



Core Competencies for Scientific Editors of Biomedical Journals: Consensus Statement

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Core Competencies for Scientific Editors of Biomedical Journals: Consensus Statement



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disclosures

I co-authored this Consensus Statement that has been accepted for publication in BMC Medicine, and actively participated in the online training needs assessment, 3-round Delphi exercise, round-table in-person consensus meeting, post-meeting synthesis, and writing and revising process to develop these core competencies. I approved the final version for publication and agree to be accountable for its contents.

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disclosures

In addition to advocacies related to my offices in WAME, APAME and PAMJE, I am also involved in HIFA and its working group on access to health research (A2HR WG), the Research Fairness Initiative of COHRED, and the International Congress on Peer Review in Biomedical Publication.

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disclosures

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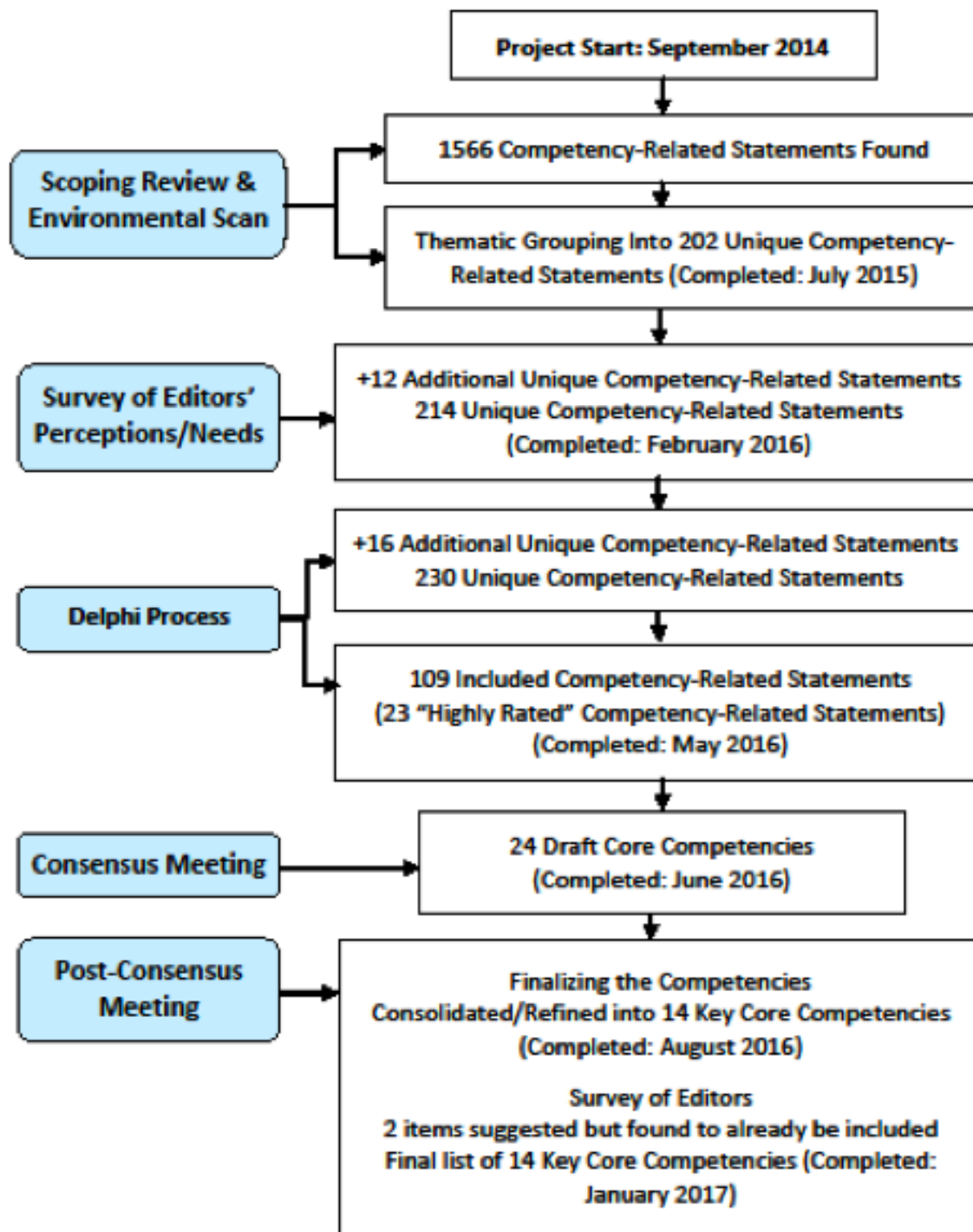
I believe I have no other financial or other (including personal) relationships, intellectual passion, political or religious beliefs, and institutional affiliations that might lead to a conflict of interest in making this presentation.

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Core Competencies

to provide guidance to scientific publishers and editors of biomedical journals worldwide on the minimum knowledge, skills, and characteristics that are needed to be effective in their role



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Core Competencies

this list is meant to represent the minimum standards for the role of scientific editor, regardless of the particularities of each journal

endorsed by APAME

Asia Pacific Association of Medical Journal Editors (APAME)
<u>BioMed Central (BMC)</u>
British Medical Journal (BMJ)
Canadian Medical Association Journal (CMAJ)
China Medical Tribune (CMT)
Cochrane
Committee on Publication Ethics (COPE)
Council of Science Editors (CSE)
Elsevier
Eastern Mediterranean Association of Medical Editors (EMAME)
European Association of Science Editors (EASE)
Nepal Association for Medical Editors (NAME)
Philippine Association of Medical Journal Editors (PAMJE)
World Association of Medical Editors (WAME)
World Health Organization (WHO)

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Core Competencies

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editor qualities and skills (5)

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a. editor qualities and skills

1/5

scientific editors are able to:

1. demonstrate experience and broad knowledge of the field(s) covered by the journal
- identify when required knowledge / skill exceeds their competency level and seek help or advice
 - possess knowledge base that includes training / experience in research environments

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a. editor qualities and skills

2/5

scientific editors are able to:

2. synthesize information and views from a wide range of sources and make informed decisions

 - exercise sound judgment in making editorial decisions
 - make fast, considered decisions about manuscripts / any other issues requiring a response
 - reconsider decisions when necessary & respond promptly to complaints

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a. editor qualities and skills

3/5

scientific editors are able to:

3. practice lifelong learning related to their role as an editor and within their area(s) of expertise
 - set personal learning goals and work to fulfill them
 - maintain current knowledge related to important developments and trends in their area(s) of expertise
 - join a professional society for editors / participate in continuing education offerings for editors

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a. editor qualities and skills

4/5

scientific editors are able to:

4. communicate clearly and effectively manage communications and relationships with authors, peer reviewers, other editors, staff (if applicable), readers, journal owners, publishers, and other relevant individuals or groups
- provide clear instructions to authors & reviewers
 - ensure appropriate & effective communication (correspondence, email, social media)

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a. editor qualities and skills

4/5

scientific editors are able to:

4. communicate clearly and effectively manage communications and relationships with authors, peer reviewers, other editors, staff (if applicable), readers, journal owners, publishers, and other relevant individuals or groups
- describe roles & responsibilities of editorial staff*
 - mentor, educate, train, provide feedback to other editors & staff*

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a. editor qualities and skills

5/5

scientific editors are able to:

5. act with leadership and integrity and be accountable to authors, peer reviewers, fellow editors, readers, journal owners, publishers, and other relevant individuals and groups
- demonstrate skill, tact, diplomacy, confidentiality & professionalism in interactions w/ authors, reviewers, readers, staff* and others (particularly concerns or disputes regarding peer review / publication process)

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a. editor qualities and skills

5/5

scientific editors are able to:

5. act with leadership and integrity and be accountable to authors, peer reviewers, fellow editors, readers, journal owners, publishers, and other relevant individuals and groups
- monitor & safeguard fairness, timeliness, thoroughness, confidentiality, and courtesy in responding to queries from authors & reviewers

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publication ethics and research integrity (3)

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b. publication ethics and research integrity 1/3

scientific editors are able to:

1. demonstrate knowledge related to the integrity of research and publishing and apply best practices in dealing with research or publication misconduct, misbehaviour, and questionable practices
 - publication ethics, misconduct & errata, retractions
 - selective reporting (publications, outcomes, analyses)
 - coi for authors, editors, reviewers, publishers, funders vs. types of articles & effective disclosure policies

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b. publication ethics and research integrity 1/3

scientific editors are able to:

1. demonstrate knowledge related to the integrity of research and publishing and apply best practices in dealing with research or publication misconduct, misbehaviour, and questionable practices
 - redundant & duplicate submissions / publications
 - bias in reporting, interpretation, extrapolation
 - reproducibility, data availability & registration of trials, reviews, protocols

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b. publication ethics and research integrity 1/3

scientific editors are able to:

1. demonstrate knowledge related to the integrity of research and publishing and apply best practices in dealing with research or publication misconduct, misbehaviour, and questionable practices
- adherence to appropriate reporting guidelines
 - post publication dialogue & contestation
 - confidentiality & anonymity in peer review and editorial processes

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b. publication ethics and research integrity 2/3

scientific editors are able to:

2. identify and uphold the principles of ethical research involving humans and animals when appraising manuscripts
- ensure laws & ethical standards are followed (respect privacy, informed consent, data protection, irb issues)
 - “dual-use research of concern” & biosecurity issues

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b. publication ethics and research integrity 3/3

scientific editors are able to:

3. articulate and apply their responsibilities and rights as a journal editor
 - copyright, licensing regulations, libel laws
 - editorial independence (journal owners / publishers)
 - editorial integrity including fairness to authors, reviewers, readers
 - best practices for journal advertising policies

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b. publication ethics and research integrity 3/3

scientific editors are able to:

3. articulate and apply their responsibilities and rights as a journal editor

 - disqualify themselves from editorial decision-making process when potential or actual coi pertaining to them arise

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editorial principles and processes (6)

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c. editorial principles and process

1/6

scientific editors are able to:

1. identify and use trustworthy resources
 - that describe best practices for scholarly publishing, publication ethics, technical editing for authors, editors, reviewers

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c. editorial principles and process

2/6

scientific editors are able to:

2. select journal content that reflects the goals and scope of the journal
- submitted manuscripts align with vision & mission (aim & scope) of their journal

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c. editorial principles and process

3/6

scientific editors are able to:

3. analyze journal policies, practices, and performance metrics to improve journal performance
- interpret journal & scholarly metrics; ensure non-manipulation
 - feedback from readers & metrics meet reader's needs
 - analyze performance metrics (time from submission to decision, acceptance, publication) to reduce delays
 - explain journal workflows & publication models

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c. editorial principles and process

4/6

scientific editors are able to:

4. evaluate the scientific rigor and integrity of manuscripts and make editorial decisions after consideration of reviewers' and other editors' comments
 - content of manuscripts for completeness, logic, consistency
 - appropriateness of research design & methods; and validity of findings & conclusions vs. research question

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c. editorial principles and process

4/6

scientific editors are able to:

4. evaluate the scientific rigor and integrity of manuscripts and make editorial decisions after consideration of reviewers' and other editors' comments
- relevance of manuscripts to journal's aims & scope
 - policies on authorship, contributorship, coi & disclosures, requirements for quality of reporting

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c. editorial principles and process

4/6

scientific editors are able to:

4. evaluate the scientific rigor and integrity of manuscripts and make editorial decisions after consideration of reviewers' and other editors' comments
 - clarity, balance, appropriate sources for recommendations on manuscripts
 - timely feedback synthesizes views of reviewers & editors; identifies critical points for improvements

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c. editorial principles and process

4/6

scientific editors are able to:

4. evaluate the scientific rigor and integrity of manuscripts and make editorial decisions after consideration of reviewers' and other editors' comments
- triage manuscripts thoughtfully & in timely manner

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c. editorial principles and process

5/6

scientific editors are able to:

5. apply best practices for research and other manuscript presentation when evaluating and requesting revision of manuscripts
 - different types of manuscripts
 - principles of research question/ hypothesis development; types & levels of evidence
 - principles of clinical research design; quantitative / qualitative research methods

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c. editorial principles and process

5/6

scientific editors are able to:

5. apply best practices for research and other manuscript presentation when evaluating and requesting revision of manuscripts
 - appropriateness & use of basic statistics
 - presentation of research data; parts, purposes & characteristics of tables, charts, graphs, images, multimedia, data supplements
 - citations and references

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c. editorial principles and process

6/6

scientific editors are able to:

6. manage and assure the integrity of the peer review process
 - describe different models of peer review
 - select appropriate reviewers
 - exclude reviewers with potential conflicts of interest
 - justify recommended manuscript changes based on reviewer comments & journal policy

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c. editorial principles and process

6/6

scientific editors are able to:

6. manage and assure the integrity of the peer review process
 - provide tactful feedback to reviewers on performance
 - assess quality of / maintain performance statistics on, peer reviewers (avoid re-inviting tardy, poor reviewers)
 - regularly express gratitude toward peer reviewers for their service

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Core Competencies

short-term goals:

- endorsement by editorial groups and journals
- develop training modules based on core competencies
- develop core competency-based curriculum to train scientific editors of biomedical journals
- evaluate core competencies

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Core Competencies

long-term goal:

- certification process: editors obtain official recognition for demonstrating possession of core competencies



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