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REVIEW ARTICLE

Strategies for Scientific Journals to Advance Diversity, Equity, Inclusion, Scholarship, Science, and Practice

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ABSTRACT

Background: Internationally, colleagues from minoritized groups and backgrounds are typically underrepresented within scientific journals. The benefits and importance of advancing diversity, equity, and inclusion, to further enhance science, scholarship, and practice are increasingly evident. Historical systems, structures, beliefs, policies, processes, and practices often advantage some and disadvantage others (e.g., racial, ethnic, gender minorities), thus, it is important to be reflective and proactive in advancing diversity, equity, inclusion in scientific journals.

Aims: It is imperative that leaders of scientific journals engage in intentional, purposeful, and sustained actions to advocate for and advance diversity, equity, and inclusion, scholarship, science, and practice. There are numerous strategies that may be implemented by journal leadership to contribute to advancing diversity, equity, and inclusion.

Methods: Herein, a succinct summary of several recommendations is provided, followed by a case study illustrating the implementation of actionable strategies and current outcomes associated with the *School Psychology Review* journal. Strategies discussed include: (a) establishing individual and collective commitments to advocating for and advancing diversity, equity, and inclusion as the foundation of our scholarship; (b) diversifying the journal leadership; (c) diversifying the editorial advisory board; (d) preparing future diverse journal leadership through mentored editorial fellowship programs, especially focused on early research career individuals; (e) mentoring future colleagues by establishing a student editorial board with members from diverse backgrounds; (f) focusing on special topics relevant to diverse and minoritized children, youth, families, and school communities; (g) making available professional-development opportunities and resources; and (h) establishing a journal action plan focused on advancing diversity, equity, and inclusion.

Results: The outcomes delineated in the present case study illustrate that the journal engages and benefits from the contributions of many distinguished colleagues from diverse and underrepresented backgrounds. Moreover, the journal contents that have followed from these efforts further advance science, scholarship, and practice that supports disadvantaged children, youth, and families, including those from minoritized groups.

Conclusions: Colleagues, organizations, and entities involved with scientific journals around the world are encouraged to advance and sustain diversity, equity, and inclusion efforts in science, scholarship, and practice.

To advance science, scholarship, and practice addressing the health challenges facing children and family members in communities around the world, it is imperative that scientific journals identify concrete actionable strategies and paths forward to increase diversity, equity, and inclusion (DEI)^{1,2}. The purpose of this article is to share information, insights, and experiences to facilitate further advancing the development of journal DEI to further enhance science, scholarship, and practice. Colleagues have highlighted the importance of advancing DEI in the field of medicine and many others^{3,4}. Whereas a systematic review of the virtues, evidence, and benefits of advancing DEI to enhance science, scholarship, and practice, is beyond the scope of the present article, the emphasis herein highlights prevailing suggestions, strategies, efforts, and includes a case study and experiences to illustrate implementation.

It is recognized that there are various ways to interpret and define the constructs and concepts of diversity, equity, and inclusion and that they are likely to change over time. For the purposes of this article, diversity refers to many aspects of human difference, social identities, and social group differences, including but not limited to race, ethnicity, sex, gender, gender identity, sexual identity, socio-economic status, language, culture, religion/spirituality, age, (dis)ability, and political perspective, and associational preferences. Equity refers to fair and just practices, policies, cultures, and norms that ensure all members of a professional field have the opportunities and resources they need for general wellbeing and success. Equity is different from equality in that equality implies treating everyone as if their

experiences are exactly the same. Being equitable means acknowledging and addressing structural inequalities — historic and current — that advantage some and disadvantage others. Inclusion refers to a context wherein all members of a professional field are and feel respected, have a sense of belonging, and are able to participate, contribute, and achieve to their potential, regardless of their backgrounds. An inclusive journal context requires leaders to take an active role in reflecting, learning, and listening to all members of the community to sustain a culture of dignity, respect, and trust. While diversity is essential, it is not sufficient. A journal board can be both diverse and non-inclusive at the same time, thus a sustained and persistent practice of creating inclusive environments is necessary to advance science, scholarship, and practice.

Recommendations to Advance DEI in Journal Boards

During the past few years, an abundance of recommendations have emerged to advance DEI in journal editorial boards, with the intention of advancing science and scholarship. Below is a sample of recommendations from several organizations to illustrate the breadth of recommendations that have emerged^{5,6,7}.

The Committee on Publication Ethics (COPE) is one source of valuable information, given their commitment to educating and supporting editors, publishers, universities, research institutes, and all those involved in publication ethics to move the culture of publishing towards one where ethical practices become a normal part of the publication culture. The COPE includes

recommendations to facilitate the creation of a diverse editorial board, including: (1) Being proactive, going beyond one's existing networks, and broad outreach to identify colleagues from under-represented groups (e.g., consider early career researchers and recent authors, ask current board members for recommendations, consider individuals presenting at conferences); (2) Advertising opportunities for editorial positions and encouraging applicants (e.g., post open calls for expression of interest, use social media to encourage colleagues to get involved, invite applicants to submit letters of interest and assess with clear and consistent selection criteria, involve others in the decision-making, to reduce biases); (3) Establishing diversity measures and goals in place to facilitate accountability (e.g., consider the gender and ethnic mix within the particular field, consider how the journal can be representative of the field); (4) Appointing board members to be advocates and champion diversity and equity initiatives (e.g., helping to identify aims and amplify efforts); (5) Establishing fixed terms in place for editorial board members (e.g., affords the opportunity to regularly review and refresh your board). (6) Reflecting on the breadth of expertise optimal to include on the board, and proactively seeking out individuals with such expertise (e.g., consider underrepresented methods, populations, regions, etc). (7) Challenging our own assumptions and revealing unconscious biases⁵.

In an effort to address biases that exist in scholarly publishing, The Royal Society of Chemistry (RSC) established a commitment to action on DEI in scholarly publishing⁶. The RSC outlines six minimum standards for inclusion and diversity in academic

publishing, including: (1) Integrating inclusion and diversity in the strategic planning and publishing activities; (2) Working to understand the demographic characteristics of the individuals at all levels of their publishing process; (3) Acknowledging and addressing barriers experienced by under-represented colleagues involved in the publication process; (4) Defining and communicating diversity and inclusion responsibilities at all levels of the publishing process; (5) Revising the appointment process for editorial boards, to increase the breadth of representation; and (6) Publicly report diversity and inclusion progress at least once a year⁶.

The American Psychological Association (APA) also provides recommendations to advance DEI, including: (1) Communicating a clear commitment to diversity by publishing a journal diversity statement; (2) Including DEI keywords in the peer review system portal; (3) Encouraging social-justice oriented study designs; (3) Encouraging articles that include diverse population samples; (4) Adding author contributions statements to articles; (5) Requiring detailed sample demographic characteristics, and including a justification for the sample demographics (e.g., a Constraints on Generality (COG) statement that details descriptions and justifications of a study's target population); (6) Including positionality / reflexivity statements to address potential author bias and to make transparent how the identities of the authors relate to the research; (7) Featuring an Impact Statement for each article highlighting the impact, using language that can be understood by a general audience; (8) Adopting open science badges and review the Transparency and Openness Promotion (TOP) Guidelines for other ways to

encourage transparency, and include Registered Reports; (9) Setting DEI goals for Editorial Board and obtain demographic information to assess progress; (10) Identifying and inviting experts from historically excluded groups to serve on the editorial board; (11) Offering assorted appointments (e.g., quarter time or half time) to help eliminate barriers that may disproportionately impact underrepresented groups; (12) Implementing an editorial fellows program to further engage early career colleagues from underrepresented groups; (13) Encouraging editorial board members to mentor student reviewers from underrepresented groups; (14) Reviewing manuscript reference lists for gender and race/ethnicity balance during peer review; (15) Adding DEI items to the reviewer template; (16) Developing clear policies and a code of conduct for addressing racism, bias, and discrimination in peer review; (17) Adopting a Bias Interrupter model for peer review; (18) Evaluating the journal's masked review policy, considering how masked review may help promote more inclusive publication outcomes; (19) Requiring that reviewers familiarize themselves with the APA Publication Manual's (7th ed.) guidance on bias-free language; (20) Asking reviewers to provide authors with feedback regarding bias-free language; and (21) Requiring authors to confirm that they have used systems-centered language and person-first language where appropriate, and are following other community-driven language guidelines⁷.

Case Study Illustrating Specific Actionable Strategies

The *School Psychology Review* journal leadership team was formed in the Fall of

2019 following the appointment of Dr. Shane Jimerson as the incoming Editor-in-Chief (this was before any of the above general guidelines were available). The *SPR* leadership team actively engaged in developing an infrastructure and collaboration among colleagues to make intentional and purposeful contributions toward advancing DEI in scholarship and science featured in the journal. As outlined in the 2020 vision for *School Psychology Review*, Jimerson¹ articulated that advancing DEI in the field of school psychology is an important area of further emphasis. This emphasis on advancing DEI in the science, scholarship, and journal was deemed a priority for numerous reasons, including that the population of children and families served by school psychologists are increasingly diverse. For instance, among the 73 million children in the United States, more than 50% are members of racially and ethnically minoritized groups, over than 20% live in poverty, and over 20% do not speak English at home and are learning English as a second language. Thus, the *SPR* leadership team identified that advocating for and advancing DEI efforts in school psychology scholarship generally — and in *School Psychology Review* specifically — is important to influence the broader need for improved DEI efforts in the field as a whole.

As noted by Jimerson and colleagues^{2p2} “it has become increasingly evident that, when it comes to DEI efforts, we need to do more, we need to do better, and we need to do it now with an eye toward impactful and sustainable change.” The importance of action to advance DEI in the field was also highlighted in the *School Psychology Unified Anti-Racism Statement and Call to Action*. García-Vázquez

and colleagues¹ highlighted the unified commitment of school psychology organizations in the United States, and included an action plan for the school psychology community.

Herein, we highlight the connection between the *SPR* leadership team's DEI efforts and also offer a brief summary of some of the strategies that have been implemented and opportunities for the future. Several of the key strategies and actions toward accountability in implementing our DEI efforts within the journal include: (a) establishing individual and collective commitments; (b) diversifying the journal leadership; (c) diversifying the editorial advisory board; (d) preparing future diverse journal leadership through mentored editorial fellowship programs with a focus on early career professionals; (e) establishing a diverse student editorial board; (f) focusing on special topics that emphasize and promote DEI in school psychology; (g) providing professional-development opportunities and resources; and (h) establishing a journal action plan focused on advancing DEI. The following provides a brief description of each of these elements.

Confirming Individual and Collective Commitments

Providing the foundation for our collective efforts was our individual and collective commitments to advocating for and advancing DEI in school psychology. Through a process of identifying individuals with diverse areas of expertise from diverse backgrounds and including an open application process for colleagues to self-identify, individuals were invited to

collaborate and contribute to advancing the journal. As incoming Editor-in-Chief, Jimerson¹ highlighted the extraordinary opportunities for school psychology journals to further contribute to transforming the future of scholarship, science, practice, and policy in the field through intentional and purposeful efforts to further engage, involve, collaborate, and communicate with colleagues from underrepresented and marginalized groups, including; (a) securing a greater number and further involvement of underrepresented faculty, students, and practitioners; (b) increasing the likelihood of authors who see themselves represented in *SPR* leaders and will consider submitting their scholarship to *SPR*; (c) including individuals who are both knowledgeable and sensitive to cultural and contextual considerations particularly salient among underrepresented groups to enhance high quality reviews of manuscripts; (d) encouraging submissions of manuscripts that are addressing diverse populations of children, youth, and families; and (e) encouraging emphasis on scholarship addressing salient cultural and contextual considerations that are important to advancing science, practice, and policy to support diverse students' academic, social, emotional, behavioral, and mental health outcomes. Jimerson^{1(p1)} highlighted that *The participation of colleagues from underrepresented groups and those who share a commitment to the value and importance of diversity and inclusion will also contribute to advancing the diversification of school psychology through involving and mentoring early career colleagues and students, who are the future of school psychology.* Jimerson highlighted the

important linkages between advancing DEI in science and scholarship to further advance DEI in practice in the profession¹. Through this process it was confirmed that the *SPR* leadership team and all editorial board members embraced and adhered to a shared commitment to each of these opportunities to advance DEI in school psychology scholarship. Herein, the following sections describe several practical strategies and efforts to realize these opportunities through further developing the journal's editorial infrastructure and establishing editorial priorities and initiatives.

Establishing a Leadership Team

Establishing the leadership team required careful consideration of colleagues who are accomplished and distinguished scholars who shared a commitment to (including several who had previous leadership experience with) advancing DEI in the field of school psychology to serve as Senior Editors and Associate Editors. This process included extensive outreach and consultation with many leaders in the field, as well as a widely distributed open call for applications, which permitted colleagues outside of one's immediate scholarly orbit to be included among potential candidates. The leadership team includes Editor Shane R. Jimerson, Senior Editors – Jamilia J. Blake, Gary L. Canivez, Dorothy L. Espelage, Jorge E. Gonzalez, Stacy-Ann A. January, Amanda L. Sullivan, and Frank C. Worrell — and Associate Editors – Perna G. Arora, Scott L. Graves, Francis L. Huang, Tyler L. Renshaw, Samuel Y. Song, and Cixin Wang. In addition, more than ten Guest Editors have already contributed generously through the

preparation of special topic sections (described further below) featuring articles on important topics warranting further emphasis in the field.

The composition of the *School Psychology Review* leadership team includes an incredibly strong and accomplished group of scholars and also represents the greatest diversity among leadership in the history of the journal. Through the described efforts, the leadership team is the most diverse of all other journals in the field. The diversity among the leadership team is vast, including geographic locale, type of institution, disciplinary emphasis, areas of specialization, theoretical foundations, methodological expertise, as well as diversity across personal characteristics such as gender, race, culture, first generation college graduates, childhood poverty, immigration, nationality, languages, and more. Combined with their stellar scholarly accomplishments, this diversity among and across members of the leadership team is essential to soliciting, securing, reviewing, and selecting scholarship to be featured in the journal that advances science, practice, and policy related to school psychology. As an indicator of our accountability, whereas people of color represent fewer than 10% of school psychologists generally (e.g., membership of the National Association of School Psychologists, membership of Division 16 of the American Psychological Association, graduate educators in school psychology; see Jimerson¹), colleagues from historically underrepresented or marginalized groups currently comprise 71% of the *School Psychology Review* leadership team, with all sharing a commitment to advancing DEI in science, scholarship, and practice.

Developing the Editorial Advisory Board

Considerable efforts were focused on the development of the editorial infrastructure, particularly in identifying and inviting diverse individuals to compose the editorial advisory board. This process included extensive outreach and benefited tremendously from the widely distributed open call for applications, which resulted in a broad cross-section of faculty, practitioners, and post-doctoral scholars to be included among potential editorial board candidates. Notably, outreach to colleagues from historically underrepresented or marginalized groups was particularly important to ensure the breadth of expertise and experiences that would be essential to review manuscripts aiming to advance science, practice, and policy in school psychology. Moreover, the tremendous diversity among the colleagues contributing to the editorial board affords greater awareness, sensitivity, and emphasis on cultural and contextual considerations key to further advocating for and advancing DEI in the field of school psychology.

The composition of the *School Psychology Review* editorial board reflects an incredibly strong group of scholars and practitioners and also represents tremendous diversity. As noted above, people of color represent fewer than 10% of school psychologists (see Jimerson, 2020), the number of colleagues (among those reporting) from historically underrepresented or marginalized groups accounts for more than 40% of the current editorial board, with all sharing a commitment to advancing DEI in science, scholarship, and practice.

Supporting Editorial Fellows

Recognizing the importance of contributing to the next generation of action editors in the field of school psychology, we have established a *School Psychology Review* Editorial Fellows infrastructure to help support the knowledge and development of colleagues seeking to further advance DEI in school psychology scholarship and contribute as action editors in the future. Utilizing information from the application portal that was open to all individuals who may have interest in contributing to the journal operations, each year we identified two colleagues to join us as Editorial Fellows, including; Tamika La Salle, Chunyan Yang, Justin Allen, Eui Kim, Chavez Phelps, and Matthew Gormley. Editorial Fellows work closely with the journal's Editor and leadership team to further expand their skills, knowledge, and talents related to editorial responsibilities.

These efforts aim to build the foundation in managing manuscripts, further refining communication skills, and generally developing skills related to navigating journal infrastructures and editorial processes. *SPR* Editorial Fellows engage in a full-range of learning activities, including (a) learning about the infrastructure related to publishing an academic journal, (b) using editorial management platform to identify and invite suitable reviewers, (c) guidance and support in preparing high-quality constructive reviews that will provide authors with valuable feedback, (d) engaging in discussions to identify areas warranting further emphasis, and (e) engaging in outreach to encourage further submissions in their areas of expertise.

The engagement and mentoring of these early career scholars from diverse backgrounds aims to further contribute to the future journal leadership in the field. Presently colleagues from historically underrepresented or marginalized groups currently comprise 83% of the *School Psychology Review* editorial fellows, with all sharing a commitment to advancing DEI in science, scholarship, and practice.

Constructing a Student Editorial Board

In further establishing the editorial infrastructure, embracing that current graduate students are the future of the field, we chose to construct a student editorial board. In consultation with the *School Psychology Review* leadership team, it was determined that the optimal composition of the student editorial board would begin with the identification of graduate students who worked with members of the editorial board, such that a close mentoring relationship would be present to guide the student review process. The vision for establishing the student editorial board is multifaceted, with a strong emphasis on preparing and mentoring the next generation of colleagues who will become members of editorial boards (as reviewers) in the field of school psychology and, eventually, assume leadership roles as action editors and editors.

Participation on the *School Psychology Review* student editorial board provides students with (a) a structured and supportive mentorship experience that introduces them about the peer-review process; (b) an opportunity to receive in-depth exposure to

the operation of a scientific journal in the field of school psychology; (c) engagement in the editorial process as a means to encourage their career trajectories toward academia and training in school psychology and related disciplines; (d) exposure to the latest research in school psychology through firsthand peer review of submitted manuscripts; (e) scaffolding to build scientific writing and feedback skills by critically evaluating submitted manuscripts; and (f) preparation for those seeking to become early career scholars and future editorial board members. With intentional and purposeful guidance to editorial board members, including an open application process for nominating student members, we successfully established a student editorial board that contributes to the peer review process. The number of graduate students from historically underrepresented or marginalized groups (among those reporting) accounts for more than 82% of the student editorial board, with all sharing a commitment to advancing DEI in science, scholarship, and practice.

Developing Special Topic Sections

Following the establishment of an editorial infrastructure that works towards advancing DEI, science, scholarship, and practice, the next step was to mark out editorial priorities and initiatives that were clearly targeted for progressing DEI featured in *School Psychology Review* in order to further inform practice. Special topic sections were identified to address contemporary issues and next frontiers that inform DEI work in the field of school psychology. As described by Jimerson, *SPR will feature high-quality scholarship that includes participants from*

diverse groups, geographic regions, cultural, and marginalized or underrepresented and underserved groups (e.g., LGBTQ, housing insecure, immigrant-origin, linguistically diverse). Scholarship focusing on diversity considerations, social justice, and diverse populations will be emphasized in general articles as well as in timely special topic sections featuring contemporary science^{1(p2)}.

Following extensive online consultation and input from scientists, students, and practitioners in the field, the leadership team generated a list of potential special topics that would warrant further emphasis. Following extensive review and consideration of this list, and then the subsequent development of formal proposals, 8 special topic sections were initially selected as immediate priorities for the incoming editorial team, which began managing reviews of manuscripts in June 2020. Subsequently, additional special topic sections were identified.

The design of the special topic sections permits all interested individuals to prepare and submit a paper for consideration rather than relying exclusively or primarily on invited submission. This design increases the openness and fairness of the process, as all papers are processed through the same triple-blind peer review processes — established in an effort to reduce implicit bias and other challenges — as regular manuscript submissions. Among the eight special topic sections identified as priorities, each specifically highlighted the importance of submissions focused on advancing DEI. Published, as well as forthcoming special topic sections address a range of contemporary issues in school psychology, yet each topic explicitly includes an emphasis

on advancing knowledge related to working with and supporting the diverse population of students in schools (see Table 1). Furthermore, guest editors are invited to contribute leadership to each of the special topic sections, which has already involved more than 10 guest editors. Colleagues from historically underrepresented or marginalized groups account for more than 80% of the current guest editors, with all sharing a commitment to advancing DEI in science, scholarship, and practice.

Table 1. *Recent and Forthcoming Special Topic Sections Featured in School Psychology Review.*

- Preventing School Violence and Promoting School Safety: Contemporary Scholarship Advancing Science, Practice, and Policy⁸
- COVID-19 and School Psychology: Contemporary Research Advancing Practice, Science, and Policy⁹ (more than 20 articles already featured in this special topic collection)
- Addressing Youth Suicide Through Prevention, Intervention, and Postvention¹⁰
- Unlocking the Promise of Multi-Tiered Systems of Support (MTSS) for Linguistically Diverse Students¹¹
- Reconceptualizing School Psychology for the 21st Century: The Future of School Psychology¹²
- Meta-Analyses and Systematic Reviews Advancing the Practice of School Psychology: The Imperative of Bringing Science to Practice¹³
- Promoting the Development of Black Males: Supporting Social, Behavioral, Emotional, and Academic Success¹⁴
- Equitable Practices for Diverse Student Populations (forthcoming)
- Theory, Methods, and Practice to Advance Equity and Justice in School Psychology (forthcoming)
- School Climate, Bullying, and Social-Emotional Learning: Transdisciplinary and Transnational Science Advancing Positive Youth Outcomes (forthcoming)
- Prejudice Reduction and Anti-racism Professional Development in P-12 Settings: Promise and Perils (forthcoming)
- Understanding and Promoting Social-Emotional Well-Being of Immigrant Youth (forthcoming)
- Open Science in School Psychology (forthcoming)

Promoting Professional Development

An additional editorial priority and initiative is the provision of professional development to empower the broader *School Psychology Review* community with competencies that will help increase DEI representation in our scholarship. These efforts are ongoing. We have offered webinars, online courses, readings, and reminders to help all colleagues involved with the journal — including senior editors, associate editors, guest editors, editorial board members, and student board

members — be aware of and knowledgeable about implicit bias as well as cultural and contextual considerations relevant to our responsibilities in reviewing scholarly works. Throughout our efforts, we continue to emphasize the importance of kind, constructive, and thoughtful feedback to authors.

We recognize there are numerous opportunities for ongoing professional development related to DEI work for each of us, and we recognize the role of the journal as an influential outlet

for promoting further knowledge and collective awareness of the impact and influence of racism, oppression, and discrimination on child development, adjustment, adaptation, wellness, wellbeing, and education outcomes. Recognition of DEI factors will further enrich future scholarship and science that aims to inform our understanding and practices to support the healthy development of children in our schools and communities. We remain committed to building, promoting, and contributing to professional development that will further advance DEI in the field school psychology.

Establishing a DEI Journal Action Plan

The action items outlined in the *School Psychology Unified Anti-Racism Statement*

and *Call to Action*³ provide guidance for professionals in the field of school psychology to further advance DEI. As briefly outlined in the above summary of some of our activities since 2019, we reaffirm our commitment to ongoing efforts to advance DEI in the field of school psychology. We have outlined our commitments in the *School Psychology Review* action plan to further contribute to advancing DEI in school psychology (see Table 2). This journal action plan is one component of our larger, overarching editorial initiatives, which motivated current efforts and will continue to drive our ongoing efforts toward advancing DEI into the future. The journal DEI action plan serves as a touchstone to guide future efforts, initiatives, and strategies.

Table 2. *School Psychology Review* Action Plan to Further Contribute to Advancing Diversity, Equity, and Inclusion in School Psychology.

- We will publish articles that will be resources for trainers and programs addressing diversity, equity, and inclusion related to the field of school psychology.
- We will mentor early career psychologists and students, especially those of color, with increased opportunities for collaboration and support.
- We will support school psychology graduate students with collaboration and guidance through providing opportunities, engagement, a mentoring program, and professional development.
- We will actively recruit diverse voices for leadership positions with the journal.
- We will engage colleagues to ensure that diverse voices are represented in reviewing and publishing scholarship in our field.
- We will regularly publish science and scholarship inclusive of voices and perspectives of scholars and communities of color.
- We will address the structural and pervasive challenges related to systemic racism and implicit bias in our journal activities by intentionally building equitable infrastructure around decision making, representation, sensitivity, and fairness in all journal activities.

Note. Adapted from the *School Psychology Unified Anti-Racism Statement and Call to Action*.³

Articulation of the Logic Model

As stated above, it is imperative that leaders of scientific journals engage in intentional, purposeful, and sustained actions to advocate for and advance DEI, scholarship, science, and practice. The logic model regarding the efforts of journal leadership impacting advances in DEI, scholarship, science, and practice is as follows (illustrated in Figure 1). Leaders of scientific journals engaged in intentional, purposeful, and sustained actions to advocate for and advance DEI, scholarship, science, and practice, which then impacts the representation and DEI among journal leadership, editorial boards, and reviewers.

This increases DEI among journal leadership, editorial boards, and reviewers impacts the contributions of colleagues and increases the likelihood of encouraging relevant scholarship, submissions, and authors to the journal. The above efforts and impacts influence and further impacts and advances DEI within the scholarship featured in the journal, and distributed / disseminated to practitioners, therefore, ultimately influencing the practice in the field.

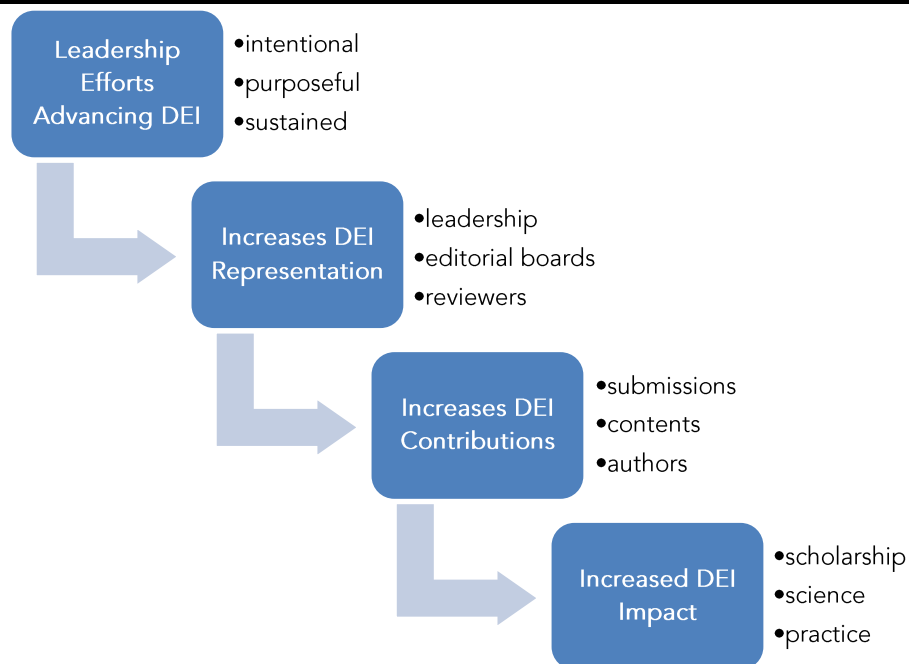


Figure 1. Logic model highlighting the imperative that leaders of scientific journals engage in intentional, purposeful, and sustained actions to advocate for and advance DEI, scholarship, science, and practice.

Conclusions

The strategies shared herein reflect some of the many efforts within the *School Psychology Review* journal focused on advancing DEI in science, scholarship and practice in the field of school psychology. In addition to the items

discussed above, the journal has also: engaged all editorial board members through regular communications, seeking input, and encouraging involvement and sharing to inform the future of the journal; familiarized reviewers with the APA Publication Manual's

(7th ed.)^{15,16} guidance on bias-free language; implemented Impact Statements for each article to highlight contributions; increasingly emphasized Reflexivity statements; and established Open Science processes (e.g., registered reports) and badges. As a premier outlet for both basic and applied scholarship regarding behavioral, developmental, psychological, and educational science related to children and the school context, we recognize that the populations of children and families whom we serve as increasingly diverse and that increasing diversity in science and scholarship is essential to advancing professional practice. The *School Psychology Review* journal publishes research that informs, advances, and stimulates science, practice, and policy related to the fields of educational and school psychology. This necessarily includes scholarship from diverse professional specialties that inform school psychology (e.g., child psychology, child development, counseling, and education) and diverse scholarship, including empirical studies (quantitative, qualitative, mixed-methods, single-case), meta-analyses, and systematic reviews. It also requires scholarship that informs prevention, intervention, and support strategies that promote the social, emotional, behavioral, cognitive, mental health, and academic development of all children, youth, and their families. The contributions of individuals from diverse disciplines and backgrounds is vital to address contemporary challenges facing children, youth, and families, thus, it is important to recognize systemic barriers that may impede the important contributions of minoritized and

historically underrepresented colleagues to scientific journals¹⁷. It is imperative that scientific journals identify strategies and engage in actions to advance diversity, equity, inclusion, scholarship, science, and practice.

Impact Statement:

The *School Psychology Review* journal has demonstrated leadership in advocating for and advancing diversity, equity, and inclusivity in school psychology science, scholarship, and practice. Actions and accountability discussed include: establishing individual and collective commitments; diversifying the journal leadership, as well as the editorial advisory board; establishing journal infrastructures to support further development and contributions of diverse students and early career colleagues; and establishing a journal action plan focused on advancing diversity, equity, and inclusion. These efforts provide an exemplar for scientific journal leadership, scholars, and professionals around the world, including those associated with the European Society of Medicine.

Conflict of Interest Statement:

None

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