

# Journal of First-generation Student Success

## Accepted Manuscript Types

**Theoretical Manuscripts** are papers in which the "authors draw on existing research literature to advance theory" (American Psychological Association, 2010, p. 10) in relation to first-generation student success. Similar in structure and form to review manuscripts (see below), theoretical manuscripts are different in that they rarely present data or findings. Theoretical manuscripts may be reviews and critiques of existing theories or research findings; extension of existing literature; theoretical critique of practice; or innovative and forward-thinking expositions of current or future state(s) of student affairs and higher education as applicable to first-generation students.

**Review Manuscripts** "are critical evaluations of material that has already been published" (APA, 2001, p. 9). These manuscripts can be meta-analyses of qualitative or quantitative research, policy analysis, or compilations of existing theories or models in first-generation student success practice. Review manuscripts often include a) the issue being considered, b) a summary of previous research and literature, c) the identification of relationships, "contradictions, gaps and inconsistencies" (p. 7), and d) implications for practice, policy, and next steps. Review manuscripts speak to practice with a first-generation student focus.

**Empirical Research Articles** are "reports of original research" (APA, 2010, p. 10). The standard form for empirical research articles is introduction, methods, results, and discussion, but authors may adapt that form to fit the parameters of their research methods. Empirical research manuscripts submitted to *JFGSS* can include both qualitative and quantitative, ethnography, grounded theory, mixed methods, narrative inquiry, and critical inquiry. They must stress the link between research and practice. Several ways authors can achieve this is by addressing the underlying issues or problem related to practice centering on first-generation students that inspired the research; reveal the methodology (i.e., name and describe the specific methodology used) and discuss its relevance to the first-generation student success field; and/or offer a full discussion of results, implications, and conclusions that relates to practice in student affairs and higher



education through a first-generation student lens. Empirical articles include case studies, methodological, and theory driven research.

**Notes from the Field** provides an opportunity for practitioners and emerging scholars to share their insights from the context in which they work and to reflect critically on their own practice in an academic space where their voices may be considered underrepresented. Notes include shorter, practitioner-focused articles (5,000 words maximum), discussion papers, reflections on personal experience in the field, presentation of new data, theoretical models or concepts, and reflections on trending developments that have implications for the first-generation student experience. As with other articles, 'Notes from the Field' are *peer-reviewed* and need to meet the same writing and referencing standards as articles.

**Book Reviews** provide a brief, clear description and overview of the contents of the book while providing information on the scope and organization of the book. They also give the reader the main themes of the book. These reviews can include an evaluation that is both positive and negative and discusses both strengths and weaknesses while providing examples where necessary. Book Reviews submitted to the *Journal of First-generation Student Success* should focus on why this book is interesting and useful to the field and how it relates to the experiences or identities of first-generation college students. The journal publishes reviews of current books defined as books published no more than 12 months prior to submission to the associate editor in charge of book reviews.

Some questions the book review could address may include:

- What are the contributions this book makes?
- How is the book related to, how does it supplement, or how does it complicate current work on the topic?
- Who is the audience of this book?
- How well has the author achieved their stated goals?
- What contributions could have been made, but were not made or could have been expanded on more fully?
- What arguments or claims were problematic, weak, etc.?



Suggested structuring:

- Provide general information about the book (including main themes)
- Answer some of the questions included above
  - This should not be a review of each chapter but rather an overview with some comments and considerations.
- Address the audience, the purpose, and usefulness of this book

For questions about book reviews, including whether or not a particular book would be considered relevant by the JFGSS, please contact [jfgss@naspa.org](mailto:jfgss@naspa.org) with the citation for the book(s).

Reviews include shorter articles (2,000-2,500 words) and feature newly published books. The review should follow APA Publication Manual, 7th edition and include author, title, date, publishers, number of pages, cost, ISBN, references cited as well as the reviewer's name and institution.

*\*See the Publication Manual of the American Psychological Association (2019), 7th edition, for further discussion of these manuscript types.*

Exceptions to any of the above instructions should be discussed with the [Co-Editors](#) prior to submission. Questions about the submission and review process can be directed to the [Editorial Assistant](#).

