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Editorial

Peer review: A critical cog in the scholarship wheel

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Editorial

One of the critical components in the scholarship of teaching and learning is peer review. Most folks think of “peer review” as part of the typical publication process, yet ideally this review occurs as the project is conceived, designed, implemented, and analyzed. Researchers, regardless of how seasoned, rely on constructive feedback to hone their projects and avoid methodology-, design-, and analysis-based hiccups. Faculty often rely on their institutional colleagues and project collaborators, where a personal connection/investment is evident, to provide this feedback. In the early to middle innings of a project it is exceptionally convenient that this constructive criticism can be offered locally or perhaps regionally. Hashing out survey item development and project data analysis has no doubt involved an adult beverage or two and a healthy amount of banter! For all of the positivity associated with early to mid-stage peer review, late stage peer review associated with publication is often met with angst and trepidation by authors and author teams. Worse yet, it is perceived as a chore and annoying by peer reviewers. Wait – what happened to all of our positivity?

In an ideal world both authors and reviewers would embrace publication-based peer review and the associated value in strengthening the academy via the dissemination of quality scholarship. Concerns have been voiced among editors who struggle with both the quality of submitted manuscripts and to attract qualified peer reviewers, that meeting a publication quota is more important than striving to strengthen the literature in the eyes of at least some of our colleagues. Perhaps part of the problem is that many faculty struggle to articulate the components of a quality peer review (see “Editors’ Perspectives on Enhancing Manuscript Quality and Editorial Decisions Through Peer Review and Reviewer Development” at <http://www.ajpe.org/doi/abs/10.5688/ajpe81473>) and may never have received training or mentoring in conducting a peer review (Look for the Fall 2017 launch of Currents in Pharmacy Teaching and Learning’s Peer Reviewer Education Program). Yep... these are two significant issues, both of which contribute to the remarkably wide variation in peer review quality. Another obvious obstacle is time and how little of it faculty have to devote to this type of professional service. Perhaps the phrases “do unto others as you would have them do unto you” or (from a more religious perspective) “All things whatsoever ye would that men should do to you, do ye even so to them” resonate more strongly with some faculty – if you expect your manuscript to be reviewed, then you need to contribute some of your time to this endeavor.

Currents in Pharmacy Teaching and Learning employs a strategy for peer reviewer identification that does not exclusively rely on the faculty expertise defined by the published literature. The vast majority of the individuals listed below were recommended by either one of our Associate Editors/Editorial Board members or one of their peers based on their knowledge of the reviewers’ areas of expertise and/or experience. We recognize that many faculty members have expertise and experience that spans significantly farther than their publication record. These individuals may or may not be asked to participate in the review process and therefore represent an important untapped source of peer reviewers. We also are keenly aware that we need to build and support the skills of not only the existing generation of reviewers, but also future peer reviewers. With that in mind, in Fall 2017 we officially launched our Peer Reviewer Education program (contact Dr. Andrew Traynor andrew.traynor@cuw.edu for information on how to access the program).

Our peer reviewers are our **unsung heroes** and we thank them profusely for the coaching/mentoring that they have provided our

<http://dx.doi.org/10.1016/j.cptl.2017.09.017>

Table 1
Volume 9 Peer Reviewers.

First Name	Last Name
Jeanine	Abrons
Terry	Adam
Jennifer	Adams
Patti	Adams
Kim	Adcock
Donna	Adkins
Janna	Afanasjeva
Sara	Al-Dahir
Abeer	Al-Ghananeem
Dina	Ali
Fadi	Alkhateeb
Rondall	Allen
Sheila	Allen
Bradley	Anderson
Zach	Anderson
Miranda	Andrus
Heidi	Anksorus
Jennifer	Arnoldi
Ben	Aronson
Janet	Astle
Samuel	Augustine
Timothy	Aungst
Hibah	Awwad
Jennifer	Babin
Albert	Bach
Scott	Baggarly
Spencer	Bagley
Sarah	Bailey
Taryn	Bainum
David	Baker
Jennifer	Ball
Jordan	Ballou
Jamie	Barner
Susanne	Barnett
Kassy	Bartelme
Gina	Baugh
Jennifer	Beall
Robert	Beardsley
Kim	Begley
Mustapha	Beleh
Sylvia	Belford
Neal	Benedict
Sandy	Bentley
Shaun	Berning
Kathy	Besinque
Katie	Bichler
Annie	Biesboer
Bryan	Bishop
Penni	Black
Allison	Blackmer
Betsy	Blake
Barry	Bleidt
Barry	Bleske
Heather	Blue
Meghan	Bodenberg
Joe	Bonnarens
Jill	Borchert
John	Bossaer
Bill	Bowman
Jessica	Brady
Brenda	Bray
Rene	Breault
Bob	Breslow
Laurie	Briceland
David	Bright
Kristy	Brittain
Sara	Brouse
Bethanne	Brown

Table 1 (continued)

First Name	Last Name
Josh	Brown
LB	Brown
Michael	Brown
Harold	Bruyere
Beth	Buckley
Rodrigo	Burgos
Jack	Burke
Julie	Burris
Andrew	Bzowycyjk
Josh	Caballero
Beth	Cady
Jeff	Cain
Andrea	Cameron
Amber	Cann
Katie	Cardone
Jean	Carter
Kristin	Casper
Betty	Chaar
Shaunta'	Chamberlin
Theresa	Charrois
Ben	Chavez
Kai	Cheang
Aleda	Chen
Jen	Chen
Angie	Choi
Lisa	Cillessen
Robert	Cisneros
Angela	Clauson
Kevin	Clauson
Kelly	Cochran
Zara	Cochrane
David	Colby
Kelli	Cole
Catherine	Cone
John	Conry
Andrea	Cooper
Megan	Cooper
Ken	Cor
Sue	Cornell
Craig	Cox
Elizabeth	Coyle
Gina	Craft
Ashley	Crowl
Colleen	Culley
Jay	Currie
Patti	Darbishire
Andrew	Darley
Kim	Daugherty
Marie	Davies
Karen	Dawson
Renee	DeHart
Teresa	DeLellis
Paul	Denny
Allison	Dering-Anderson
Sandeep	Devabhakthuni
Melgardt	Devilliers
Trish	Devine
Joe	Deweese
Edgar	Diaz-Cruz
Lisa	Dinkins
Natalie	Dipietro
Margarita	DiVall
Holly	Divine
Teresa	Donegan
Krista	Donohoe
Charles	Douglas
Mark	Douglass
Thomas	Dowling
George	Downs

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