

# Editorial: Onward and Upward!

In Spring of 2006 we were very excited to see the fruition of a year of hard work on the Journal of Undergraduate Psychological Research. Not only was the journal published on time, the cover colorful and attractive, the layout professionally done, but, most importantly, the contents truly reflected the student authors' best efforts. Were the goals that we set out for the first year met? Let me count the ways...

First, we clearly did succeed in giving our students an outlet for their research. Eight current or former WCSU students published their papers in our first volume. Moreover, they received recognition at a journal reception from their peers, their faculty, WCSU President James Schmotter, and School of Arts and Sciences Dean Linda Vaden-Goad. Several authors brought their family and/or friends, and all were (appropriately) beaming with pride in seeing their name and their work in print. We clearly made enough of an impression on our students to make publication a desirable outcome, as the number of submissions to the journal doubled from the 2006 volume to the 2007 volume (from 8 to 16).

A second goal was to urge students who had not yet submitted manuscripts or even conducted empirical research to consider whether their research would be publishable in JUPR, in hopes that holding this goal in mind would encourage students to "aim higher" in their own research, especially in terms of theoretical underpinning, hypotheses, design, and analysis. I believe, here again, that we achieved this goal. The quality of the manuscripts was higher this year, at least in part because the would-be authors were able to peruse Volume 1 and set their sights accordingly. Several psychology faculty graciously handed out copies of the journal and the submission requirements to students and encouraged them to seriously consider the journal as the ultimate outlet for their work.

The third goal of the journal was to provide students with a chance to familiarize themselves with the manuscript development, submission, and (at least for authors of accepted manuscripts) publication processes. This is precisely what transpired. For the first time, some manuscripts were not accepted for publication. Others required substantial revisions but were ultimately accepted, and several needed only minor to moderate changes prior to formal acceptance. Thus, the overall process closely resembled that of a professional psychology journal.

Finally, we wanted to grant one or more students the opportunity to gain direct experience with managing a scholarly journal, including the challenging task of evaluating and editing the work of their peers. We were very fortunate that Elianna J. Santiago, an outstanding psychology student with excellent writing and statistical skills (not to mention patience!), agreed to serve as Student Editor. Elianna read all of the manuscripts at least twice, provided constructive feedback to the authors, and assisted several with completing additional statistical analysis. Elianna was extremely valuable to me despite having to also manage her own academic and nonacademic responsibilities.

In sum, I think that each of the goals we established for the journal was met. What next? Well, we are encouraging students to prepare their class empirical papers in a style consistent with JUPR's APA-based requirements to make the submission process less cumbersome and to facilitate additional submissions for Volume 3. Volume 2 has 11 articles and 57 pages, up from 8 and 38 last year. We hope to see an increase in submissions, articles, and pages next year. Finally, we are considering expanding our coverage to allow literature reviews and possibly other nonempirical papers to be published in the future. For now, onward and upward!

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