



AMERICAN PSYCHOLOGICAL ASSOCIATION

Equity, Diversity, and Inclusion Toolkit for Journal Editors

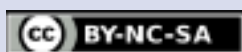
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As a mission-driven organization that applies the best available psychological science to benefit society and improve lives, APA is committed to infusing the principles of equity, diversity, and inclusion (EDI) into all aspects of the work we do.

Consistent with the organization's commitments to EDI, APA Publishing aims to address systemic inequities and bias, promote equitable opportunities for researchers, and foster an inclusive environment within the psychological research and scholarly publishing communities, exhibiting the wide array of people that psychology consists of and serves.



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Disclaimer: The EDI Toolkit for Journal Editors is intended to be used for informational and educational purposes only. This tool is meant to facilitate discussion about general information and best practices related to equity, diversity, and inclusion in science publishing, and does not replace consideration of any individual on their own merit. APA expressly disclaims any representation or warranty that this document is suitable or appropriate for use in any employment practice.

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Quick Start Guide

This guide provides an overview of the Toolkit and highlights key actions that editors can take **today** to promote equity, diversity, and inclusion (EDI) in their journals.

PURPOSE OF THE TOOLKIT

The EDI Toolkit for Journal Editors offers up-to-date guidance and resources for promoting EDI in scholarly journals. The Toolkit includes more than 45 actions journal editors can take to foster a more rigorous and relevant science for all.

By engaging in these practices, editors can support the inclusion of individuals with diverse and intersectional experiences and perspectives in the editorial process and can work to build a psychological science that more fully reflects the human experience.

WHO SHOULD USE THE TOOLKIT

The Toolkit is for journal editors from any discipline seeking to advance equity, diversity, and inclusion in their journals. As stewards of science and practice, journal editors are uniquely positioned to enable inclusive practices at every stage of the research and publication process.

Prospective authors, reviewers, and publishing industry professionals can also use this Toolkit to identify ways to make their research, peer review, and publishing processes more inclusive.

HOW TO USE THE TOOLKIT

Each section of this resource concludes with a recommended action (or series of actions) journal editors can take to implement the guidance noted throughout. The Toolkit includes an EDI Checklist for Journal Editors, summarizing the recommendations throughout the text. Editors can use this checklist to identify where they are on their EDI journeys and to map out next steps for advancing their journals' commitments to EDI.

In 2023, the association released the APA Style Journal Article Reporting Standards for Race, Ethnicity, and Culture (JARS—REC; APA, 2023a). These standards address the discussion of race, ethnicity, and culture in psychology manuscripts and provide authors and editors with a guide for thoughtfully considering the implications of these facets in all realms of psychological research.

Throughout the Toolkit, recommendations noted herein that align with those in APA Style JARS—REC are designated with:

Race
Ethnicity
Culture **JARS—REC**

More information about JARS—REC can be found in the section on [Reporting Guides for Authors](#) in this Toolkit.

The recommendations in this Toolkit are not prescriptive. Rather, the Toolkit may be used as a resource for journal editors to refer to and draw inspiration from as they set priorities for their journals. Not every recommendation here will be relevant to every editor, audience, or discipline. We encourage editors to review the Toolkit and identify which actions align best with the needs of their respective communities.

We encourage you to work with your APA Journals team to implement and promote these or other initiatives for your journal. We thank you for your efforts to promote a more inclusive science.

10 Quick Actions for Journal Editors

A summary of actions highlighted throughout the Toolkit that editors can **adopt today to kickstart their EDI journeys**.

1. **Adopt a Journal EDI Statement**

Publish a brief statement on your website or in an editorial outlining how your journal will foster an inclusive science.

2. **Add EDI Keywords to the Peer Review System**

Update your submission platform (e.g., Editorial Manager) to include EDI-related classification terms.

3. **Encourage Diverse Samples**

Add a note in the submission guidelines encouraging submissions with diverse samples.

4. **Use Inclusive Language**

Encourage reviewers and authors to follow APA's Inclusive Language Guide and bias-free language standards.

5. **Require Author Contribution Statements**

Implement the Contributor Roles Taxonomy (CRediT) to clarify each author's role in the research and writing process.

6. **Add the JARS—REC Author Questionnaire**

Include the author questionnaire for APA Style's Journal Article Reporting Standards for Race, Ethnicity, and Culture (JARS—REC) in your manuscript submission portal.

7. **Request Year(s) of Data Collection**

Ask authors to include the year(s) they collected their data in both the abstract and Method section.

8. **Encourage Reflexivity and Positionality**

Add a question in the submission guidelines prompting authors to reflect on their positionality.

9. **Invite Diverse Reviewers**

Use existing networks or resources to personally invite reviewers with various experiences and perspectives, including those with lived experiences who may not have had the opportunity to serve in such a role, to submit their resumes for consideration in the pool of ad hoc reviewers or editorial board members.

10. **Add EDI Questions to Review Templates**

Include a few EDI-related prompts in your reviewer forms to ensure the science reflects the full diversity of the human experience.

EDI Checklist for Editors

This toolkit's recommendations for promoting equity, diversity, and inclusion (EDI) in your journal are summarized here. Use this checklist to initiate your journal's EDI action plan.

**Indicates the recommendation is aligned with [APA Style JARS—REC](#)*

- ☐ Adopt a voluntary [journal EDI statement](#) and outline concrete action items to be shared on the journal website, in an editorial, or both.
- ☐ Create a [more inclusive list of classification terms](#) for authors' and reviewers' use in your journal's peer review system (e.g., Editorial Manager).
- ☐ Encourage submissions using [collaborative methodologies](#) through an open or invited call for papers.*
- ☐ Recommend that authors include a [Community Involvement Statement](#) in their Method section, outlining how the communities represented in the research were involved in the design, measures, implementation, interpretation, and/or dissemination of the study.
- ☐ Encourage authors to include their [local collaborators as coauthors](#) or be recognized appropriately in the acknowledgments section of the author note (using the collaborators' full names and affiliations wherever possible if it can be done safely and with the collaborators' consent).*
- ☐ Encourage or require authors to report [how their research was conducted in collaboration](#) with—or in support of—the communities being studied and to discuss how the findings can be used by those communities in the Discussion section of the manuscript.*
- ☐ Encourage authors to consider the recommendations from [The TRUST Code](#) when conducting and reporting their research.
- ☐ Encourage authors to report results back to the communities with which they engaged.*
- ☐ Encourage authors to honor the [CARE Principles for Indigenous Data Governance](#) and to follow the recommendations outlined in Garba et al. (2023) for ethically collaborating with Indigenous Peoples and communities.
- ☐ [Encourage submissions where diverse representation](#) within samples is prioritized over the size or generalizability. Editors can add calls for diverse samples in their submission guidelines or in an outreach campaign.*
- ☐ Be aware of the [historical and cultural contexts for terms](#) that are used and stay informed of evolving guidelines and best practices in the field (see [JARS—REC](#)).*
- ☐ Consider whether the community or individuals of focus prefer [person-first or identity-first language](#).
- ☐ Ask about pronouns when possible; consider using the [gender-neutral](#) pronoun "they" when gender identity is unknown.
- ☐ Be specific and accurate when using terms to describe groups or individuals to avoid stereotypes and generalizations (see detailed examples in [APA's Inclusive Language Guide](#)).*
- ☐ Encourage reviewers to familiarize themselves with the [APA Publication Manual \(7th ed.\) guidance on bias-free language](#) and [APA's Inclusive Language Guide \(2nd ed.\)](#).*
- ☐ Ask reviewers to be prepared to provide authors with feedback regarding [bias-free language](#) to ensure that accepted manuscripts appropriately follow guidelines for bias-free language.*
- ☐ Encourage authors to confirm whether they have used [systems-centered language](#) and have named the systems of oppression that may affect differences or interpretation of their findings by including an author questionnaire on these topics in the peer review system.*
- ☐ Adopt the [Contributor Roles Taxonomy \(CRediT\)](#) and require author contribution statements for all published articles.*
- ☐ Strongly encourage authors to provide [detailed participant demographic descriptions](#) in the Method sections and in the manuscript abstract.*
- ☐ Set clear expectations for [reviewers to check for appropriate reporting of participant characteristics](#) during peer review.*
- ☐ Encourage authors to [explain the diversity of their samples](#) and describe their sample inclusion efforts in the Method section of the manuscript.*
- ☐ Require authors to [report the year\(s\) of data collection](#) in both the abstract and in the Method section.
- ☐ Encourage authors to include a [Constraints on Generality \(COG\) statement](#), describing and justifying populations of focus, in the Discussion section.*

EDI Checklist for Editors (Continued)

- ☐ Add [questions on reflexivity](#) to the journals' submission guidelines, asking authors to consider their positionality in these terms before submitting their research and/or by speaking directly to these questions in the Discussion section.
- ☐ Encourage authors to include [positionality statements](#) in the author note.*
- ☐ Educate reviewers on the journal's [positionality statement policy](#) and available options to prevent reviewers from inappropriately requesting personal disclosures from authors.
- ☐ Implement [impact statements](#) for articles published in the journal.
- ☐ Adopt [open science badges](#) and review the [Transparency and Openness Promotion \(TOP\) Guidelines](#) for more ways to encourage transparency in research.
- ☐ Adopt [registered reports](#) (RRs) as an article type.
- ☐ Encourage your associate editors and editorial board members to [complete the demographic questions](#) in their peer review system profiles (e.g., in Editorial Manager).
- ☐ Seek to increase the inclusivity of your editorial board by creating a broad pool of potential candidates. Recruitment efforts may be directed at organizations that represent or promote scholarship of diverse experiences and voices. Periodically review the effectiveness of your efforts to recruit such a broad pool of potential board candidates to ensure that you engage in successful outreach to new individuals for that pool.
- ☐ Use the [resources noted here](#) to find and to personally reach a wide pool of candidates, inviting them to submit their CVs for inclusion in the pool of experts being considered to serve on your journal's editorial board.
- ☐ Offer [half- or quarter-time associate editor positions](#) to qualified candidates. Doing so can reduce workload requirements and eliminate some barriers that may exist for those with limited time or resources who are interested in serving in journal leadership roles.
- ☐ Implement an [editorial fellowship program](#) for your journal, focusing specifically on training early-career researchers or practitioners who will bring diverse experiences and perspectives for future journal leadership positions.
- ☐ Add language to reviewer invitation letters encouraging reviewers to [invite a student to co-review](#), or launch a more formal program by offering a mentorship match program between students and editorial board members.
- ☐ [Review manuscripts' reference lists](#) for gender, race, and ethnicity inclusion during peer review. Encourage authors to check for this inclusion when reviewing the literature as they build reference lists. Ask reviewers to include recommendations for references to authors whose work may be overlooked.*
- ☐ Add [EDI questions to the review template](#) and ask reviewers to use JARS—REC to inform their reviews.*
- ☐ Ask reviewers to refrain from using biased language and to refer to APA Style's Bias-Free Language Guide and APA's *Inclusive Language Guide* (2nd ed.) when writing their reviews.
- ☐ Develop clear [policies and a code of conduct](#) for addressing bias and discrimination against all authors in peer review.
- ☐ Adopt a [Bias Interrupter model](#) for peer review where decision letters and peer reviews are [evaluated for possible bias](#) before they are delivered to authors.
- ☐ Evaluate the journal's [masked vs. unmasked review policy](#), considering how masked review may help promote more inclusive publication.
- ☐ Require that authors adhere to [APA Style JARS](#) and ask reviewers to use JARS to facilitate their reviews of manuscript submissions.
- ☐ Familiarize yourself with [JARS—REC](#) and encourage authors and reviewers to review the standards as well.*
- ☐ Incorporate some or all of the [JARS—REC author questions](#) into a submission checklist.*
- ☐ Encourage [reviewers to use the JARS—REC](#) to inform their own reviews.*
- ☐ Ask authors and reviewers to use the [Sexual Orientation and Gender Diversity \(SOGD\) Writing Guide](#) by Veldhuis et al. (2024) as a tool for conducting or evaluating SOGD research. This resource can help authors make ethical and informed decisions when designing, writing, and communicating SOGD research, ensuring the 2SLGBTQIA+ community's needs are at the forefront of research.



Introduction

APA'S EQUITY, DIVERSITY AND INCLUSION WORK

APA is deeply committed to the values of equity, diversity, and inclusion (EDI). In spring 2021, APA's EDI Office issued a report on the organization's equity, diversity, and inclusion framework (American Psychological Association, 2021b).

The EDI framework defines and conceptualizes equity, diversity, and inclusion within the field of psychology and for APA. It provides an intentional and systemic approach to infusing EDI values into our work, and it articulates APA's vision to successfully integrate EDI across the organization and the

discipline. [Appendix A](#) offers more details regarding the organization's history and context for this work.

EDI Within APA Publishing

In line with the organization's EDI priorities and strategy, APA Publishing offers an EDI framework tailored to our publishing program. This framework aims to guide our program's efforts toward a more inclusive research and publication process. A snapshot of APA Publishing's framework can be seen in Figure 1.

FIGURE 1.

APA Publishing Equity, Diversity, and Inclusion (EDI) Framework



Equitable content: Ensure our content is representative of all people and communities. Promote equity through the content we publish and the voices we amplify.

Inclusive science: Address inequities in psychological research through transparency and openness. Advance inclusive and equitable standards for research and publication.

A diverse community: Diversify our community of authors, editors, and readers. Address systemic and institutional barriers faced by underrepresented scholars and researchers.

An inclusive publishing industry: Promote a more inclusive and equitable experience for underrepresented members of the publishing communities we serve.

EDI ACTION GUIDE

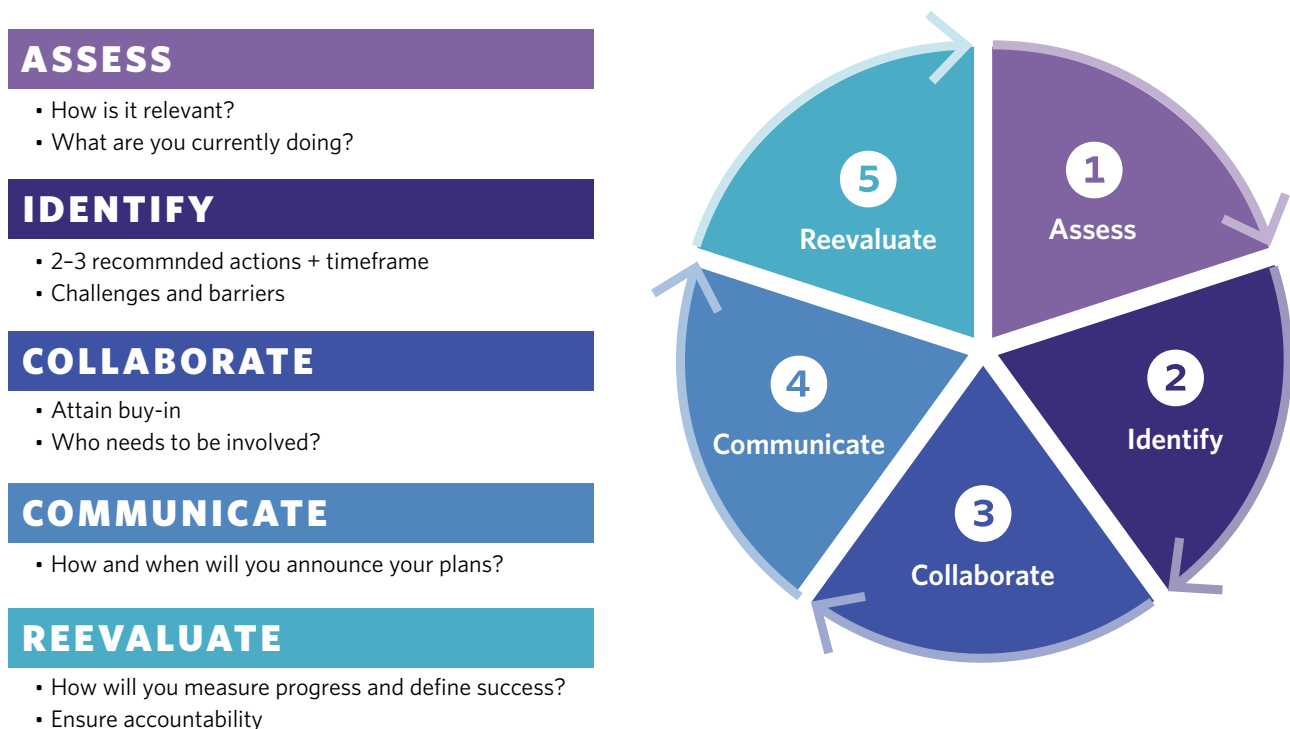
Editors can follow a five-step action guide for using this Toolkit.

1. **Assess** where you are on your EDI journey. What are you doing already? What recommendations noted throughout the Toolkit are most relevant to your journal and discipline?
2. **Identify** 2-3 actions you want to take and select a time-frame for completing them. What is reasonable for your journal? Use this phase to think about what challenges or barriers you might face in implementing these actions.
3. **Collaborate** with appropriate partners to achieve these goals. Who needs to be involved? How will you attain buy-in on your EDI priorities? How can you collaborate with the communities you're trying to reach? (e.g., work with your journal's editorial team or publisher to connect with appropriate subject matter experts, such as legal counsel to ensure compliance or EDI staff to ensure organizational alignment.)
4. **Communicate** your plans. How and when will you announce your intentions? Hold yourself and your partners accountable by sharing your plans with relevant audiences.
5. **Reevaluate** your work. EDI work is iterative; you should continue to assess what's working, what doesn't work, and how your community's priorities might evolve over time. Use this stage to check in on your intentions and map them against the progress you've made and what you have left to do. Monitor current legal developments to determine whether the laws applicable to your journal and/or EDI activities have evolved since the program's initiation.

This framework is cyclical. From here, you should return to the assessment stage and consider the next round of efforts you want to make toward building a stronger and more inclusive science.

We encourage you to review the resources outlined in this Toolkit and to work with your APA Journals team to implement and promote these or other programs for your journal.

FIGURE 2.
EDI Action Guide





Editorial Vision and Infrastructure

This section provides an overview of initiatives or strategies for communicating to prospective authors and reviewers that your journal welcomes research by and for all members of the scientific community.

JOURNAL EDI STATEMENTS

In their respective articles on diversity science training and racial inequality in psychology, Neblett (2019) and Roberts et al. (2020) advocated for the importance of communicating a top-down commitment to diversity by publishing a diversity statement (heretofore referred to as an **EDI statement**) in the journal. Roberts et al. called for journals to announce—on their website, in an editorial, or both—whether the journal publishes research that is sensitive to diversity and whether it values the editing, writing, and participation of scientists with diverse experiences.

EDI statements should be unique and specific to the field and communities served by the journal. Though such statements are useful in explicitly declaring a journal's commitment to diversity science, they should be considered only a first step—and should be coupled with actionable and concrete steps the journal plans to take toward a more equitable science and inclusive research/publication climate.

Many other organizations have offered guidance and principles for creating journal EDI statements (Carnes et al., 2019; Cell Editorial Team, 2020; Davies & Bolwell, n.d.; Society for Research in Child Development, 2020). Among these sources, several themes emerge for editors to create meaningful and action-driven EDI statements for their journals:

- Create aspirational statements without implying that the work has already been done.
- Center the communities you are trying to reach. Collaborate with those groups to identify the needs of their specific communities, rather than assuming to know and voice what they want or need.
- Avoid vague language and token statements; be direct, specific, and sincere. Name specific priorities and outline how the journal will achieve them.
- Identify shortcomings; acknowledge that EDI work should be ongoing and iterative.
- Incorporate historically underrepresented perspectives, including Indigenous knowledge systems, and acknowledge systemic disenfranchisement of indigenous people to foster cultural humility and broaden the frame of reference in modern scientific discourse.

[Appendix B](#) offers examples of EDI statements from APA-published journals. Editors are encouraged to review these examples as inspiration for crafting their own EDI statements. Editors are also encouraged to review and share [APA's racism, bias, and discrimination resources](#) when crafting their journals' EDI statements.

RECOMMENDATION:

Adopt a voluntary journal EDI statement and outline concrete action items, using the resources noted above, to be shared on the journal website, in an editorial, or both.

ADDING EDI KEYWORDS TO THE PEER REVIEW SYSTEM

Editors can encourage submissions on topics in diversity science and likewise promote a better understanding of EDI topics and diversity science experts in the field by building out a more inclusive taxonomy of classification terms in the peer review system (e.g., Editorial Manager for APA journals).

Classifications are similar to keywords, wherein they identify both the topic of a paper and/or the areas of expertise for a given reviewer and author. Although keywords are freeform text (determined by the submitting author), classifications are a taxonomy of specific terms predefined by the journal editor.

Editors may wish to add relevant EDI terms to their classification lists. Buchanan et al. (2021) noted that a more inclusive list of keyword terms can communicate that the journal values diversity science submissions and can help

promote improved discoverability and citation rates for those published articles.

The APA equity, diversity, and inclusion framework's [glossary of terms](#) (APA, 2021b), APA's [Inclusive Language Guide](#) (2nd ed.; APA, 2023b), and the University of Washington's [Diversity, Equity, and Inclusion Glossary](#) (College of the Environment, n.d.) are useful resources for building out a list of EDI classifications and keywords. Some examples of potential EDI classifications can be found in Table 1.

RECOMMENDATION:

Create a more inclusive list of classification terms for authors' and reviewers' use in your journal's peer review system (e.g., Editorial Manager), using the sample list and other resources noted in this section.

Table 1. Sample EDI Classification Terms / Keywords

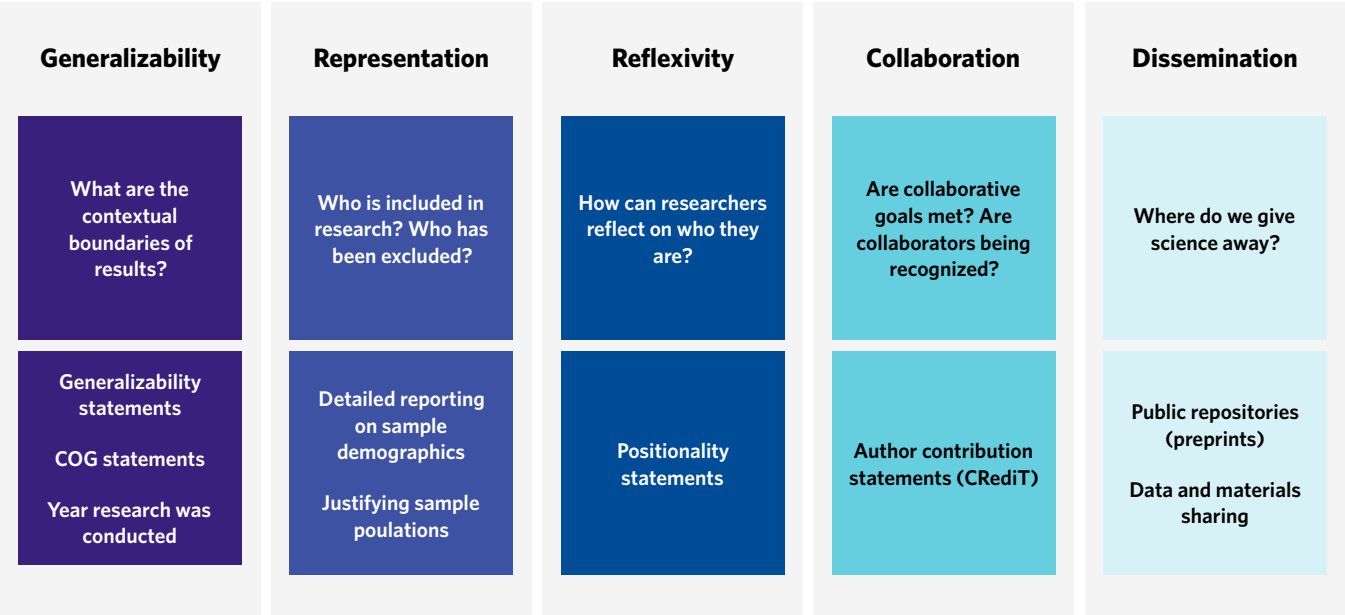
Ableism	Diverse/diversity	Institutional racism	Reconciliation
Access/accessibility	Dominant culture	Intergroup conflict	Resilience
Acculturation	Epistemic exclusion	Intersectionality	Resistance
Ageism	Equity	LGBTQIA+	Saliency
Antiracism	Ethnic identity	Liberation psychology	Scientific racism
Assimilation	Ethnic studies	Masculinity	Sexual minority
Benevolent sexism	Ethnicity	Mentorship	Sexual orientation
Bias	Explicit bias	Microaggression	Social justice
Biracial/Multiracial	Fundamental attribution error	Minority stress	Solidarity framework
Black families	Gender	Multicultural competency	Spotlighting
Black feminist theory	Gender diversity	Multiplicity	Stereotype threat
Black psychology	Gender expression	Neocolonial	Stereotypes
Cisgender	Gender identity	Neurodiversity	Structural inequity
Climate	Health disparities	Oppression	Structural racism
Cognitive dissonance	Health equity	Parachute science	System(s) of oppression
Cognitive diversity	Helicopter research	Pathway programs	Systemic racism
Color blindness	Homophily	Patriarchy	Systems-centered language
Cultural appropriation	Human rights	People of color	Tokenism
Cultural strengths	Implicit association test (IAT)	Personal identity	Toxic masculinity
Cultural trauma	Implicit bias	Prejudice	Transgender
Culture	Inclusion	Psychological safety	Transitional justice
Decolonial theory	Indigenous	Race	White privilege
Decolonization	Indigenous Peoples	Racial disparities	White supremacy
Disability	Indigenous psychology	Racial socialization	Workplace climate
Discrimination	Indigenous sovereignty	Racism	
Disparity	In-group bias		

EQUITY AND OPEN SCIENCE

APA Publishing believes openness and transparency can promote more equitable scientific processes and outcomes. Figure 3 offers an overview of the overlap between EDI and open science values, adapted from the work of Matsick et al. (2021).

APA is also a signatory to the [Transparency and Openness Promotion \(TOP\) Guidelines](#), a community-driven effort to align research behaviors with scientific ideals around openness and transparency. Editors are encouraged to review the TOP Guidelines for more information on how to promote open science in your journals.

FIGURE 3.
EDI and Open Science: Our Shared Values. Adapted from Matsick et al. (2021)



Encouraging Data Sharing

Data sharing is an important mechanism for promoting scientific progress and encouraging a culture of openness and accountability in research.

Data sharing also expands the pool of individuals who can conduct research. For researchers who are geographically dispersed or have limited resources, open and freely accessible data helps foster scientific discovery. The Center for Open Science (COS, n.d.) aims to “promote opportunity, particularly for those with less access to it, as a mechanism to increase equity and leverage all available talent” (Center for Open Science, n.d., para. 2).

To encourage and recognize authors who elect to share their data and materials, APA editors can adopt COS [open science badges](#) for their journals. Badges are a useful way to signal the journal’s openness to data and materials sharing and to recognize authors who have made their materials or data publicly accessible (or available through a restricted access repository).

RECOMMENDATION:

Adopt open science badges and review the TOP Guidelines for other ways to encourage openness and transparency.

Registered Reports: Reducing Publication Bias

A *registered report* is an article type wherein study designs are peer reviewed for rigor, reproducibility, and methodological approach before the study has been carried out. Protocols are then provisionally accepted for publication if the authors follow through with the registered methodology, regardless of study outcome.

Registered reports require a two-step review process. The first step is the submission of the registration manuscript to the journal. The partial manuscript will be reviewed for methodology and research design (Stage 1). If accepted, this amounts to provisional acceptance of the full report, regardless of the study’s findings. This model takes pressure off the author

by giving further opportunity for feedback on refining their methodology before data collection based on feedback from the review process. The second step of the process (Stage 2) consists of reviewing the full manuscript for adherence to the registered design.

Some editors partner with the [Peer Community In Registered Reports \(PCI-RR\)](#), an independent initiative designed to crowdsource peer review for unpublished registered reports. Through this model, “PCI-RR friendly” journals can commit to accepting recommendations of manuscripts that have undergone PCI-RR review without further peer review. “PCI-RR interested” journals do not automatically accept PCI-RR recommendations but are alerted when a new Stage 1 (in-principal acceptance) or Stage 2 (post-data gathering) acceptance is recommended by PCI-RR.

By shifting the focus of peer review toward the validity of the author’s methodology or study design and away from the potential impact of the study or novelty of its results, “the registered report model supports more inclusive research publishing ... and is an innovative model of peer review that reduces publication bias and improves the reproducibility of published studies” (Tan, 2018, para. 3).

RECOMMENDATION:

Adopt registered reports (RRs) as a new article type. RRs serve to reduce the potential for publication bias and support a more inclusive and collaborative research process.

Study Design and Conceptualization

ENCOURAGING SOCIAL-JUSTICE-ORIENTED STUDY DESIGNS

Collaborative research models, such as participatory action research and [community-based participatory research](#), promote the democratization of the research process and the equitable involvement of communities in their own research (Collins et al., 2018).

Unlike the traditional approaches to research in which researchers generate ideas for projects, define the methods, and interpret the outcomes, the approaches of participatory research empower community populations to shape the research agenda. Their participation often results in generating greater sociopolitical awareness and affecting large systemic change in the community.

View APA’s [Deep Poverty Initiative Research Action Guide](#) for guidance on conducting ethical and socially just research with historically marginalized participants and communities. Similarly, the Sexual Orientation and Gender Diversity (SOGD) Writing Guide (Veldhuis et al., 2024; summarized in the [Inclusive Reporting Standards](#) section of this Toolkit) offer guidance for considering whether the research questions and theoretical framing support the well-being, equity, and social justice of the communities that are the focus of the research.

An example of collaborative research practices is modeled in the journal *Autism*, which requires authors to include a

Community Involvement Statement at the end of Method section. Such statements should outline “where autistic people or family members, community providers, policy makers, agency leaders or other community stakeholders were involved in developing the research question, study design, measures, implementation, or interpretation and dissemination of the findings” (National Autistic Society, 2024). If community members were not involved in the study, *Autism* requires authors to state this as well.

RECOMMENDATIONS*:

Race
Ethnicity
Culture **JARS—REC**

- Encourage submissions using these or other collaborative methodologies through an open or invited call for submissions. Your APA Journals team can work with you to solicit collaborative research design papers on a variety of topics.
- Recommend that authors include a Community Involvement Statement in their Method section, outlining how the communities represented in the research were involved in the design, measures, implementation, interpretation, and/or dissemination of the study.

*These recommendations align with APA Style JARS—REC.

DISCOURAGING HELICOPTER RESEARCH AND PARACHUTE SCIENCE

Helicopter research, also known as parachute science or neocolonial science, is defined as when “well-resourced researchers complete research or field work in low-resourced settings while excluding local communities or researchers from the process” (Xenopoulos et al., 2024) and can occur at any stage of the research process. These dynamics, whether done locally or internationally, “perpetuate historical imbalances of power, can be exploitative, and are bad for science” (“Tackling Helicopter Research,” 2022).

Globally Responsible Authorship Policies

In describing their updated authorship policy to promote greater equity and transparency, the [American Geophysical Union \(AGU\)](#) provided several provisions for research conducted in low-resourced settings and to foster global collaboration in research (Xenopoulos et al., 2024). AGU encourages authors to take the following steps:

1. Include local collaborators as coauthors when they meet authorship criteria and recognize those who do not meet authorship criteria in the acknowledgments section of the manuscript’s author note.
2. Include an “Inclusion in Global Research” statement after the Conclusion section addressing the ethical and scientific considerations applicable to the study (including disclosing any permits, authorizations, permissions, and/or formal agreements with local communities) and describing the end-users of the research.

Another resource, *A Global Code of Conduct for Equitable Research Partnerships*, has 23 articles for fairness, respect, care, and honesty to prevent ethics dumping, which it defines as “the practice of exporting unethical research practices to lower-income settings” (TRUST, 2018). These guidelines support equitable research partnerships between high-income and lower-income parties. AGU likewise encourages their authors to consider TRUST Code recommendations when conducting and reporting research.

Honoring Indigenous Sovereignty in Research

The [CARE Principles](#) for Indigenous Data Governance (**C**ollective benefit, **A**uthority to control, **R**esponsibility, and **E**thics) likewise affirm how research and data on or about Indigenous Peoples and communities should be responsibly conducted (Carroll et al., 2020). Garba et al. (2023) further expanded upon the CARE Principles to offer recommendations for how researchers and institutions can affirm

Indigenous self-determination and involvement in research governance. They recommended the following guidance for researchers:

- “Center Indigenous Peoples’ philosophies and community objectives” when designing research (Garba et al., 2023, p. 5); “recognize Indigenous Peoples’ authority to control research conducted on their lands, but also anywhere beyond their geographical boundaries when projects involve their intellectual property, knowledges, cultures, and members/citizens” (Garba et al., 2023, p. 6).
- In collaboration with Indigenous research participants, consider and plan for collective risks and impacts of the research throughout the research lifecycle (Garba et al., 2023, p. 5).
- “Respect Indigenous Peoples’ right to control and protect their knowledges and intellectual property” (Garba et al., 2023, p. 5), including by acknowledging and respecting their “rights of participation, withdrawal, and refusal with regard to research” (2023, p. 6).
- “Develop mechanisms and update publication standards to recognize and implement Indigenous Peoples’ authority to review data [and provide input] from research being considered for publication or presentation in any format (e.g., reports, scholarly outputs, presentations, data summaries)” (Garba et al., 2023, p. 6).

Editors are encouraged to ask submitting authors to honor these and other related principles for ethically collaborating with and supporting research involving Indigenous Peoples and communities.



RECOMMENDATIONS*:

Race
Ethnicity
Culture **JARS—REC**

- Encourage authors to include their local collaborators as coauthors or to recognize them appropriately in the acknowledgments section of the author note (using the collaborators' full names and affiliations wherever possible, if it can be done safely, and with the collaborators' consent).
- Encourage authors to report how their research was conducted in collaboration with—or in support of—the communities being studied and to discuss how the findings can be used by those communities in the Discussion section of the manuscript.
- Encourage authors to consider the recommendations from The TRUST Code when conducting and reporting their research. Encourage authors to honor the CARE Principles for Indigenous Data Governance and to follow the recommendations outlined in Garba et al.'s (2023) research for ethically collaborating with Indigenous Peoples and communities.
- Encourage authors to report results back to the communities with which they engaged.

**These recommendations align with APA Style JARS—REC.*

ENCOURAGING DIVERSE SAMPLES

Editors are encouraged to seek submissions that extend beyond samples from White/Western, educated, industrialized, rich, and democratic (WEIRD) populations (Henrich et al., 2010; Rad et al., 2018) and to be inclusive of samples from the majority world. The term “majority world” was coined by Alam (2008) and is used to describe the combined countries and regions of the world that historically hold less economic power and wealth but hold most of the world's population (APA, 2023b; Khan et al., 2022).

A 2008 study of six APA journals found that 96% of samples were from Western industrialized countries, despite these countries comprising only 12% of the world's population (Arnett, 2008). A 2021 analysis of those same six journals from 2014 to 2018 found that majority-world authors and samples continue to be underrepresented in published research (Thalmayer et al., 2021).

Henrich et al. (2010) noted that this overrepresentation of one population in psychological research can have costly implications for how findings from such research are generalized. A 2024 study from Raval et al. likewise identified barriers to research with Global South populations.

Editors can address these inequities by issuing calls for papers that include a diverse array of samples. If a submission includes an all-White or all-Western sample, the Editor can ask authors to include a sample justification and a description of the sample inclusion process in the manuscript (see the section on [Justifying Sample Demographics](#) for more information).

Editors might consider welcoming submissions with small but diverse samples in service of broadening who is represented in their journals' published content.

See Figure 4 for an example of an APA journal's call for samples that include all populations in the submission guidelines.

RECOMMENDATION*:

Race
Ethnicity
Culture **JARS—REC**

Encourage submissions where diverse representation within samples is prioritized over the size or generalizability. Editors can add calls for diverse samples in their submission guidelines or in an outreach campaign.

**This recommendation aligns with APA Style JARS—REC.*

FIGURE 4.

A Journal's Call for Manuscripts with Diverse Samples

The journal encourages submissions which extend beyond Western, educated, industrialized, rich, and democratic (WEIRD) samples (Henrich, et al., 2010). The journal welcomes submissions which feature Black, Indigenous, and People of Color (BIPOC) and other historically marginalized sample populations. The journal particularly welcomes submissions which feature community-based participatory research (CBPR) models (see Collins, et al., 2018) and study designs that address heterogeneity within diverse samples. Studies focused exclusively on BIPOC or other marginalized populations are also welcome.



Promoting Inclusive Language

APA'S INCLUSIVE LANGUAGE GUIDE

First published in 2021 and updated in 2023, the second edition of *APA's Inclusive Language Guide* (ILG; APA, 2023b) builds on and serves as a complement to the *APA Publication Manual's* bias-free language guidelines (APA, 2020), with the inclusion of the following key elements:

- an expanded glossary of terms integral to referring to individuals in inclusive ways and conducting equitable research, such as cultural responsiveness, intersectionality, positionality and structural competency;
- guidance on how to avoid microaggressions in conversations, which is also relevant for authors to avoid harmful language both in study designs and in written descriptions of participants; and
- additional coverage on topics such as pregnancy, neurodiversity, and body size and weight.

The *ILG* is iterative and intended to reflect current research on inclusive language and the evolving nature of language. The *ILG's* underlying principle is to use terms that acknowledge and respect how individuals self-identify. It is also important to maintain a clear distinction between the terms “race,” “ethnicity,” and “culture,” as well as to take note of evolving language practices in individual and group preferences in describing intersectional characteristics in nuanced ways. Editors can convey expectations to authors to use inclusive language by implementing its key principles and referring to people in culturally responsive ways. Likewise, editors can encourage associate editors and reviewers to prioritize evaluation of language to avoid bias and ensure respectful description of the

communities or populations being studied. The use of inclusive language adds to the credibility of academic work, helps to foster a collaborative research environment, and contributes to a more inclusive and respectful scholarly community.

RECOMMENDATIONS*:

Race
Ethnicity
Culture **JARS—REC**

- Be aware of the historical and cultural contexts for terms that are used and stay informed of evolving recommendations and best practices in the field.
- Consider whether the community or individuals of focus prefer person-first or identity-first language.
 - » Examples: With person-first language, the person is the focus, not the disability. For instance, the use of “person with schizophrenia” would be preferred over “schizophrenic person.” With identity-first language, the disability is the focus and allows the person to reclaim their disability and corresponding identity and use terms that connote the fullness of their humanity (as in some Deaf and autistic communities).
- Ask about pronouns when possible; use the gender-neutral pronoun “they” when the gender identity of an individual is unknown (and when a person uses “they”).
- Be specific and accurate when using terms to describe groups or individuals to avoid stereotypes and generalizations (see detailed examples in *APA's Inclusive Language Guide*; APA, 2023b).

*These recommendations align with APA Style JARS—REC.

BIAS-FREE LANGUAGE CHAPTER OF THE APA PUBLICATION MANUAL

Another resource for inclusive language is the Bias-Free Language Guidelines chapter of the *Publication Manual of the American Psychological Association* (7th ed.; APA, 2020, Chapter 5), which provides general guidelines as well as guidance by topic for reducing bias when writing. The seventh edition of the manual was updated to support current best practices while acknowledging that “language changes over time, and it is important to use the terms that individuals and/or communities use to describe themselves, their experiences, and their practices” (APA, 2020, p. 131). Editors and reviewers can use these guidelines to support authors in using bias-free language. The two general principles for avoiding bias in language are to describe individuals at the appropriate level of specificity and to be sensitive to labels by calling people what they want to be called.

Specific language related to age, disability, gender, racial and ethnic identity, sexual orientation, socioeconomic status, and the intersectionality of these attributes is discussed. In addition, language appropriately describing individuals’ participation in research in various contexts is addressed.

The Singular “They”

In the seventh edition of the *Publication Manual*, APA recommended that authors use the singular “they” to refer to “individuals whose identified pronouns are not known or when the gender of a generic or hypothetical person is irrelevant within the context” (APA, 2020, p. 140).

Systems-centered Language

Diversity scientists have also called for the increased use of systems-centered language to “appropriately frame study results within the systemic structures that maintain disparate outcomes when interpreting findings” (Buchanan et al., 2021). Researchers suggest being explicit about the systemic context of inequity in research, rather than using race as a proxy for inequity.

The APA Style Journal Article Reporting Standards for Race, Ethnicity, and Culture (JARS—REC) likewise encourages authors to name systems of oppression in the interpretation of their findings, and to “address how these systems intersect with the research findings” (APA, 2023a). JARS—REC advises that, where appropriate, authors should contextualize differences in their research between groups in terms of historical policies and contemporary structure challenges.

Community-driven Guidelines

Community-driven guidelines, or those developed by members of the group(s) participating in research, are useful for providing participant-led guidance on inclusive and bias-free language in specific topic areas. For example, Bottema-Beutel et al. (2021) offered [guidance for avoiding ableist language](#) in autism research.

RECOMMENDATIONS*:

Race
Ethnicity
Culture **JARS—REC**

- Encourage reviewers to familiarize themselves with the *Publication Manual's* seventh edition guidance on bias-free language.
- Have reviewers be prepared to provide authors with feedback regarding bias-free language to ensure that accepted manuscripts appropriately follow guidelines for bias-free language.
- Encourage authors to confirm whether they have used systems-centered language and have named in their research the systems of oppression that may affect differences or interpretation of their findings by including an author questionnaire on these topics in the peer-review system.

*These recommendations align with APA Style JARS—REC.



Inclusive Submission Standards

AUTHOR CONTRIBUTION STATEMENTS USING CRediT

APA Journals follow a contributorship rather than an authorship model, meaning that authors are not only those who do the writing but also those who have made substantial scientific contributions to a study (see Standard 8.12a of the [APA Ethics Code](#) and the *Publication Manual, Seventh Edition* [APA, 2020] for more information on what contributions constitute authorship).

Some APA journals have adopted the [Contributor Roles Taxonomy \(CRediT\)](#) to automate author contributions statements in their published articles.

A community-owned taxonomy approved as a National Information Standards Organization (NISO, 2020) standard (National Information Standards Organization, 2020), CRediT is a high-level taxonomy comprised of 14 contributor roles, each of which can be modified by a degree of contribution (lead, equal, or supporting).

The full taxonomy with definitions for each role can be found on the [NISO website](#).

Author contribution statements promote equity and inclusion by specifically attributing contributions to each author. Author contribution statements likewise allow for the inclusion of collaborators whose contributions are less obviously represented in the written article, such as colleagues who may have provided input in early stages of an article, who handled more logistical aspects of the research, or who served as local collaborators on the research. See the section on

[Discouraging Helicopter Research](#) for more information on ethically crediting local collaborators.

CRediT is likewise a useful tool for measuring potential inequities in the division of scientific labor by gender or other demographics. For instance, Larivière et al. (2021) offered an analysis on the gender division of labor using CRediT data from PLOS journals.

Editorial Manager can be configured to use CRediT as a formal part of the submission process, requiring that authors select contributor roles and degrees of contribution for each of their coauthors. This information can then be used to include a properly formatted author contribution statement in the final, published version of an accepted article.

See Figure 5 for an example of an author note with an author contribution statement using CRediT.

RECOMMENDATION*:

Race
Ethnicity
Culture **JARS—REC**

Adopt CRediT and require author contribution statements for all published articles.

*This recommendation aligns with APA Style JARS—REC.

DETAILED SAMPLE DEMOGRAPHIC DESCRIPTIONS

In their 2024 study, Auelua-Toomey et al. (2024) found that journal policies asking authors to be transparent in their reporting of a sample's racial demographics can be effective tools for reducing racial biases and assumptions about generalizability.

FIGURE 5.

A Published Author Note with an Author Contribution Statement

Tanya Tran served as lead for writing (original draft, review, and editing). Melissa Milanovic and Katherine Holshausen served in a supporting role for writing (original draft, review, and editing). Christopher R. Bowie served as lead for funding acquisition, methodology, and project administration and contributed equally to writing (original draft, review, and editing). Tanya Tran and Christopher R. Bowie contributed to formal analysis equally. Melissa Milanovic and Katherine Holshausen contributed to conceptualization equally. The research was supported in part by grants from the Healthy Minds Canada/Sun Life Mutual/Pfizer Canada Award to Christopher R. Bowie, a Canadian Institutes of Health Research Grant to Christopher R. Bowie, and the Queen's University Senate Research Advisory Council Award to Christopher R. Bowie. Melissa Milanovic and Tanya Tran were supported by a Joseph-Armand Bombardier Doctoral Canada Graduate Scholarship from the Social Sciences and Humanities Research Council.

The APA Style Journal Article Reporting Standards for Race, Ethnicity, and Culture (American Psychological Association, 2023a) likewise advise that authors should “describe the ... composition of the sample in as detailed a manner as possible,” including the country of origin and language usage of sample participants, in the sample description. See the section on [JARS—REC](#) for further guidance on encouraging detailed sample demographic descriptions.

Editors should strongly encourage that the Method and abstracts for articles published in their journals include specific information related to age, disability, sex, gender identity, racial and ethnic identity, sexual orientation, socioeconomic status, clinical diagnoses and comorbidities, and the intersectionality of these attributes when describing participants. Reviewers can be asked to check that this information has been reported appropriately before articles are accepted, and expectations for specific information to be included can be spelled out in the manuscript submission guidelines for individual journals. For example, *Cultural Diversity & Ethnic Minority Psychology* includes such language for authors under their guidance on [Participant Description and Informed Consent](#). Editors can provide specific guidance related to evolving language norms for descriptors that appear often in their journals and can encourage inclusion of participant characteristics, such as socioeconomic status, that have been underreported in the past.

The APA Task Force on Socioeconomic Status (2007) stated that APA journal editors are encouraged to consider policies to increase the reporting of participant characteristics related to SES/social class. Just as it is now normative for editors to require reporting of gender and ethnicity, we urge discussion of mechanisms to assure inclusion of information on the SES/social class of research participants (pp. 27–28). Making these expectations clear encourages authors to consider issues of diversity, inclusion, and generalizability in their research.

RECOMMENDATIONS*:

Race
Ethnicity
Culture **JARS—REC**

- Strongly encourage authors to provide detailed participant demographic descriptions in their Method sections and in the manuscript abstract.
- Set clear expectations for reviewers to check for appropriate reporting of participant characteristics during peer review.

*These recommendations align with APA Style JARS—REC.

JUSTIFYING SAMPLE DEMOGRAPHICS

Editors can require that authors describe and explain their samples and provide an overview of their sample inclusion efforts (Roberts et al., 2020).

As noted in the section on diversifying samples, editors are encouraged to seek submissions that extend beyond samples from Western, educated, industrialized, rich, and democratic (WEIRD) populations (Henrich et al., 2010). For instance, *Cell* editors require authors to explain their samples and describe their sample inclusion efforts (Cell Editorial Team, 2020), asking authors to affirm that they did the following:

- worked to ensure gender balance in the recruitment of participants
- worked to ensure ethnic or other types of diversity in participant recruitment
- worked to ensure study questionnaires were prepared with inclusivity in mind

Reviewers can likewise be instructed to check for these descriptions during peer review.

RECOMMENDATION*:

Race
Ethnicity
Culture **JARS—REC**

Strongly encourage authors to explain the populations reflected in their samples and provide a description of their sample inclusion efforts in the Method section of the manuscript.

*This recommendation aligns with APA Style JARS—REC.



DISCLOSING YEAR(S) OF DATA COLLECTION

In their *Psychology of Women Quarterly* article, Matsick et al. (2021) argued that researchers should adopt a standard practice of disclosing the year(s) of data collection to appropriately contextualize the study. For instance, the authors note that the #MeToo movement, the evolution of the Black Lives Matter movement, and the COVID-19 pandemic could be important indicators of the contextual boundaries for a study's results.

RECOMMENDATION:

Require authors to report the year(s) of data collection in both the abstract and in the Method section.

CONSTRAINTS ON GENERALITY (COG) STATEMENTS

Constraints on generality (COG) statements are detailed descriptions and justifications of a study's population of focus. An effective COG statement allows authors (and readers) to constrain their inferences about populations based on the study sample. Simons et al. (2017) proposed these statements as a method of ensuring that empirical research, and psychology in particular, is transparent and open about how

broadly the results of a study can be applied. These statements are generally included in a subsection of the Discussion section of an article.

Specific requirements as to format, length, and level of detail may vary from journal to journal; overall, they should explicitly define the study's population of focus so that replication studies can more accurately attempt to reproduce the study's findings, and follow-up studies can test the boundary conditions of the original findings.

Simons et al. (2017) suggested that widespread use of COG statements would push science toward a more cumulative state, in which follow-up research and replication studies are better able to expand and clarify primary research.

RECOMMENDATION*:

Race
Ethnicity
Culture **JARS—REC**

Strongly encourage authors to include a COG statement, describing and justifying populations of focus, in the Discussion section.

**This recommendation aligns with APA Style JARS—REC.*

FIGURE 6.

Reflexivity Submission Requirements for *Neuropsychology*

Reflexivity

Neuropsychology welcomes submissions that proactively challenge racism and other forms of oppression. In line with the APA Guidelines on Race and Ethnicity in Psychology (2019), authors are encouraged to include reflexive statements in the discussion section, addressing the following questions.

- What are the policy implications of these findings?
- Could this research be misinterpreted or misused to negatively affect underrepresented groups? Does the research have the potential to cause harm to vulnerable groups? If so, how can this be addressed and mitigated?
- Does the design or framing of this research reinforce negative stereotypes about marginalized populations?
- What roles do the researcher(s)' values and worldview play in the selection of this topic or design of the study?

REFLEXIVITY FOR AUTHORS

In the *APA Guidelines on Race and Ethnicity in Psychology* (APA, 2019), APA called for researchers to engage in reflective practice around positionality. In those guidelines, researchers are encouraged to ask themselves the following questions:

- Why am I conducting this research?
- What roles do my values and worldview play in my selection of the topic or design of the study?
- Does the design or framing of my research reinforce negative stereotypes about groups or communities?
- What are the policy implications of my findings?
- Could my research be misinterpreted or misused to cause harm, or to negatively affect groups or communities? If so, what is my responsibility for addressing and mitigating this issue (APA, 2019)?

Some editors may wish to ask authors to consider these questions around reflexivity before submitting to the journal or address these concerns directly in a subsection on positionality and impact in the Discussion section of their articles. See *Neuropsychology's* submission guidelines on reflexivity as an example of such guidelines (Figure 6).

RECOMMENDATION:

Add questions on reflexivity to the journals' submission guidelines, asking authors to consider their positionality in these terms before submitting their research and/or by speaking directly to these questions in the Discussion section.

POSITIONALITY STATEMENTS

Related to the above considerations on reflexive practice, positionality statements are intended to address potential author bias and to make transparent how the identities of the authors relate to the research and the groups researched.

Much as author contribution statements clarify an author's specific contributions to the work, positionality statements allow authors to transparently report how the identities of the authors relate to the research/article topic and to the identity of the participants, as well as the extent to which those identities are represented in the scientific record.

In their study on racial inequalities in psychological research, Roberts et al. (2020) advocated for the use of positionality statements as a means of transparently addressing potential bias, clarifying the authors' social identities in relation to the populations of focus, and encouraging authors to collaborate with diverse teams and coauthors. Roberts et al. likewise included a positionality statement in the acknowledgments section of their article, which serves as a model:

Positionality Statement: When the manuscript for this article was drafted, one author self-identified as U.S. Black-White American, and four authors self-identified as U.S. White American.

Positionality statements can take the form of a full individual positionality statement, a full collective positionality statement, or a contextual collective positionality statement (Lund et al., 2024). Examples of statements from these perspectives are provided in Lund et al.:

Full Individual Positionality Statement: Dr. Jones identifies as multiracial, cisgender, male, learning disabled, and Midwestern. Dr. Takahashi identifies as Asian American, transgender, female, nondisabled, and from New England.

Full Collective Positionality Statement: The authorship teams consisted of two Black men who identify as disabled and heterosexual, one Latina woman who identifies as nondisabled, chronically physically ill, and bisexual; and one Sephardic Jewish assigned-male-at-birth nonbinary person who identifies as disabled and asexual.

Contextual Collective Positionality Statement: The authors represent individuals who identify as Latino, Black, and European American. Two of the authors identify as autistic, one identifies as having a psychiatric disability, and one identifies being as the parent of an autistic child. All authors identify as cisgender women, three identify as bisexual, and one identifies as straight.

However, as Lund et al. (2024) discussed, positionality statements address aspects of personal identity, and there are potential risks to the authors, especially those from disadvantaged or marginalized communities and identities, that could lead to discrimination, accusations of bias, personal risk, or harm. Table 2 (reproduced from Lund et al., 2024) provides an overview of the potential benefits and risks for authors in offering positionality statements.

Table 2. From Lund et al. (2024). Copyright American Psychological Association.

Levels of Disclosure in Positionality Statements				
Disclosure type	Definition	Example	Pros	Cons
Full individual	Each author discloses every salient aspect of their identity	"Dr. X identifies as a White, disabled heterosexual male. Dr. Y identifies as a gay, disabled, Black woman."	Most clear picture of intersectional identities of the authorship team	Highest likelihood of identifying an author based on unique, intersectional traits (especially in certain subfields)
Contextual individual	Each author reports only aspects of their identity explicitly related to the article topic/research question	"Both Dr. X and Dr. Y identify as disabled."	<ul style="list-style-type: none"> Provides agency to authors in disclosing personal information Reduces the likelihood of being identified by others 	<ul style="list-style-type: none"> Provides limited information on identities, including intersecting identities Relies on subjective judgment regarding which characteristics are reported.
Full collective	The authorship team reports all identities as a collective group	"The authorship team includes three authors who identify as disabled, two cisgender female authors, one nonbinary author, two authors who identify as White, and one author who identifies as Black."	Maintains a level of anonymity by not linking specific traits to individuals	<ul style="list-style-type: none"> Possibility of identifying authors based on unique intersecting identities (though more difficult than full-individual disclosure) May not clearly acknowledge intersecting identities
Contextual collective	Authorship team reports selected identities as a group related to the article topic	"Given the nature of this research on disability advocacy, the authorship team wishes to disclose that the authorship team includes both authors that identify as disabled and those who do not."	<ul style="list-style-type: none"> Provides authors agency in disclosing identities they feel are relevant Reduces likelihood individual authors of being identified by demographic characteristics 	Ignores the impact of intersectional identities
No disclosure	Authors do not disclose identity	No positionality statement at all	Prevents unintentional "outing" of authors with specific and unique identities	<ul style="list-style-type: none"> Prevents authors from having agency in choosing to disclose identities that they feel are relevant for the reader to know Prevents readers from being able to interpret the work in the context of potential bias

Editors should provide education about the benefits and possible risks of positionality statements while maintaining a welcoming stance toward volitional submission of such statements. With respect for authors' privacy, APA supports their choice of whether to disclose their intersectional identities in positionality statements.

RECOMMENDATIONS*:

Race
Ethnicity
Culture **JARS—REC**

- Encourage authors to thoughtfully assess potential risk factors—such as the subject matter of their research and/or their intersecting identities—before including positionality disclosures, with the understanding that such statements are encouraged but not required.
- Educate reviewers on the journal's positionality statement policy and on available options to prevent reviewers from inappropriately requesting personal disclosures from authors.

*These recommendations align with APA Style JARS—REC.

IMPACT STATEMENTS

Impact statements succinctly communicate the findings of authors' research so that they reach across disciplines as well as to a broader and more diverse audience. Though specific requirements, such as format, may vary from one journal to another, most call for the authors to use language that can be understood by a general audience and be approximately 1–3 sentences (30–70 words) long. Statements are boxed and appear below an article's keywords. These statements can also be included in the table of contents if the editor chooses this option.

Labels for impact statements currently published in APA journals include, for example, "Public Significance Statement," "Impact and Implications Statement," "General Scientific Summary," and "Clinical Impact Statement."

Such statements allow authors to emphasize the intention and importance of their work and give them more control over how their work is interpreted. Impact statements make this information available to a wider, more diverse audience that spans across disciplines and to the public.

APA's Publishing Resource Center offers additional guidance for [writing translational abstracts and public significance statements](#).

RECOMMENDATION:

Implement impact statements for articles published in the journal.

Equitable Citation Practices

Research has shown that there is often a racial/ethnic and gender disparity in article reference lists despite the existence of comparable, relevant research. Across disciplines, a growing body of evidence indicates that women and people of color are cited less frequently than their White male counterparts. A review in *Nature* (Ross et al., 2022) found that women are less likely to be included as authors and less likely to be recognized for their scientific contributions. Further, research conducted by women is less likely to be known and more likely to be ignored.

In psychological research, a large analysis of 750,000 authors on 200,000 papers found a persistent gender gap between men and women, with greater disparities in high-impact journals and at the last-author position (Odic & Wojcik, 2020). A recent article in *American Psychologist* (Yan et al., 2024) shed light on these inequities in the field of psychological science. Whereas women named men and women experts in their field equally, men were more likely to forget women peers and, when they were named, to list them last. These patterns suggest gender bias affects citation practices.

Similarly problematic, research by scholars who represent gender, ethnic, racial, and sexual diversity is undercited. These disparities are often compounded with researchers' intersectional identities. For example, Black women face particular challenges with undercitation of their work (Bailey, 2018; Bertolero et al., 2020; Kwon, 2022).

These omissions and disparities have substantial costs to individuals whose careers depend on impactful publication. They also affect the field of psychological science broadly, as depth of knowledge of psychological experience depends on incorporating diverse perspectives, and building upon new knowledge as it is acquired.

Editors can help to mitigate some of these inequities by taking several actions to promote authors' equitable citation practices. Editors can likewise ask reviewers to check references for inclusivity and invite reviewers to provide recommendations for other relevant works by authors who are not regularly cited.

ACTIONS TO PROMOTE CITATION JUSTICE

- **Evaluate your citation (or citational) praxis**, the practice of including citations from underrepresented scholars to address citation bias. To foster equity and diversity in scholarly discourse, include research contributions from scholars who are underrepresented.
- **Acknowledge the intellectual lineage that undergirds your study**. Historical bias in publishing practices has resulted in foundational scholarship on racial and ethnic populations being included in edited volumes and specialty journals, where they receive less attention. Incorporate the aforementioned scholarship in your manuscripts where appropriate.

- **Consider novel research when citing sources.** Individual scholars of color and individuals from underrepresented groups and communities often explore innovative, emerging areas of research. Such novel research may not have long-tail impact compared to other types but should still be recognized as a valuable scientific contribution.
- **Use “see also” citations** to draw readers’ attention to notable works first. APA’s *Publication Manual* recommends that when authors wish to highlight the work(s) most directly relevant to their research, they should cite the notable citation first and use “see also” before the remaining citations (APA, 2020, Section 8.12). This approach allows authors to emphasize works which might otherwise be overlooked and to counter the possibility of alphabetization bias. See the below example from Chadwick & Raver (2019) for a sentence with a “see also” citation:

“These demanding circumstances put new entrepreneurs at a high risk for experiencing occupational stress, which can have negative psychological health implications (Grant & Ferris, 2012; see also Davidsson & Gordon, 2016; Srivastava et al., 2001).”

JARS—REC recommends the following specific actions to avoid citation bias:

- **Be aware of the identities of the authors you cite.** Consider how those identities might shape discussion or influence study outcomes.
- **Investigate the current and past state of a psychological research area with inclusivity in mind.** A diversity orientation encourages an expanded literature search, broader intellectual understanding, and fair citation practices. They serve to help authors avoid overlooking relevant research and to consider each article for its merit and value to the final paper.
- **Review available research in smaller specialty journals by emerging authors with experiential diversity.** High-quality, relevant cutting-edge scholarship can get overlooked; intentional inclusion of such citations can counteract this pattern.
- **Avoid citing papers without having read them.** “Classic” papers may not represent the best source of evidence for a particular argument, despite being widely cited.
- **When conducting international research, use regionally relevant resources.** Databases, journals, and gray literature in the language of the community under study may offer culturally relevant scholarship by authors familiar with the community.
- **Cite outside of your discipline.** Consider incorporating empirical scholarship, including on race and ethnicity, from other disciplines; examine and cite research in adjacent fields (e.g., behavioral sciences, public health, Black feminist thought, ethnic studies, and sociology).

Editors can lead their journal in equitable citation practices to ensure relevant research is not overlooked by:

- Conveying the importance of employing thorough and well-rounded citation practices, setting the expectation that submitted manuscripts will incorporate citations of relevant work by scholars that may be overlooked, including women and scholars of color who engage in relevant research.
- Communicating expectations for your editorial board to review for inclusive citation practices; providing tools and resources to associate editors and reviewers to gauge inclusivity in citations and reference lists to ensure relevant research is not excluded (see [Tools and Resources](#)).
- Encouraging authors to optionally include a citation statement with their submission, either in the author note or in the Method section. An abbreviated citation statement highlights the significance of diverse sources and emphasizes a commitment to advancing inclusive practices in science. A more extensive statement can include metrics stating proportion of citations by gender. [Appendix C](#) includes an example citation statement from Zhou et al. (2022).

CITATIONAL JUSTICE TOOLS AND RESOURCES TO CREATE A POOL OF POTENTIAL CITATIONS

When an author selects citations, they must conduct a thorough assessment of an individual’s scholarship and its relevance to the subject matter. However, some citation tools and resources may be helpful in identifying additional research. These tools should be used with an awareness of their limitations: some criticize these tools as gender binary and find them better at predicting gender for White names over those that may not be traditionally White/European. Such tools are likewise not able to reliably identify people of color. While these tools may serve as an aid to creating a broad pool of potential citations, they should not be relied upon solely for this purpose.

The following tools are commonly used to estimate authors' gender:

Gender Balance Tools

- [Google Chrome Citation Transparency extension](#)
- [Zenodo](#)
- [The Gender Balance Assessment Tool](#)

Name Inference Tools

- [GenderAPI](#)
- [Genderize.io](#)
- [NamSor](#)

Other Resources

- Some journals ask authors to affirm they have worked to promote an inclusive reference list during the peer-review process. For example, Cell Press's [inclusion and diversity form](#) for authors includes gender balance in reference lists as a disclosure.

- The *Journal of Cognitive Neuroscience* offers a gender citation balance index, which “uses software to track how closely gender proportions in reference lists match rates of authorship in the journal” (Kwon, 2022; Postle & Fulvio, 2021).
- Some journals such as *American Psychologist* feature photographs of authors for recognition and transparency.
- Staying up to date on emerging literature, including that of students and early career researchers, as well as attending conferences and engaging with authors via networking, can aid concerted efforts toward using balanced citation practices.

RECOMMENDATION*:

Race
Ethnicity
Culture **JARS—REC**

Review manuscripts' reference lists for gender and race/ethnicity balance during peer review, encouraging authors to cite outside of their discipline or incorporate novel research where reasonable. Ask authors to affirm they have checked for this balance when developing reference lists and ask reviewers to include recommendations for references to work by authors who are not regularly cited.

**This recommendation aligns with APA Style JARS—REC.*



Pathways to Editorial Leadership

Editors should strive for their journals to engage with a diverse pool of authors, reviewers, and editorial board members. This section outlines some resources and guidance for ensuring all people can participate in the peer review and publication process.

REPRESENTATION ON EDITORIAL BOARDS

Recruiting a diverse editorial board pool assures integrity in the scientific review and publication process. Journal content as well as the editorial board collectively must reflect the entirety of subject matter expertise it intends to serve. Diverse editorial boards, therefore, ensure that journal submissions addressing all areas of the subject matter and communities are more likely to receive a fair and unbiased review.

Here we offer several recommendations for including a diverse pool of experts on your editorial board.

Collecting Demographic Data

APA Journals uses authors' and reviewers' aggregate demographic data to understand who is included in the journals and to assess gaps in recruitment efforts. Editorial Manager offers a user questionnaire on information regarding lived experience. All users registered with an account in Editorial Manager can complete this information. The responses are protected and are not accessible to other users in the system, except for select APA staff system administrators.

APA staff will share a journal's aggregate demographic data with the editor, upon request.

RECOMMENDATION:

Encourage your associate editors and editorial board members to complete the demographic questions in their peer review system profiles (e.g., in Editorial Manager).

Tools for Understanding the Research Community

Editors can use demographic data from research communities aligned with the journal to contextualize their journals' demographics.

For example, APA's Center for Workforce Studies offers a [data tool](#) reviewing the demographics of the psychology workforce

in the United States between 2011 and the most recent year for which data are available (APA, 2022a).

APA's Division Engagement Office likewise offers a [Division Demographic Dashboard](#), measuring various APA divisions' demographics by age, gender, career stage, and member type.

Editors may wish to use these or other resources to understand the demographics of their specific field(s).

Setting goals and Periodically Assessing Editorial Board Composition

Once you know how your editorial board's demographics compare to your journal's field(s), set SMART (specific, measurable, attainable, relevant, and time-based) goals to create a broad pool of potential candidates for the board.

RECOMMENDATION:

Seek to increase the diversity of your editorial board by creating a broad pool of qualified potential candidates. Such recruitment may include efforts directed toward organizations that represent, or promote scholarship of, gender diversity, race, ethnicity, disability, nationality, age, sexual identity, religious/spiritual affiliation, and country. Periodically review your efforts to recruit such a broad pool of potential editorial board candidates to identify gaps in recruitment.

Resources for Finding Diverse Reviewers

Personal encouragement is a key method for recruiting editorial board members with diverse experiences—many psychologists may not have access to the communities or networks from which editors are accustomed to recruiting.

The following is a list of organizations and newsletters you may wish to consult in identifying potential editorial board members:

- [500 Women Scientists](#)
- [Research and Education \(AASPIRE\)](#)
- [APA Division 17: Society of Counseling Psychology](#)
- [APA Division 35: Society for the Psychology of Women](#)
- [APA Division 44: Society for the Psychology of Sexual Orientation and Gender Diversity](#)

- [APA Division 45: Society for the Psychological Study of Culture Ethnicity and Race](#)
- [APA Division 51: Society for the Psychology of Men and Masculinities](#)
- [APA's Socioeconomic Status \(SES\) Network and Listserv](#)
- [Association of University Centers on Disabilities \(AUCD\)](#)
- [Cite Black Women](#)
- [Committee on Disability Issues in Psychology \(CDIP\)](#)
- [Committee on Early Career Psychologists](#)
- [Committee on Ethnic Minority Affairs \(CEMA\)](#)
- [Committee on Socioeconomic Status \(CSES\)](#)
- [Committee on Women in Psychology \(CWP\)](#)
- [Database of Diverse Databases](#)
- [Database of Women Scientists](#)
- [National Queer & Trans Therapists of Color Network](#)
- [Women Also Know Stuff database](#)

RECOMMENDATION:

Use the resources noted here to find and personally reach a diverse pool of candidates, inviting them to submit their CVs for inclusion in the pool of experts being considered to serve on your journal's editorial board.

QUARTER-TIME ASSOCIATE EDITOR POSITIONS

In 2023, 54% of editors and associate editors for APA-published journals who responded to a demographic questionnaire self-identified as women, 0.8% self-identified as nonbinary, and 33% self-identified as people of color.

Research has shown that women academics are more likely to take on more household and childcare labor than men (Viglione, 2020). Similarly, women of color in academia often do more office housework (Williams & Multhaup, 2018) and take on a disproportionate amount of visible and invisible labor in their work (APA Task Force on Inequities in Academic Tenure and Promotion, 2023, p. 10). This can mean that women and communities of color have less time to take on associate editorships or other journal leadership roles.

For those journals with associate editor positions, editors can foster participation from the widest pool of qualified candidates by offering half- or quarter-time associate editor positions. By reducing the workload and time commitment necessary to participate in leadership positions, editors are

more likely to successfully recruit qualified psychologists who may otherwise not have the time or resources to participate.

Editors should likewise work with their associate editors and editorial board members to develop inclusive and equitable policies around journal workloads—including offering coverage for extended caregiver or medical leave, being flexible with deadlines and meeting schedules, and ensuring the “office housework” of running a journal does not disproportionately fall to certain team members.

RECOMMENDATION:

Offer half- or quarter-time associate editor positions to all qualified candidates. Doing so can reduce workload requirements and eliminate systemic barriers that may exist for those with limited time or resources who are interested in serving in journal leadership roles.

EDITORIAL FELLOWSHIPS

An editorial fellowship is a 1-year program, facilitated by a journal editor, that prepares early-career psychologists (ECPs) with experiential diversity for future leadership positions in scientific publishing.

Though models for fellowships may vary by journal, a typical fellowship has one or several fellows shadow a journal editor or associate editor, who serves in a mentorship role. The position is open to candidates who hold the rank of assistant professor or equivalent and who are no more than 10 years postdoctoral. The Fellows learn key editorial skills and manage approximately one manuscript per month, from initial review through reviewer assignment and writing decision letters (all under guidance from the journal editor or associate editor). Upon successful conclusion of the fellowship term, the Fellow can become a member of the journal's editorial board.

See [Appendix D](#) for a template call for editorial fellowship applications.

Editors can implement editorial fellowships in consultation with their journal's Associate Publisher or the APA Journals Equity, Diversity, and Inclusion Lead.

RECOMMENDATION:

Implement an editorial fellowship program for your journal, focusing specifically on training ECPs with experiential diversity for future journal leadership positions.

MENTORED STUDENT REVIEWER MODELS

Many journals also offer formal peer review and writing mentorship programs for graduate students and ECPs. Programs vary by journal—some journals encourage student co-reviewers, and others offer more formal programs (e.g., *Psychology of Aesthetics, Creativity, and the Arts* has a pool of [student editorial board reviewers](#) on the journal's editorial board).

Journal editors can encourage editorial board members and ad hoc reviewers to invite student co-reviewers to participate in the journal's reviewer invitation letter. In most cases, the mentor and graduate student will produce one integrated review. Students are credited as co-reviewers in Editorial Manager and can be listed as student reviewers in the journal's year-end ad hoc reviewer thank you list or on the journal's website.

Some journal editors likewise offer to match student reviewers who do not have access to an onsite mentor with a member of the journal's editorial board. Students are matched with an editorial board member who has similar research interests.

For more information about mentored student reviewer models, visit the APA Journals Publishing Resource Center's page on [Reviewer Mentorship](#).

RECOMMENDATION:

Add language to reviewer invitation letters encouraging reviewers to invite a student to co-review. Editors can likewise launch more formal mentored review programs and offer a mentorship match program between students and editorial board members.

Reviewer Resources for Inclusive Peer Review

This section outlines some guidelines and resources for training reviewers to integrate EDI into the peer-review process. Such trainings can ensure a fair and unbiased review process for all submitting authors.

REVIEWING FOR EDI

In line with APA's [Guidelines on Race and Ethnicity in Psychology](#) (APA, 2019), some editors may ask reviewers to address whether the research in the review (where applicable)

- actively promotes psychological knowledge that contributes to the well-being of all communities
- avoids reinforcing racial or ethnic stereotypes of superiority/inferiority and the possible contributions of bias in the research methods
- has the potential to be misused to cause harm, and
- has an appropriately described participant sample in the abstract and the Method section, in which researchers justify the sample and describe sample inclusion efforts (APA, 2019).

Editors should ask reviewers to flag any stereotypes, harmful tropes, or harmful language, including but not limited to those related to race, ethnicity, culture, sexual orientation, gender identity, and disability status, to the editor as part of their reviews. Reviewers are likewise encouraged to use APA Style

JARS—REC (APA, 2023a) as a tool for reviewing manuscripts. See the section on [JARS—REC](#) for more information.

Examples of EDI Guides for Reviewers

Some journals have outlined the preceding and additional guidance for reviewers on incorporating EDI considerations into their review process. For example, *Psychological Services*' (2024) and *Peace & Conflict: The Journal of Peace Psychology*'s (2023) Guidelines for Reviewers include a section on reviewing from an EDI perspective, which asks reviewers to consider the following:

- how well the manuscript contributes to the psychological well-being of multiple or underrepresented communities
- how to avoid reinforcement of stereotypes or contributions of bias in the methods
- ensuring the manner in which the manuscript is written cannot be used or misused to cause harm, especially to vulnerable groups
- whether the participant sample has been appropriately described in the abstract and methods—did the authors justify their sample and describe their sample inclusion efforts?
- how inclusive the references are—if you have recommendations for relevant works by authors from historically

marginalized groups, please share those in your comments to the authors (Peace & Conflict Editorial Board, 2023; Psychological Services Editorial Board, 2024).

The journals likewise ask reviewers to refrain from biased language and to refer to APA Style's [Bias-Free Language Guidelines](#) (APA, 2020, Chapter 5) and [APA's Inclusive Language Guide](#) (APA, 2023b) when writing their reviews.

RECOMMENDATIONS*:

Race
Ethnicity
Culture **JARS—REC**

- Add these or other EDI questions to the reviewer template for your journal and encourage reviewers to use JARS—REC as a tool for reviewing manuscripts.
- Ask reviewers to refrain from using biased language and to refer to APA Style's bias-free language guidelines and APA's *Inclusive Language Guide* when writing their reviews.

*These recommendations align with APA Style JARS—REC.

ADDRESSING BIAS IN PEER REVIEW

Editors can communicate clear policies and procedures for addressing bias and discrimination in reviews. Some journal editors develop codes of conduct for their editorial boards, outlining expectations for how reviewers should conduct themselves in a review and offering clear guidelines for addressing racism in the peer-review process.

If a reviewer submits a biased or discriminatory review, the editor can delete the review, uninvite the reviewer from serving with the journal, and communicate clear reasons as to why the review was rejected.

The Equality Action Center (2024) developed a [Bias Interrupters model](#), an evidence-based framework for reducing bias in employee performance reviews which could be adapted to the peer review model, as well. With this model, a person (or several people) evaluates the reviews for potential bias before the action editor makes a decision or the reviews are submitted to the author.

RECOMMENDATION:

Develop clear policies and a code of conduct for addressing racism, bias, and discrimination in peer review. Consider adopting a Bias Interrupter model for peer review.

MASKED REVIEW

Editors of APA journals have the choice to offer masked (where both the authors' and reviewers' identities are not known to the other) or unmasked (where the authors' identity is known to the reviewers) peer review. Research has shown that unmasked review can prove disproportionately advantageous for papers with famous authors and authors from prestigious institutions (Tomkins et al., 2017).

Further studies have demonstrated that masked review can help reduce implicit bias against traditionally female names or early-career scientists with smaller publication records (Budden et al., 2008; Darling, 2015; Kern-Goldberger et al., 2022).

Both masked and unmasked review models offer benefits and drawbacks, and either model is suitable according to APA and Committee of Publication Ethics (COPE) publication standards.

Editors should consider whether a masked review model may promote more equitable outcomes for their specific fields or otherwise consider offering masked review to those authors who request it.

RECOMMENDATION:

Evaluate the journal's masked versus unmasked review policy, considering how masked review may help promote more inclusive publication outcomes.



Reporting Guides for Authors

This section includes recommendations for integrating reporting standards in your journal. These standards can promote a more transparent, equitable, and inclusive research and publishing process.

APA STYLE JOURNAL ARTICLE REPORTING STANDARDS (APA STYLE JARS)

Chapter 3 of the *Publication Manual* (APA, 2020) introduces APA Style Journal Article Reporting Standards (APA Style JARS) for “what information should be included, at minimum, in journal articles” (APA, 2020, p. 71). The full JARS for quantitative, qualitative, and mixed methods research as well as links to journal articles related to the development of the guidelines can be found at <https://apastyle.apa.org/jars>. Certain JARS standards for abstracts and Method and Discussion sections promote transparency concerning issues related to equity, diversity, and inclusion.

Quantitative Design Reporting Standards (JARS—Quant)

In quantitative studies, the abstract should briefly describe the participants. The Method section should include information about inclusion and exclusion criteria, participant characteristics, and sampling procedures. If participants were included or excluded based on demographic characteristics, this should be noted. Authors should “detail the major demographic characteristics of the sample, such as age; sex; ethnic [and] racial group; level of education; socioeconomic, generation, or immigrant status; disability status; sexual orientation; gender identity; and language preference, as well as important topic-specific characteristics (e.g., achievement level in studies of educational interventions). As a rule, describe the groups as specifically as possible, emphasizing characteristics that may have bearing on the interpretation of results” (APA, 2020, p. 83). Descriptions of participants



should reflect their own expression of their identities. Authors should likewise discuss the generalizability of the results considering the sampling validity in the Discussion section.

Qualitative Design Reporting Standards (JARS—Qual)

In qualitative studies, the abstract should briefly describe the participants. The Method section should include information about the participant selection process, the study participants, and the perspectives of the researchers. Information about participants should include “demographic or cultural information relevant to the research topic; and perspectives of participants and characteristics of data sources relevant to the research topic” (APA, 2020, p. 99). Information about the researchers should provide context for their approach to their research and can include “demographic, cultural, and/or identity characteristics; credentials; experience with the phenomena under study; training; values or decisions in selecting archives or material to analyze” (APA, 2020, p. 99). The Discussion section should describe limits to how generalizable and transferable the findings are.

Mixed Methods Design Reporting Standards (JARS—Mixed Methods)

For mixed methods research, standards for describing samples and discussing generalizability from both quantitative and qualitative research are combined.

RECOMMENDATION:

Require that authors adhere to APA Style JARS and ask reviewers to use JARS to facilitate their reviews of manuscript submissions.

APA STYLE JOURNAL ARTICLE REPORTING STANDARDS FOR RACE, ETHNICITY, AND CULTURE (JARS—REC)

The APA Style Journal Article Reporting Standards for Race, Ethnicity, and Culture (JARS—REC) were released in fall 2023 as one initiative proceeding from the [Apology to People of Color for APA’s Role in Promoting, Perpetuating, and Failing to Challenge Racism, Racial Discrimination, and Human Hierarchy in the U.S.](#) (APA, 2021a). This comprehensive set of standards was developed by a team of 10 scholars, led by Mo Wang and Seanna Leath, and was evaluated by a group of 11 international reviewers representing nine countries around the world to ensure its global relevance (APA, 2023a). It is intended to promote transparency and rigor in analyses of

race, ethnicity and culture. This resource is a complement to the APA Style JARS (APA, 2023c).

Editors can raise awareness and implementation of JARS—REC in various ways:

- Highlight JARS—REC on the journal webpage, encouraging or requiring authors to adhere to them when relevant.
- Reference the standards in a journal EDI statement and/or an editorial.
- Cite the standards when providing feedback to authors.
- Promote use and awareness of JARS—REC among the editorial board, colleagues, mentees, and students to encourage equitable research designs and processes.

General Considerations for Reviewers and Editors

- JARS—REC are designed to be used when reporting all research in psychology, regardless of whether the research question(s) are specific to race, ethnicity, or culture. Authors should consider race, ethnicity, and culture as key moderators of study results.
- Research questions should be grounded in appropriate historical and cultural contexts.
- Theoretical framing should avoid reifying stereotypes (editors should favor strengths-based models).
- Assess for relevant national and cultural contexts, noting that race is defined differently in different regions.
- Avoid unequal treatment of participants that treat White communities as the normative reference group. See Auelua-Toomey et al. (2024) for discussion of journal policies promoting racial equality in titles.
- Recognize that the necessary integration of multiple theoretical frameworks to effectively frame a research question developed for populations of color—and the details required to effectively describe and justify the diversity of samples—can lead to challenges for authors in exceeding word count limits for their manuscripts. Some degree of flexibility in service of these conditions is encouraged.

JARS—REC Author Questionnaire

The following questions may be incorporated into submission or reviewer checklists. This checklist can help editors, authors, and reviewers gauge adherence to JARS—REC.

Title, Abstract, and Keywords

- ☐ **Are the races, ethnicities, and cultures of study participants identified in the title, abstract, and keywords** of your article without signaling Whiteness as the default?
 - For example, if people of color and White people are study participants, are they both named, or is an inclusive descriptor such as a “nationally representative sample” used?
- ☐ **Have you identified the race and ethnicity of the participants, distinct from culture**, and explained reasons for the terms you used?
 - Be mindful that *race* and *ethnicity* are also distinct from each other.
- ☐ **When reporting participant characteristics, have you avoided aggregating** across different identities as best as possible (i.e., ethnic gloss)? If identities are clustered together, have you provided the rationale and described how aggregation occurred?
- ☐ **Have you described sample populations and selection criteria**, with justifications and explanations for how you recruited a diverse sample, in your Method section?
 - If limitations precluded obtaining a diverse sample, have you explained these?
- ☐ **Did you include a positionality/reflexivity statement** in the author note, and/or discussed how the researchers’ positionality may have affected the research idea conceptualization, methods, analysis, and/or interpretation in the Discussion section?
 - Example positionality statement (Jovanova et al., 2022)
“Mindful that our identities can influence our approach to science, the authors wish to provide the reader with information about our backgrounds. With respect to gender, when the manuscript was drafted, three authors self-identified as women, four authors as men and one as nonbinary. With respect to race, six authors self-identified as White, one as South Asian, and one as East Asian.”
- ☐ **Did you address limits on generality/include a “Constraints on Generality” subsection** in your Discussion section, recognizing that generalizability is always constrained and is not the primary purpose of every study?
 - See (Middleton et al. (2022) for an example of an article with a Constraints on Generality subsection.
- ☐ **Have you contextualized differences in your interpretation of results** in terms of historical policies and contemporary structural challenges? Did you name systems of oppression and address how these systems intersect with the research findings?
- ☐ **Have you described how your findings can address systemic oppression** and/or challenge inequitable systems, beliefs, and practices?
- ☐ **Did you consider whether your findings could be misused or misinterpreted to cause harm** to members of historically marginalized groups? If so, explain clearly (e.g., in a text box) and address in the Discussion section how these risks can be mitigated.
- ☐ **Have you made a concerted effort to cite empirical scholarship related to race and ethnicity** within and outside your discipline, as appropriate?
 - Authors should critically assess how implicit biases may present themselves in citational praxis, being mindful to incorporate research from and about historically underrepresented communities when possible (see the section on Citational Justice in this toolkit).

RECOMMENDATIONS*:

Race
Ethnicity
Culture **JARS—REC**

- Familiarize yourself with JARS—REC and encourage authors and reviewers to review the standards as well.
- Incorporate some or all of the JARS—REC author questions into a submission checklist.
- Encourage reviewers to use the JARS—REC author questions to inform their own reviews.

*These recommendations align with JARS—REC.

SEXUAL ORIENTATION AND GENDER DIVERSITY RESEARCH MANUSCRIPT WRITING GUIDE

Veldhuis et al. (2024) offers a comprehensive, community-led writing guide for those who conduct research on sexual orientation and gender diversity (SOGD). Created by the Science Committee of the Society for the Psychology of Sexual Orientation and Gender Diversity (APA Division 44), the recommendations outlined in this guide aim to provide guidance to new researchers on publishing SOGD research and to support editors and reviewers in evaluating such research. For example, the authors advise researchers to consider:

- if and how answers to the research questions will promote well-being, equity, and social justice for 2SLGBTQIA+¹ communities
- whether the journal's publishing history aligns with the researcher's values
- ensuring the theoretical framing does not unintentionally insinuate that the issues under study (e.g., mental health problems) are intrinsically related to being 2SLGBTQIA+
- reviewing systems factors that may have limited the ability to recruit a diverse sample, and discussing this in the Discussion section
- including a reflexivity statement to demonstrate the thought the authors have given to inclusion and ethics, and using a positionality statement to describe the authors' relationships with the community under investigation (Veldhuis et al., 2024)

Editors are encouraged to use the recommendations in Veldhuis et al. (2024) to guide their authors and to support the review process for manuscripts on SOGD research.

RECOMMENDATION:

Ask authors and reviewers to use the Sexual Orientation and Gender Diversity (SOGD) Writing Guide by Veldhuis et al. (2024) when writing or evaluating research on SOGD populations.

1 APA's *Inclusive Language Guide* (2023b) advises that "abbreviations such as LGBTQ, LGBTQ+, LGBTQIA, and LGBTQIA+ may...be used to refer to multiple groups (2023b, p. 33). Veldhuis, et al. (2024) explain that they use the identity-based acronym 2SLGBTQIA+ to refer to the communities and populations mentioned in their writing guide, where 2S signifies the Indigenous two-spirit identity. The authors note that they "intentionally put 2S at the front of the acronyms to reflect our intersectional and decolonizing approach" and to center Indigenous Peoples (Veldhuis et al., 2024, p. 367). To honor the authors' reasoning, approach, and language, we have used the term 2SLGBTQIA+ throughout this section.



Conclusion

We hope this toolkit is an effective resource for editors in building or improving on their journal's commitment to equity, diversity, and inclusion.

Your APA Journals team is glad to work with you to launch any of the initiatives noted in this toolkit. We welcome your insight if there are other programs or standards worth including here, as well.

As ever, we thank you for your leadership with our Journals program. We appreciate your commitment to promoting a more equitable, inclusive, and representative psychology.

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History and Context

APA'S APOLOGIES TO PEOPLE OF COLOR AND TO THE FIRST PEOPLES OF THE UNITED STATES

On October 29, 2021, the APA Council of Representatives issued a formal apology to people of color for APA's role in promoting, perpetuating, and failing to challenge racial, racial discrimination, and human hierarchy in the United States (APA, 2021a). As part of this apology, APA's Council passed three resolutions, which include measures to (a) acknowledge and apologize for APA's role in promoting and perpetuating racism and racial discrimination in the United States, (b) outline the organization's and the discipline's role in dismantling systemic racism, and (c) advance health equity in psychology.

The resolutions affirm that APA will encourage psychologists to increase the diversity of research samples; engage with underserved communities in planning, conducting, interpreting, and communicating research; and ensure that selections for peer review panels and editorial boards are free from discrimination. APA will encourage psychologists to increase the diversity of research samples; engage with communities in planning, conducting, interpreting, and communicating research; ensure that scholars with varying lived experience and perspectives are represented on peer review panels and editorial boards, among other actions (APA, 2021a).

In February 2023, APA's Council of Representatives approved an Offer of Apology from the association to the Society of Indian Psychologists (SIP) and to the First Peoples of the United States (APA, 2023d). In this report, APA extends an apology for its "contributions to the harms that First Peoples and their communities have suffered and commits to a path of remediation and reconciliation in the future" (APA, 2023c).

The Apology acknowledges that psychological research with and on Indigenous people has been exploitative, "conducted without collaboration or any attempt to know or empathize with the Indigenous people and communities being studied" (APA, 2023c). The report likewise outlines how research has historically harmed these communities by undervaluing qualitative research models, rejecting research designs that do not include White comparison groups, and overgeneralizing findings on predominantly Western, Eurocentric study participants without regard for how those conclusions can be harmful to Indigenous people and communities.

The report acknowledges that these and other problems are compounded by a lack of Native psychologists serving in editorial leadership roles, and "a lack of Indigenous-focused cultural training for editors and reviewers" (APA, 2023c).

Editors are encouraged to review the Offer of Apology to First Peoples of the United States in full, recognizing how and where they might adjust journal policies or priorities to address the actions proposed in that report.

APA'S RACIAL EQUITY ACTION PLAN

In service of the 2021 resolutions and at the direction of APA's Council of Representatives, APA's Chief Executive Officer offered to the Council a Racial Equity Action Plan (REAP; APA, 2022b) for the organization. The REAP details a set of four organizational priorities for advancing the commitments made in APA's 2021 resolutions. Those priority areas are as follows:

- knowledge production
- health equity
- APA and the workforce
- educational equity

APA Publishing has incorporated into its work to highlight that psychological science encompasses the experiences of all people, and to expand pathways for all, especially those psychologists and graduate students who may not have had the opportunity to serve in scientific and leadership positions, and to "redesign traditional methodologies used to conduct, review, communicate, disseminate, and report psychological research to ensure equity, diversity, and inclusion" (APA, Racial Equity Action Plan, 2022b, p. 12).

APA's 2023 Offer of Apology to the First Peoples of the United States outlines specific recommendations relevant to journal editors (APA, 2023d, p. 3), including the following:

- APA journals should include American Indians, Alaska Natives, and Native Hawaiians as a demographic category in published research as recommended by the Society of Indian Psychologists (SIP).
- APA should advocate for the disaggregation of Asian American and Pacific Islander data, when reporting on

Native Hawaiian/Pacific Islanders, which often perpetuates Native Hawaiian erasure.

- APA should affirm that the process of collaborative, participatory, community-based research respects the authority of tribal councils and includes planning with tribal members as well as expectations regarding data ownership.
- Land acknowledgments should occur as a regular part of the research process honoring the land where research

takes place and the Native people involved in the research activities (see also this Toolkit's section on [Discouraging Helicopter Research](#)). APA should study, learn, understand, and teach researchers and publishers how to appropriately acknowledge lands and peoples.

The above examples are not an exhaustive list; editors are encouraged to review the full report for a comprehensive understanding of the recommendations noted therein.

APPENDIX B.

Sample EDI Statement

An example EDI statement, drawn from existing APA-published journals (as of July 2025), is included below. Editors are encouraged to use this and other sources as inspiration in developing their own journals' EDI statements. Such statements should be closely tied to the subject matter of the journal.

[*Journal*] is committed to ensuring that the science of psychology is applicable to all people. A rigorous and trustworthy science includes a diverse range of experiences and identities, embraces a broad and diverse approach to research questions, and supports participation from a wide range of scholars. [*Journal*] is committed to fostering the APA vision for an accessible, equitable, and inclusive psychology that promotes human rights, fairness, and dignity for all.

To this end, the editor(s) of [*Journal*] strive to promote equity and inclusivity of all individuals, regardless of identity, and from all backgrounds across the lifespan through the policies we follow and the content we publish. We will do so by:

- offering a masked review option for authors, designed to attenuate biases in the review process
- encouraging authors and reviewers to use the APA Style Journal Article Reporting Standards for Race, Ethnicity, and Culture (JARS—REC) to structure their manuscripts and reviews
- asking authors to contextualize the findings of their studies by stating (1) the country (or countries) and (2) the years in which data were collected in either the title and/or the abstract. This requirement applies equally to samples both from and outside the United States.
- encouraging authors to include a Community Involvement Statement in the Method section, outlining how the communities represented in the research were involved in the design, measures, implementation, and/or dissemination of the study

- encouraging authors to cite a wide array of sources and be intentional about including works by those whose research is relevant but may be overlooked, including women and scholars of color, in the list of possible references for a manuscript
- offering paid editorial fellowships to early-career scholars whose professional contributions or service demonstrate a commitment to addressing the needs of underserved populations or increasing access to psychological knowledge or services
- publishing Registered Reports, where study designs are peer reviewed for rigor, reproducibility, and methodological soundness before the study is carried out. If accepted, the final manuscript is later published regardless of the study's findings. This article type reduces publication bias and emphasizes the validity of the methodology over the novelty of the results.
- taking an inclusive approach to open science principles by encouraging data sharing, understanding that different community needs may determine how or whether authors can share data.

The editorial leadership team of [*Journal*] will evaluate, revise, and improve these efforts on a continual basis. We welcome feedback or recommendations from the members of our community for other ways we can enact the vision for a more rigorous and trustworthy science through EDI.

Sample Citation Statements

In the Method section:

Adapted from Zhou, et al. (2020).

Recent work in several fields of science has identified a bias in citation practices such that papers from women and other minorities are under-cited relative to the number of such papers in the field (Bertolero et al., 2020; Caplar et al., 2017; Chatterjee & Werner, 2021; Dion et al., 2018; Dworkin et al., 2020; Fulvio et al., 2021; Maliniak et al., 2013; Mitchell et al., 2013; Wang et al., 2021). Here we sought to proactively consider choosing references that reflect the diversity of the field in thought, form of contribution, gender, and other factors. We obtained predicted gender of the first and last author of each reference by using databases that store the probability of a name being carried by a woman (Dworkin et al., 2020; Zhou et al., 2022). By this measure (and excluding self-citations to the first and last authors of our current paper), our references contain A% woman(first)/woman(last), B% man/woman, C% woman/man, D% man/man, and E% unknown categorization. This method is limited in that a) names, pronouns, and social media profiles used to construct the databases may not, in every case, be indicative of gender identity and b) it cannot account for intersex, non-binary, or transgender people. Second, we obtained predicted racial/ethnic category of the first and last author of each reference by databases that store the probability of a first and last name being carried by an author of color (Ambekar et al., 2009; Chintalapati et al., 2023). By this measure (and excluding self-citations), our references contain F% author of color (first)/author of color(last), G% white author/author of color, H% author of color/white author, and I% white author/white author. This method is limited in that a) names, Census entries, and Wikipedia profiles used to make the predictions may not be indicative of racial/ethnic identity, and b) it cannot account for Indigenous and mixed-race authors, or those who may face differential biases due to the ambiguous racialization or ethnicization of their names. We look forward to future work that could help us to better understand how to support equitable practices in science.

In the Author Note:

From Jovanova et al. (2022).

“Recent work in several fields has identified a bias in citation practices such that articles from women and other minority scholars are under-cited (Dion et al., 2018; Wang et al., 2021). Here we sought to proactively consider choosing references that reflect the diversity of the field. First, we obtained the predicted gender of the first and last author of each reference by using databases that store the probability of a first name being carried by a woman (Zhou et al., 2022). By this measure (and excluding self-citations to the first and last authors of our current article), our references contain 23% woman(first)/woman(last), 17% man/woman, 23% woman/man, and 37% man/man. This method is limited in that (a) names, pronouns, and social media profiles used to construct the databases may not, in every case, be indicative of gender identity and (b) it cannot account for intersex, nonbinary, or transgender people. We look forward to future work that could help us to better understand how to support equitable practices in science.

Sample Editorial Fellowship Call for Nominations

Nomination Deadline: November 1, [20XX]

The editorial leadership team for [Journal Name] seeks nominations for [number] editorial fellowship position[s] for early-career psychologists (ECPs) who will bring experiential diversity to their work. The editorial fellowship program seeks to prepare the profession of psychology for the future by creating pathways to leadership roles for ECPs whose professional contributions or service demonstrate a commitment to addressing the needs of underserved populations or increasing access to psychological knowledge and publishing. Fellows serve 12-month terms beginning January 1, [20XX], and the position includes an honoraria stipend of [\$ amount] USD per fellow.

Qualifications

Fellowships are open to qualified candidates who meet the above description and have completed their education/training and are no more than 10 years postdoctoral. Candidates may hold a position at the rank of assistant professor (or equivalent, such as a research scientist); individuals in non-academic positions and suitable qualifications are also eligible. Qualified candidates may have experience conducting peer reviews. Expertise in topics of cultural and ethnic diversity in psychology and/or academic publishing is desirable. We also look for evidence of a broad perspective, good judgment, exceptional communication skills, strong management skills, and a commitment to, or expertise in, experiential diversity.

Responsibilities

The fellows will work closely with the journal's editor or one of the associate editors to develop their editorial leadership skills. Each fellow will be mentored to serve as the action editor on approximately 6 to 12 manuscripts over the course of the year. This process will include screening manuscripts for appropriateness, identifying reviewers, making an editorial decision based on reviews, and shepherding the manuscript through to publication if accepted, all with mentorship from the editor or associate editor.

The successful candidate will also be expected to participate in monthly meetings with their mentor to ensure goals are met. Most of these meetings will be video teleconferences, although in-person meetings at scientific conferences are also possible.

Fellows will be credited on the journal masthead and, upon successful completion of the fellowship, will become members of the journal's editorial board.

How to Apply

Interested and qualified candidates should send a letter of interest introducing themselves, their expertise, and an explanation of their interest in and appropriateness for the position, including how their participation in the program will contribute to the journal's advancement, along with a copy of their CV, to the Editor at [editor email] before **November 1, [20XX]**. Appointments will be made in November/December and positions will begin January 1, [20XX].

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Marla Bonner

Journal Production Editor

Niccole Leilanionapaeaina Coggins

Journal Production Editor

Kris Guin

Peer Review Coordinator

Susan J. Harris, PhD

Managing Editor, *American Psychologist* (Project Co-Lead)

Steph Pollock

Equity, Diversity, and Inclusion Lead, Journals (Project Co-Lead)

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Ayanna Adams

Writer and Editor, APA Style

Steve Barnold

Publishing Editor

Nadia Dawood

Director, Diversity and Impact

Samantha Denny

Development Manager, APA Style

Lily Gallagher

Business Production Associate, Marketing

Annie Hill

Editorial Director, Journals

Sha Raye Horn

Science Program Officer

Lois Jones

Director, Peer Review

Chelsea Lee

Instructional Lead, APA Style

Timothy McAdoo

Manager, APA Style

Mare Meadows

Associate Publisher

Rose Sokol, PhD

Publisher, Journals and Books

Nadi Paranamana, PsyD

Director, EDI Implementation and Evaluation

Daniya Tamendarova

Director, Business Development & Author Marketing

Anne Woodworth

Managing Editor, APA Style

APA'S LAND ACKNOWLEDGMENT

"We respectfully acknowledge the ancestral land upon which the APA Central Office sits in Washington, DC. This is the occupied territory of the Nacotchtank (Anacostan) and Piscataway peoples and Ancient Nations for which no names are known who've gone before on this land, who were forcibly displaced in the 1600s.

We recognize the people who resided here and that the spirit of their people permeates this soil. These nations ceded significant portions of their land, forming present-day Washington, DC, in an inequitable and unfair treaty with the U.S. government. We pay respects to their elders, past and present.

We also acknowledge the unpaid labor and forced servitude of enslaved Africans and their descendants, whose unremitted labor and exploitation were pivotal to the rapid economic growth of our nation and face ongoing oppression, racism, and violence.

We recognize the broken promises and harm done to the First Peoples of these lands, the horrors of American slavery, and the painful legacies of inequity that continue to persist."

Source: (APA, 2023e)



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750 First Street, NE
Washington, DC 20002-4242

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