

PRiMER

peer-reviewed reports in medical education research

STFM's journal, *Peer-Reviewed Reports in Medical Education Research (PRiMER)*, is seeking an associate editor. This volunteer position will report to the editor in chief of *PRiMER*.

PRiMER strongly supports efforts to increase diversity in scholarship, and is actively engaged in making academic career pathways more equitable and inclusive. Applicants from historically excluded, underrepresented, or disadvantaged groups are strongly encouraged to apply. For the sake of transparency, the rubric for evaluation of applications is included at the end of this document.

Associate Editor Job Description

The Associate Editor Must:

- Have personal experience with research and scholarship, including reviewing and authoring scholarly papers
- Possess a sense of clear writing, style, organization, and presentation of information.
- Demonstrate understanding of scientific methods, statistics, and other analytic methods, research and publishing ethics, and the peer-review process
- Have a desire to read manuscripts and work with authors and reviewers.
- Complete editorial review of journal submissions as assigned by the editor-in-chief, expectations of work load is evaluating 15-25 articles/year
- Attend monthly 1-hour editorial meetings remotely
- Attend one yearly in-person editorial meetings concurrent with an STFM conference (usually STFM Annual Spring Conference)
- Consult with other associate editors or the editor-in-chief regarding journal submissions or other journal business as needed

Eligibility:

- Current STFM member
- Significant high-quality peer review experience or editorial fellow experience
- Publications focused on medical education
- At least one publication in *PRiMER*, *Family Medicine*, or *Annals of Family Medicine*

Application Requirements:

- Provide a statement of interest that also addresses the following questions (<1,000 words in total):
 - Why are you interested in serving on the editorial team of *PRIMER*?
 - What is your previous editorial and/or peer review experience?
 - Why would you be an asset to the *PRiMER* editorial team?
 - Do you identify with any groups currently underrepresented in medicine, medical education or research? These might include persons with status as an immigrant or refugee, differently abled, raised rurally or in poverty, identifying as LGBTQ+, a first-generation college graduate, or from a racial/ethnic group currently underrepresented in medicine (African Americans and/or Black, Hispanic/Latino, Native American (American Indians, Alaska Natives, and Native Hawaiians), Pacific Islander, and mainland Puerto Rican.) If yes, please share a little about how this has impacted your professional career.
 - What experiences have you had increasing justice, equity, diversity and inclusion?
 - What experiences have you had teaching or mentoring students, residents, or junior faculty in writing or researching?
- CV
- A copy of one published medical education article authored by you
- If your review experience is with a different journal, please request documentation of your past review history, including an assessment of the quality of your reviews. If this is not accessible, it is acceptable to request a letter from an editor or member of the editorial team of that journal.

Submit the above-requested items to Sam Grammer, *PRiMER* Managing Publisher (sgrammer@stfm.org), with subject line “PRiMER Associate Editor Application,” by January 18, 2022.

Candidate Evaluation Rubric:

Involvement in STFM	Involvement in Family Medicine Education	Editorial/Peer Review Experience	Representative Publication	Diversity/Justice
<p>0 - no experience with STFM</p> <p>1 - involvement in one aspect of STFM</p> <p>2 - involvement in more than one aspect of STFM (collaborative, conference attendance/presentation)</p>	<p>0 - not involved with education in family medicine</p> <p>1 - peripheral involvement with education in family medicine</p> <p>2 - part of a family medicine department or residency, but no primary teaching role for residents or students</p> <p>3 – part of a family medicine department or residency, with a limited primary teaching role</p> <p>4 - part of a family medicine department or residency, with a significant primary teaching role</p> <p>5 - very involved with resident or student education, particularly in the area of research/scholarship</p>	<p>0 - no experience with peer review</p> <p>1 - limited experience with peer review</p> <p>2 - experience with peer review but limited editorial experience</p> <p>3 – editorial and peer review experience</p> <p>4 – extensive editorial and peer review experience</p>	<p>0 - Publication is not interesting or innovative, and may have flawed methodology or other serious problems</p> <p>1 - Publication is interesting or innovative, but has some flawed methodology or lacks reflective critique</p> <p>2 – Publication advances knowledge but some methodological or other problems</p> <p>3 – Publication reflects an interesting research question using reasonable methods and demonstrates reflective critique</p> <p>4 – Publication reflects an interesting research question using rigorous methods and demonstrates reflective critique and insight</p>	<p>0 - does not add diversity to our editorial team</p> <p>2 - adds diversity in one area</p> <p>4 - adds diversity in two or more areas</p> <p>6 – brings a historically excluded and underrepresented perspective that would add diversity to our group, and increase justice in medical education publishing</p> <p>8 - brings a historically excluded and underrepresented perspective that would add diversity to our group, and increase justice in medical education publishing. In addition, brings extensive experience in advancing DEI work.</p>