JARS–Race, Ethnicity, and Culture | Table 1
Information Recommended for Inclusion in All Manuscripts

General Guidance

- The journal article reporting standards for race, ethnicity, and culture (JARS–REC) are designed to be used when reporting all research conducted in psychology.
- The *Publication Manual of the American Psychological Association* (7th ed.) provides detailed guidelines for bias-free language, including information on race and ethnicity (pp. 142–145) and style guidance for discussing racial and ethnic matters (p. 145).
- Given the variations in the way race is defined in countries around the world, authors should clarify the relevant national and cultural context for the research study. Definitions of race and ethnicity should be articulated clearly. Authors should treat the concept of culture as distinct from race and ethnicity.
  - Racial and ethnic groups and categories are not universal. Terms are used differently around the world. Authors should use racial and ethnic labels and categories that are congruent with the local usage practices and that resonate with sample participants.
  - Language usage for racial and ethnic groups changes as norms and practices for a given community evolve.
- The history of psychological research on people of color has been largely that of stigmatization, marginalization, and erasure. Research questions often centered on identifying and describing "problems" in people of color. Historically, reviewers often required study designs that use White Americans as a comparison group for people of color regardless of the research question (i.e., the deficit model approach). Current best practices involve ensuring that (a) research questions are grounded in an appropriate historical and cultural context and (b) the research questions appropriately map onto research designs. Researchers should carefully select and implement theoretical framing to ensure that racial, ethnic, and cultural stereotypes are not reified. Strengths-based models should also be considered where appropriate.
- Recommended terms to use when writing about race and ethnicity in a U.S. context can be found in the Racial and Ethnic Identity section of the bias-free language guidelines on the APA Style website and in APA's *Inclusive Language Guide*.
- Authors should view the JARS–REC standards as a complement to the existing APA Style journal article reporting standards (APA Style JARS) issued by the American Psychological Association.
- For authors who are researching health equity and other forms of equity, consider using the CONSORT-Equity 2017 extension and elaboration for better reporting of health equity in randomized trials (Welch et al., 2017).

Title and Title Page

Title

- Identify the study focus and highlight relevant constructs regarding race, ethnicity, and culture when they are the focus of the research questions under investigation.

Guidance for Authors

- When initiating collaboration with a community or indigenous group, reach a consensus on what is expected. Create an initial plan when developing research with community partners to discuss and determine whether the community partners will be coauthors.

Guidance for Authors, Reviewers, and Editors

- There is increased debate about the merits of including specific racial and ethnic groups in study titles. Concerns are that the practice is mainly applied to studies with samples of color, reinforcing the notion that White participants are the "default" or "normative" research sample. The practice can create challenges with word-count limits required in a journal's submission criteria. Authors, reviewers, and editors should weigh the merits of the title composition and length vis-à-vis bibliographic usefulness and capacity for linking the study with the existing research literature. As noted, keywords should be viewed as an important complement to the title. Reviewers should be careful to apply critiques of titles equitably and avoid recommending actions that directly or indirectly imply that White participants are the normative population.

Author Note

- Use precise terminology and describe how and why you are using certain racial and ethnic terms (e.g., using "African American" and "Black" interchangeably; "Latino/a/x" vs. "Hispanic"), consistent with APA Style.
- Acknowledge community partners who assisted with sampling recruitment, data collection, and/or retention efforts—particularly with "hard-to-reach" populations.
- Include the author's positionality statement that is relevant to the present study and considers potential sources of implicit and explicit bias (e.g., how researchers' backgrounds and orientations have influenced the selection of theory, study design, sampling frame, measures, and interpretation). (See the *Equity, Diversity, and Inclusion Toolkit for Journal Editors*.)
- Provide an author contributions statement using a standard taxonomy such as the National Information Standards Organization's Contributor Roles Taxonomy (CRediT) if the journal does not already require it.

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Abstract

Objectives

- State explicitly when race, ethnicity, and culture are focal issues under investigation.

Participants

- Acknowledge the racial and ethnic heterogeneity of the sample in the abstract.

Guidance for Editors and Reviewers

- Authors can face challenges meeting word-count limits when describing racial and ethnic samples. Although this leaves less room to discuss other findings of interest, authors should consider race, ethnicity, and culture as key moderators of study results. This challenge should be taken into account in evaluating the suitability of the abstract.

Keywords

- Identify five keywords that signal relevant populations to help promote searchability.

Introduction

Description of Research Problem or Question

- Select the theoretical approach.
- When applying a theoretical framework to a group that is not consistent with the group that the framework was developed in/for, explicitly state this and detail the strengths and limitations of applying the framework to this group.
- Consider using resilience- and strengths-based theoretical frameworks to conceptualize research questions; frame investigations of challenges in light of the community's cultural capital, especially for marginalized communities.

Guidance for Editors and Reviewers

- One challenge of conducting research with people of color is the degree to which mainstream/Western theories can be generalized to these populations and applied with validity in these communities. Researchers often need to adapt existing widely adopted theories to describe the rationale for a set of questions. Integration of multiple theoretical frameworks may also be required to frame a research question effectively, including theories developed for populations of color. Be mindful that an explanation of theoretical framing often necessitates more space to ensure the authors understand the rationale for the work.

Review of Relevant Scholarship

- When conducting the literature review, review and critique existing evidence on the generalizability and transferability of theories and empirical data for populations that have been marginalized by race, ethnicity, and culture. Alternatively, acknowledge the lack of research on marginalized groups.

Guidance for Authors

- Researchers should be mindful of the limits of applicability and generalizability of psychological theories created without consideration for people of color. Authors should conduct a review of the literature to determine its applicability, to explain the limits, and to describe adaptations where appropriate.

Method

Research Design Overview

- When relevant, clearly state how race, ethnicity, and culture were considered within the research design.
- Define positionality: Describe who had input on the research design. (See the guidance on positionality statements in the Author Note section and the *Equity, Diversity, and Inclusion Toolkit for Journal Editors*).
- Recognize that cultural mistrust can affect participation and the potential impact of experimental interventions. Researchers should consider the unique racial and cultural histories of the communities under study and describe how they incorporated cultural congruent practices during the research process.
- For experimental studies, consider treatment, trial, and manipulation fidelity for different racial and ethnic groups.
- Include a subsection in the Method section titled "Transparency and Openness," as recommended by your journal and/or used in your research practices (e.g., preregistration, data repository, open materials). In this subsection, describe in detail the efforts made to comply with the Transparency and Openness Promotion (TOP) Guidelines.

Guidance for Authors

- Be as transparent as possible in describing the methods-related features that are associated with race and ethnicity considerations.

Inclusion and Exclusion Criteria/Sampling Procedures

- Describe the population(s) from which the sample was drawn.
- Explain the sample selection criteria. If the sample lacks expected racial and ethnic diversity or representation within the study parameters, provide clear justifications. Link the justification(s) to the research question wherever possible.
- Describe the extent to which the research design emphasized representativeness (e.g., degree of match between sample characteristics and population characteristics) or representation (e.g., participation by a diverse sample and/or an emphasized/specific sample, possibly "shared socioecological context").
- Some sampling approaches can create the potential of excluding certain population sectors. Address such threats regarding the soundness of the study's conclusion. Link the justification for sampling procedures to the research question when the research sample is homogeneous along racial, ethnic, and/or cultural lines.
- Describe any oversampling procedures and rationale where applicable.

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Inclusion and Exclusion Criteria/Sampling Procedures *(continued)*

Guidance for Authors

- A well-constructed sample description helps readers grasp the boundaries of generalizability of study findings for racial and ethnic samples under study. Consider the international reach of your science and be precise in specifying the country in which the data were collected and the language usage of sample participants.
- In some regions of the world, tribal affiliation and religion are salient identities that can be linked to or supersede ethnicity and/or race. Include this information where relevant. Provide the information in sufficient detail so that the reader understands the sample description within the relevant cultural context.

Guidance for Reviewers and Editors

- As noted in the General Guidance section, word-count limits can present substantial challenges for authors with respect to complete and accurate sample descriptions. Reviewers should provide feedback on sample descriptions and sampling procedures that maximize the reader's capacity to ascertain the generalizability of the study findings in terms of race and ethnicity.
- Ensure the information provided is sufficiently detailed so that the reader understands the sample description within the relevant cultural context. Adapt the standards to apply to the cultural context of the data collection setting.
- A common error is substituting race for culture in the research design and interpreting racial differences as cultural differences. Reviewers should ensure that authors have operationalized these constructs and discourage interchangeable usage of race, ethnicity, and culture in the manuscript. Reviewers should address the potential for such findings to be misused to cause harm and should address these issues in their reviews where applicable.
- Authors may face certain feasibility-based limitations in terms of meeting inclusion goals for sampling. In judging the appropriateness of the sample, give strong consideration to the research questions under investigation.
- Study sample compositions and recruitment procedures should flow logically from the theoretical/conceptual framework and research questions under investigation.

Participant Characteristics

- Describe the racial and ethnic composition of the sample in as detailed a manner as possible given potential space limitations (see *Guidance for Reviewers and Editors*). Include the country of origin and language usage of sample participants in the sample description. If an open-ended "self-described" option is provided, list all provided responses, perhaps in a table or an appendix. Describe in detail the heterogeneity of multiracial and multiethnic participants. Justify whether multiracial/multiethnic is aggregated.
- If the study focused on specific racial and ethnic group participants, describe the recruitment materials and language used in the advertisement or other materials (i.e., social media to recruit, screen, and enroll study participants).

Participant Characteristics *(continued)*

- Present or summarize clearly the language used in survey questions designed to elicit information about participants' race, ethnicity, culture, country of origin, and languages spoken at home. Provide response options for category (e.g., race, ethnicity). State explicitly if you are not allowed to ask participants about race and ethnicity in the country of data collection. If participants are allowed to check multiple options to describe their racial and ethnic background, explain how the data were analyzed. If respondents' options were reclassified, explain the method used to reclassify and analyze the data.
- Avoid aggregating across different identities if possible (i.e., ethnic gloss). If identities are aggregated together, provide the rationale and describe exactly how aggregation happened.
- Where applicable, review current guidelines for language use when discussing certain groups in terms of race, ethnicity, gender identity, sexual orientation, immigration status, and so on. (See recommendations in the Racial and Ethnic Identity section of the APA Style bias-free language guidelines and in APA's inclusive language guide). Note that language for group descriptions changes over time, and preferences likely vary across subsegments of the population.

Measures and Covariates

- Discuss the reliability and validity of the measures used in populations or groups that reflect your study sample. When relevant, provide evidence of reliability and validity for each subgroup in the sample.
- Some constructs and associated measures have limited applicability/validity across various racial and ethnic samples. Where possible, describe efforts to evaluate assumptions about measurement invariance across racial and ethnic groups.
- Summarize and critique evidence of cultural validity of the scales for the populations of interest. Justify the use of measures if little empirical evidence exists on the cultural appropriateness and validity with your study sample characteristics. Consider performing preliminary psychometric investigation (e.g., direct tests of measurement invariance).
- Describe in detail and justify adaptations of measures being applied to a different racial and ethnic group as the validity sample. Explain in detail procedures for translations of study materials, including steps for back-translation.

Data Collection

- Explain how the sample was recruited, including attempts to recruit a diverse sample, and whether participant demographic characteristics were reviewed during recruitment to ensure a representative sample.
- Describe efforts to ensure that participation among underrepresented racial and ethnic groups is sufficient for analyses of race and ethnicity.
- If interviewers and coders were used, describe the interviewer and coder's race, ethnicity, and culture in the way collected from participants.

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Considerations for Secondary Data Sets

- Secondary data sets present specific challenges for authors as the measurement of racial, ethnic, and cultural variables often is not the primary focus of the research design for secondary data sets. As such, the variables available often do not reflect the latest research on the study of race, culture, and ethnicity. Select the best available variables in the data that measure the relevant racial and ethnic constructs to describe the sample. Summarize data about the place of birth, length of residence in the country where data were collected, and language usage for all sample participants whenever possible.
- Identify any limitations to the data set in describing the racial and ethnic composition of the sample and relevant variables that covary with race and ethnicity in the country where the data were collected (i.e., measurement options).

Results

Statistics and Data Analysis

- Provide information regarding missing data in terms of race, ethnicity, and culture. Assess and report missingness that is associated with the sample characteristics that are often harder to enroll and retain in research studies. Describe any adjustments made to account for the impacts of missingness in the data. Discuss how such patterns affect the study results and interpretation.
- When racial and ethnic data are included in tables, indicate how groups are coded in the table note. Consider including descriptive statistics within each subgroup as well (e.g., as online supplemental materials). This will benefit future meta-analytical research.
- Authors should make decisions about the analytic approach involving race and ethnicity that are in accordance with the research question(s).
- Where appropriate, conduct sensitivity analysis to address potential oversampling or undersampling of certain demographic groups and consider weighting to adjust statistical estimates for possible sample bias due to a lack of representativeness.
- In general, avoid rote implementation of White participants as the reference group. If comparisons across racial and ethnic groups are necessary to answer the research question, findings should be grounded in the appropriate historical and cultural contexts. Consider any constructs that often covary with race and ethnicity (e.g., socioeconomic status, generational wealth) in the interpretation of the findings in the Results and Discussion sections.
- If race and/or ethnicity are included as primary predictors or covariates in your model, explain the reasons for this approach (e.g., avoiding racial essentialism, highlighting the socioecological variables race is thought to proxy). Report the variance accounted for by race and/or ethnicity, rather than simply stating that it was "controlled for."
- Reweighting a sample to reflect a population of interest (e.g., U.S. Census or international demographics) is sometimes possible, as is seen more frequently in sociology and economics research. If possible, identify where racial and ethnic groups are disaggregated and report on any differences in the results.
- Report whether inequities caused by the intervention (e.g., unintended effects) were assessed.

Discussion

Interpretation

- Psychological research is occurring in a particular sociocultural and historical context. As such, similarities and differences between racial or ethnic groups can result from measured and unmeasured variables in the study design. Where appropriate, contextualize differences in terms of historical policies and contemporary structural challenges. Additionally, implement careful judgment in describing the ways study results generalize to the populations under study.
- Name systems of oppression and address how these systems intersect with the research findings (e.g., racism and colonialism fuel disparate health outcomes between communities).
- Recognize that small group differences can affect study outcomes; these effects can also accumulate over time (e.g., small differences in individual access to resources or health outcomes can translate into large effects at the group and community levels and over time).
- Describe how the research design may have impacted participation, sample diversity, and results, including specific outcomes related to race, ethnicity, and culture.
- Discuss how your positionality may have affected the research idea conceptualization, methods, analysis, and interpretation. This should occur across studies, regardless of the methods. Describe how the interviewer and coder's race, ethnicity, and culture could have influenced findings.
- Recognize the work outside your discipline that may have already made similar or complementary inroads on an issue from the same or different level of analysis (e.g., African American and African Diaspora studies, Chicano studies, ethnic studies, queer theory, sociology, law, public health, political science, women's and gender studies). Ensure that the manuscript properly credits the work of scholars in other disciplines.

Generalizability

- Identify and justify the target populations for the study's findings, and address limits on generality for participants, materials, procedures, and context. Specify which methods could be varied without affecting the results and which should remain constant for purposes of replication.
- Describe the limits of the scope of generalizability and transferability (e.g., what readers should bear in mind when applying findings to different racial and ethnic groups).
- Consider including a subsection titled "Constraints on Generality" to include a detailed discussion of the limits on the generality of the research. Identify and justify the target populations for the study's findings and address limits on generality for participants, materials, procedures, and context. Specify which methods could be varied without affecting the results and which should remain constant for purposes of replication. See Simons et al. (2017) for discussion and examples.
- Recognize that generalizability is always constrained and is not the primary purpose of every study; all studies have a socio-historical-cultural context.

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Generalizability *(continued)*

- Group differences between racial and ethnic groups should be interpreted carefully and via appropriate theoretical lenses. Often such differences reflect differences in participants' socioeconomic status or other contextual variables (e.g., neighborhood residential segregation). Contemporary impacts of historically harmful policies and practices should also be considered in the interpretation of study findings.
- People of color come from a wide array of backgrounds, including but not limited to social class, education, geographic region, place of birth, and ancestry. Be as specific as possible in describing these features to help the reader understand to whom the results generalize.

Implications

- Describe how findings can be used to address systemic oppression and challenge various system-justifying beliefs and practices.
- Recognize that individual-level recommendations for behavioral, attitudinal, and cognitive changes are not sufficient to create social justice; discuss the structural and systemic barriers and opportunities for change.
- Consider implications for improving future research and practice with marginalized and minoritized groups.
- Consider whether the research findings could be misinterpreted or misused to cause harm to members of historically excluded groups. Address how the authors can mitigate these risks.

References

Citation Bias and Equitable Citation Praxis

- 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 diversity in mind to expand your literature search, intellectual understanding, and citation practices.
- Review available research in smaller specialty journals on people of color. These journals are smaller, and therefore relevant cutting-edge scholarship can get overlooked.
- Do not cite papers without having read them; "classic" papers by (typically) privileged authors may not represent the best source of evidence for a particular argument, despite being widely cited.
- When conducting international research, use databases, journals, and gray literature in the language of the community under study.

Citing Outside of Your Discipline

- Consider incorporating empirical scholarship 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).

Evaluate Your Citation Praxis

- Evaluate your *citation praxis* or *citational praxis,* which refers to the practice of including citations from underrepresented scholars to address citation bias. To foster equity and diversity in scholarly discourse, include research contributions from historically marginalized or underrepresented scholars.
- 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. Traditionally, these outlets receive less attention despite the actual quality and timeliness of the scholarship.
  - Incorporate the aforementioned scholarship in your manuscripts where appropriate.

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