



THE UNIVERSITY *of* EDINBURGH

Edinburgh Research Explorer

The value of reviewer diversity and inclusivity

Citation for published version:

de Jong, P, Smith, PJW & Editorial Board of Medical Science Educator 2022, 'The value of reviewer diversity and inclusivity', *Clinical Teacher*, vol. 19, no. 1, pp. 65. <https://doi.org/10.1111/tct.13442>

Digital Object Identifier (DOI):

[10.1111/tct.13442](https://doi.org/10.1111/tct.13442)

Link:

[Link to publication record in Edinburgh Research Explorer](#)

Document Version:

Peer reviewed version

Published In:

Clinical Teacher

General rights

Copyright for the publications made accessible via the Edinburgh Research Explorer is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy

The University of Edinburgh has made every reasonable effort to ensure that Edinburgh Research Explorer content complies with UK legislation. If you believe that the public display of this file breaches copyright please contact openaccess@ed.ac.uk providing details, and we will remove access to the work immediately and investigate your claim.





The value of reviewer diversity and inclusivity

Journal:	<i>The Clinical Teacher</i>
Manuscript ID	Draft
Manuscript Type:	Letter to the Editor
Keywords:	Widening diversity

SCHOLARONE™
Manuscripts

Category: Letter to the Editor
Word count: 250

The value of reviewer diversity and inclusivity

In the October 2021 issue of *The Clinical Teacher*, Yip & Rashid [1] highlighted the risk of editorial bias caused by a lack of diversity and representation in editorial board composition.

While many editors will shake their heads in denial, one is reminded that we are far more able to see the act of bias in others than in ourselves [2]. We therefore thank Yip and Rashid for their examination of editorial board composition as a reminder for us all.

However, we wonder if diversity, inclusivity and equity in journal reviewers might be of even more importance than the diversity of editorial boards. Journal reviewers are crucial in the review process and they are the first to examine submitted manuscripts in detail. In our journal *Medical Science Educator*, the reviewers currently outnumber the editorial board members by almost 30:1. For every manuscript received, the decision of an editor is influenced by these reviewers.

It is incumbent upon editorial boards of international journals to promote global perspectives in the articles they choose to publish, which in turn reflect their readerships. Diversifying reviewer pools by including academics from different gender, geographical region, country income level, native language, race and ethnicity will help to address unconscious, but nonetheless persistent, editorial bias. *Cell* has explicitly set out its mission to improve the diversity of its reviewer pool through outreach involving authors themselves [3]. Such approaches are even more commendable to improve the inclusiveness of medical education publishing than focussing only on editorial board composition.

References:

1
2
3 [1] Yip SW, Rashid MA. Editorial diversity in medical education journals. *The Clinical*
4
5 *Teacher*. 2021;**18**:523-8. <https://doi.org/10.1111/tct.13386>
6
7

8 [2] Pronin E, Lin DY, Ross L. The bias blind spot: Perceptions of bias in self versus
9
10 others. *Personality and Social Psychology Bulletin*. 2002;**28**(3):369-381.
11
12 <https://doi.org/10.1177/0146167202286008>
13
14

15 [3] The Cell editorial team. Building and supporting identity in peer review. *Cell*.
16
17 2021;**184**(20): P5071-2. <https://doi.org/10.1016/j.cell.2021.09.017>
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

"For review"