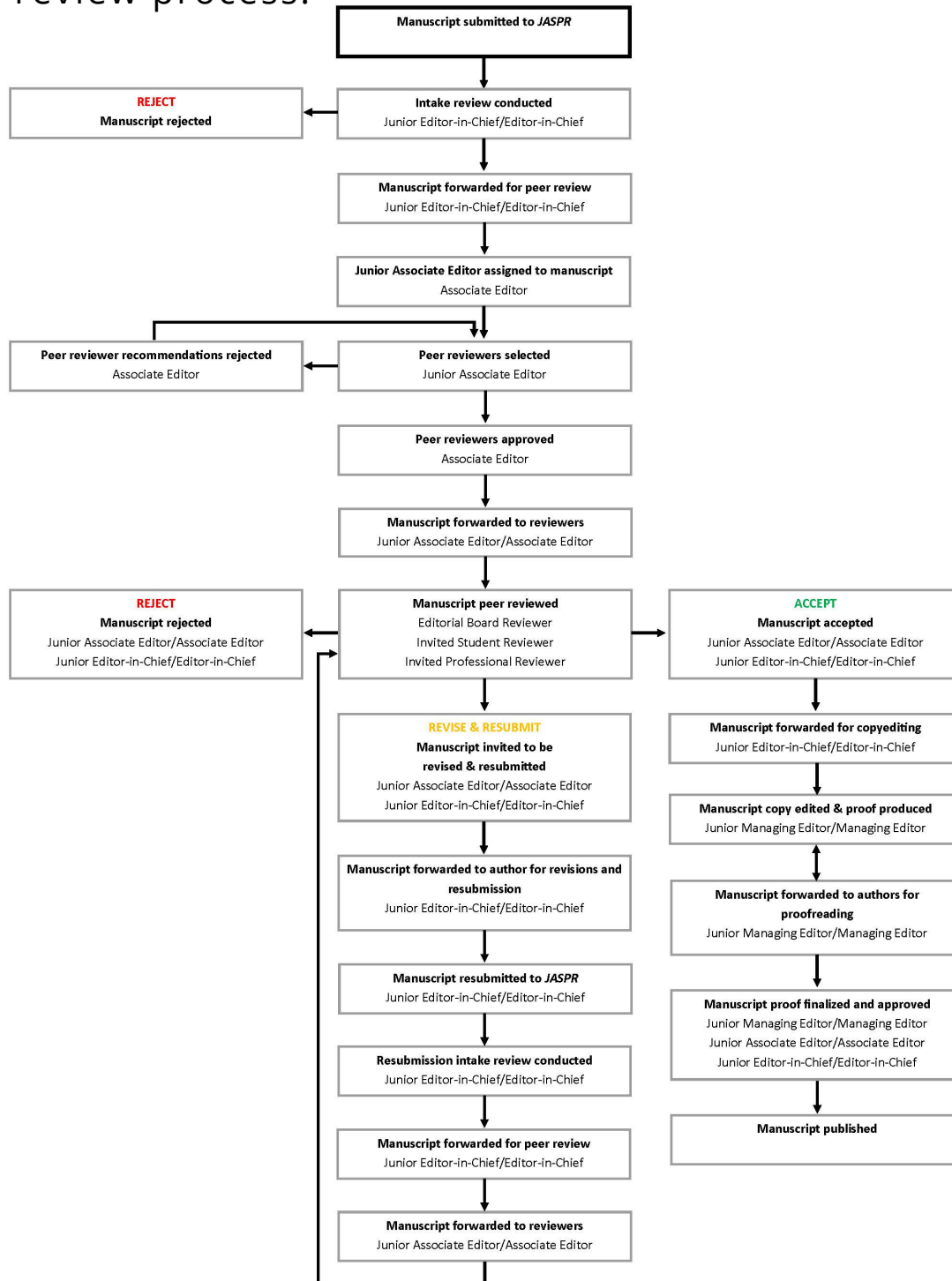
How to submit a manuscript to *JASPR*?

1. Go to *JASPR*'s website **For authors**-page and click SUBMIT A MANUSCRIPT.
2. **Add Manuscript Information.** This includes: Title, Abstract, Keywords.
3. Upload the **Primary Manuscript File**. This should be prepared according to APA 7th edition guidelines, and free of any author identifiers.
4. Upload **Supporting Files**. These include The Cover letter, CRediT Role Statement, Submission Checklist, and any other necessary supplementary files not included in the Primary Manuscript File.
5. Add **Corresponding Author Details**. You are required to provide author first and last name, email, department, institution, degrees, and ORCID ID. You can, if you wish, provide additional optional demographic information.
6. Add additional authors by clicking the **Add Another Author** link.
7. Add any possible **Reviewers to Avoid**. These include students and professionals with conflict of interest.
8. Click **Continue to Next Step**.
9. **Review** your submission details for accuracy.
10. Once reviewed, tick the box next to: *I understand that I can't make any changes to this submission after submitting it.*
11. Click **Submit Manuscript**.

11

What happens after a manuscript is submitted to *JASPR*?

The manuscript will go through rigorous, double-blinded peer-review process.



12

What happens after all the blind reviews are submitted?

Post-review processes:

- The Associate Editor and Junior Associate Editor will collate all reviews of the manuscript to make a publication recommendation to the Editor-in-Chief and Junior Editor-in-Chief.
- The Editor-in-Chief and the Junior Editor-in-Chief will then make a decision on the manuscript outcome. Possible outcomes are: Accept, Revise and Resubmit, or Reject.
- The Editor-in-Chief or the Junior Editor-in-Chief will notify the corresponding author of the publication decision, along with the completed reviews.

Please note that **authors are responsible for the preparation of manuscripts to permit a blind review.** Every effort should be made to omit clues to authors' identities, including acknowledgements, institutional information, and easily identifiable self-references.

13

What review information is shared with the authors?

Following a double-blind peer-review, the Editor-in-Chief and the Junior Editor-in-Chief will provide the authors access to reviewer responses to:

RATING SCALE QUESTIONS. These provide authors details related to the manuscript's:

- Fit with the journal's vision, mission, and scope
- Contribution to psychology of sport, exercise and performance literature
- Scientific and scholarly merits
- Adherence to the APA guidelines and Journal Article Reporting Standards

OPEN RESPONSE QUESTIONS. These provide authors:

- A succinct overview and evaluation of the manuscript
- Major comments, aimed to provide the editor(s) and the author(s) with details of the most concerning issues pertaining the manuscript
- Minor comments, aimed to provide the editor(s) and the author(s) with details of the concerns that make a lesser impact on the research.

For more details on reviews, please see **JASPR Reviewer Form** and **Reviewer Handbook**

14

What happens next?

The answer depends on the publication decision outcome for the manuscript.

If the decision is **Reject.**

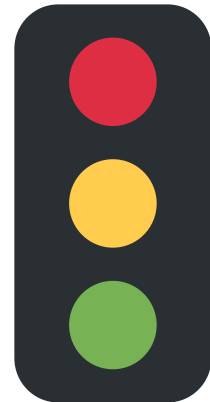
The manuscript should be submitted elsewhere.

If the decision is **Revise and Resubmit.**

Author(s) are afforded an opportunity to address reviewers' and editors' comments within 6 weeks. Authors should address each of the reviewers' concerns in a separate document submitted with their revised manuscript. Following resubmission, the revised manuscript will be returned to the original reviewers for subsequent review(s). This process takes the same format as the original review conducted. Please note a resubmitted manuscript will not be sent back to reviewers if the quality of the revisions can be adequately evaluated by the Associate Editor/Junior Associate Editors, without additional reviewer input.

If the decision is **Accept.**

Once a manuscript has been accepted, corresponding authors will be sent proofs of the article. To ensure a fast publication process corresponding authors will be expected to return their proof corrections within 1 week. The proof-checking process is used solely for checking the typesetting, editing, completeness, and correctness of the text, tables, and figures. Significant changes to the article, at this stage, will only be considered with permission from the Editor-in-Chief.



We hope authors have found this handbook helpful in navigating the manuscript preparation, submission, and review process.

Thank you for your contribution to *JASPR* and for upholding the integrity of peer reviewed research in the field of psychology across sport, exercise, and performance.



Journal for Advancing Sport Psychology in Research

Reviewer Handbook

This handbook provides peer reviewers detailed guidance on how to conduct a review and navigate the *Journal for Advancing Sport Psychology in Research (JASPR)* online review process.

01

Welcome to *JASPR*.

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Am I qualified to review for *JASPR*?

Most academics have never received formal peer review training. Instead, many have “been thrown into the deep end” from the onset and have learned how to review only by modeling and doing.

Given the instrumental role of reviewers in the editorial process, *JASPR* seeks to ensure all reviewers – students and professionals – feel competent in their skills to provide a high-quality, thorough review.

Prior to reviewing a manuscript for *JASPR*, all student reviewers are therefore required to complete the [Certified Peer Reviewer Course](#). This course is online, free, and self-paced. It was created by Elsevier Research Academy and should take approximately 4 hours to complete.

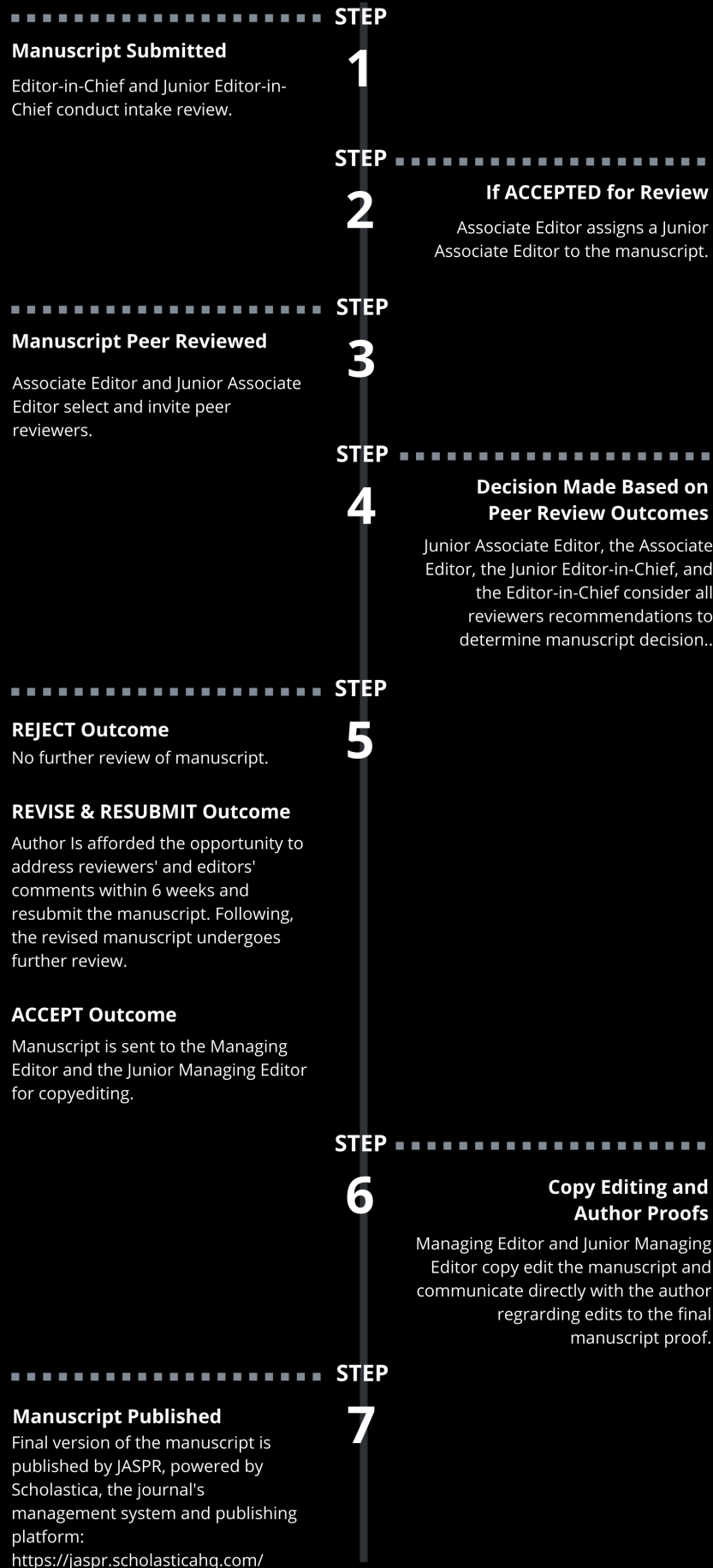
03

What is the peer review process @ JASPR?

To view a detailed diagram of
JASPR's publication process

CLICK HERE

Peer Review Process @JASPR



04

What are important pre-review guidelines and processes to consider?

Does the manuscript content match my competencies?

If you receive a manuscript that covers a topic and/or methodology that does not sufficiently match your area(s) of competency, please notify the Associate Editor/Junior Associate Editor as soon as possible. When doing so, recommendations of alternative reviewers are welcomed to help expedite finding an appropriate content expert to review the manuscript.

Reviewers should only accept an invitation to review a manuscript if they are confident they can thoroughly evaluate and return the manuscript in a timely manner. *JASPR* requests completed reviews be returned within 30 days of acceptance. If an invited reviewer anticipates they will not be able to meet the deadline, they should inform the Associate Editor/Junior Associate Editor so that alternative arrangements can be made.

Do I have the time to review the manuscript?

Do I have any potential conflicts of interest(s)?

If an invited reviewer determines there may be a potential conflict of interest between the manuscript's authors and reviewer, the Associate Editor/Junior Associate Editor must be contacted immediately. If the invited reviewer is unsure whether something constitutes a conflict of interest, the invited reviewer should seek advice from the Associate Editor/Junior Associate Editor. In such cases where a conflict of interest exists, an alternative reviewer will be assigned and the original invited reviewer should immediately delete/destroy all copies of the manuscript.

05

After considering the pre-review guidelines and processes, what are the options?



REJECT the invitation

Please provide the Associate Editor/Junior Associate Editor a reason for your decision. It would also be helpful if you could provide suggestions for alternative reviewers (professionals and/or students) with the appropriate content and/or methodological knowledge to review the manuscript.



ACCEPT the invitation

Please respond to the invitation as soon as you are able – a delay in your decision slows down the review process and means a longer time in which the manuscript is in review. You should also familiarize yourself with *JASPR*'s submission guidelines and the reviewer handbook.

06

Upon accepting the invitation to review, what comes next?



Become familiar with JASPR's vision, mission, scope, and submission guidelines.



Read and critically evaluate the manuscript for its scholarly and scientific merits.



Complete all sections of the reviewer form through JASPR's Scholastica Peer-Review System.



07

What is required of the Reviewer Form?



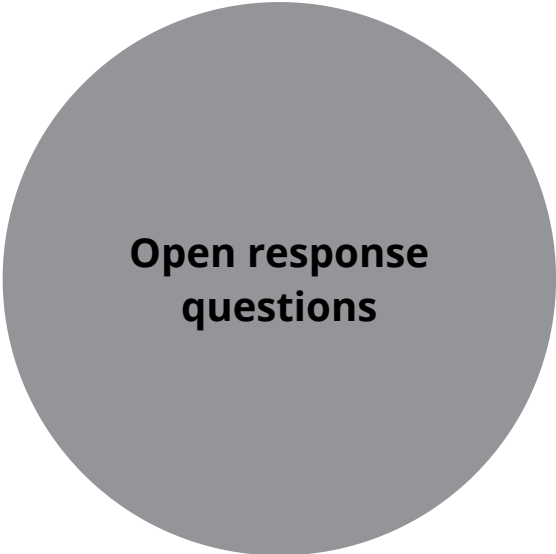
Overview questions

- Overall rating for the manuscript
★ ★ ★ ★ ★
- Recommended publication outcome
- Confidential comments to the editor(s)

- Evaluation of the scientific and scholarly merits of the manuscript
- Adherence to APA guidelines
- Adherence to APA Journal Article Reporting Standards



Rating scale questions



Open response questions

- Succinct overview of the manuscript
- Major comments
- Minor comments

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How do I complete the Reviewer Form?

After reading and critically evaluating the manuscript, begin with the **rating scale questions**. These questions will help you evaluate the manuscript in terms of its:

- Fit with the journal's vision, mission, and scope
- Contribution to psychology of sport, exercise and performance literature
- Scientific and scholarly merits
- Adherence to the APA guidelines and Journal Article Reporting Standards



Strongly agree



Agree



Neutral



Disagree



Strongly disagree

What is required of the open response questions?

Succinct manuscript overview

- Inform the editor(s) and author(s) that you have read and understood the research.
- Begin with a paragraph summarizing your overall evaluation of the manuscript.
- Include a summary of key strengths and weaknesses of the manuscript.

Major comments

- Provide the editor(s) and the author(s) with details of the most concerning issues pertaining the manuscript.
- Start with the most concerning issues and work your way down, or
- Provide major comments for each section of the manuscript in the order they appear.

Minor comments

- Provide the editor(s) and the author(s) with details of the concerns that make a lesser impact on the research.
- Examples: confusing sentences, citation & reference errors, figure & table errors, and factual, grammatical, or numerical errors.

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What are important DO's and DON'Ts in peer review?



When writing a review, DO:

- Follow the Golden Rule of peer review: *"Do a review unto others as you would like to have a review done unto you."*
- Write the review as communication between the reviewer and the editor(s). Any reference to author(s) should be minimal, and framed in third person (i.e., the author(s))
- Be professional, respectful, and objective
- Provide the author(s) substantial constructive feedback on how to improve the writing and presentation of the manuscript
- Provide the author(s) positive feedback highlighting the strengths of the manuscript
- The feedback should also provide author(s) useful information on how they can improve the presentation of the manuscript, thereby strengthening its contribution to science, regardless of whether it is published by *JASPR* or another journal.



When writing a review, DO NOT:

- Rewrite, proofread, or edit the manuscript
- Use generalized and vague statements
- Be judgemental and provide destructive comments
- Evaluate the authors (stick to evaluating the manuscript)

Remember, it is the role and responsibility of the invited peer reviewer to provide a substantive quality review so that the Editor-in-Chief/Junior Editor-in-Chief, Associate Editor/Junior Associate Editors, and author(s) understand the reason for the reviewer's publication recommendation.

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What are the confidential overall rating options?

Excellent.



Manuscripts classified as excellent demonstrate outstanding scientific rigor and are usually ready to be accepted for publication with minor or no changes. It is rare for a manuscript to reach this standard after first submission.

Above Average.



Manuscripts classified as above average show potential for publication, but before a decision can be made, they will need to undergo further minor or moderate revisions, resubmission, and review(s). Many manuscripts can reach this standard after either first or second submission.

Average.



Manuscripts classified as average show some potential for publication, however, before a decision can be made, they will need to undergo extensive further revisions, resubmission(s), and review(s). Manuscripts can also be classified as average, if they demonstrate good science, but the contribution to the knowledge lacks novelty. Average manuscripts can also be rejected due to lack of apparent fit within the scope of the journal, lack of publication space, or journal content priority.

Below Average.



Manuscripts classified as below average are likely to be rejected, particularly if the concerns raised are related to methodological flaws. Below average manuscripts are likely to require major revisions, and often this means substantial re-write and/or re-analysis of the data.

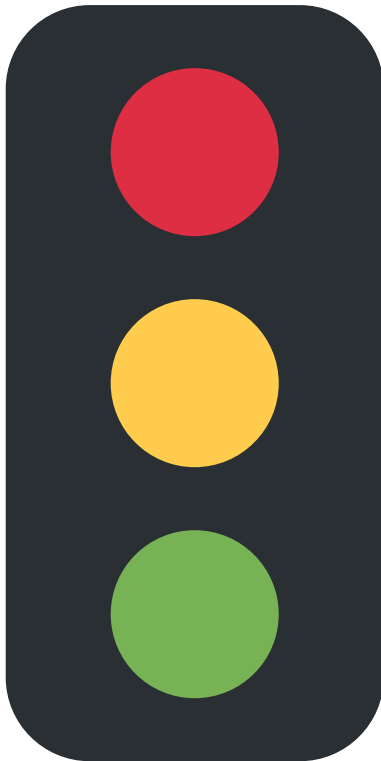
Unacceptable.



Manuscripts classified as unacceptable show little to no potential for publication. Manuscripts in this category are inappropriate for the scope of the journal, have irreparable methodological flaws, and/or fail to adhere to submission guidelines.

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At the end of the review, what are the confidential publication recommendations available?



Reject. The paper is not suitable for *JASPR* publication, or manuscript concerns are too fundamental for the submission to continue being considered.

Revise & Resubmit. The paper may be suitable for publication after appropriately addressing the major and minor comments.

Accept. The paper is suitable for publication in its current form.

When considering the publication recommendation, ask and answer the following questions:

- Is the content of the manuscript appropriate for *JASPR*?
- Does the manuscript significantly contribute to the scientific and scholarly literature in the field of psychology in the domains of sport, exercise, and performance?
- Are the weaknesses of the manuscript able to be resolved through the revision process?

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What are confidential comments to the editor that are helpful to the review process?

Comments can vary, but are generally related to:

- General impressions of the manuscript
- Overall importance, significance, and novelty of the research presented
- Use of language and grammar
- Any concerns you have over the research or the manuscript.



The overall rating of the manuscript provided, publication recommendation, and any comments made to the editor are confidential.

Please do not allude to, or communicate, within the peer review form, the publication recommendation directly or indirectly to the author(s) of the manuscript.

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What are additional considerations?

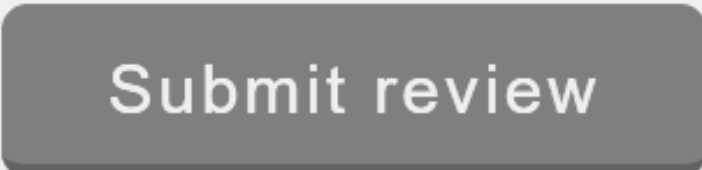
It is the role and responsibility of the invited peer reviewer to provide a substantive quality review so the Editor-in-Chief/Junior Editor-in-Chief, Associate Editor/Junior Associate Editors, and author(s) understand the reason for the reviewer's publication recommendation.

The feedback should also provide author(s) useful information on how they can improve the presentation of the manuscript, thereby strengthening its contribution to science, regardless of whether it is published by *JASPR* or another journal.

How is the review submitted?

Submit the review electronically by completing all questions of the online [reviewer form](#) in Scholastica.

Please make sure the review is completed by the due date in order to facilitate a timely review.

A rectangular button with rounded corners, a light gray background, and a subtle drop shadow. The text "Submit review" is centered in a white, sans-serif font.

Submit review

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What happens after the review is submitted?

Post-review guidelines and processes:

- The Associate Editor and Junior Associate Editor will collate all reviews of the manuscript to make a publication recommendation to the Editor-in-Chief and Junior Editor-in-Chief.
- The Editor-in-Chief and the Junior Editor-in-Chief will then make a decision on the manuscript outcome. Possible outcomes are: Accept, Revise and Resubmit, or Reject.
- The Editor-in-Chief or the Junior Editor-in-Chief will notify the corresponding author of the publication decision, along with the completed reviews.

Please note that after finalizing and submitting the review, **the manuscript and any linked files or data must be treated as confidential documents.**

This means the documents, and any information about the review cannot be shared with anyone.

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What happens next?

The answer depends on the publication decision outcome for the manuscript.

If the decision is **Reject.**

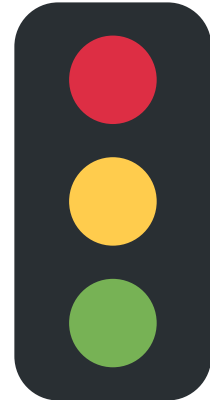
Peer-review services are no longer needed.

If the decision is **Revise and Resubmit.**

Author(s) are afforded an opportunity to address reviewers' and editors' comments within 6 weeks. Following resubmission, the revised manuscript will be returned to the original reviewers for subsequent review(s). You will be invited to conduct further review of the manuscript and requested changes. This process takes the same format as the original review conducted. Please note a resubmitted manuscript will not be sent back to reviewers if the quality of the revisions can be adequately evaluated by the Associate Editor/Junior Associate Editors, without additional reviewer input.

If the decision is **Accept.**

Peer-review services are no longer needed.



We hope reviewers have found this handbook helpful in learning about peer review and navigating the process.

Thank you for your service to *JASPR* and to upholding the integrity of peer reviewed research in the field of psychology across sport, exercise, and performance.