

Neurology[®] Education

A New Journal in *Neurology* for Education Research

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There is growing awareness of the importance of the scholarship of teaching and learning. Research into how we educate has become more robust, systematic, and rigorous. More faculty are engaged in research that develops the primary evidence to strengthen not just what we teach but also how we teach it. At many academic institutions, educational scholarship has been formalized and is used to make promotion and tenure determinations. Governing bodies use this evidence to set standards and guide decisions on certification, credentialing, and outcome-driven curriculum development. There is growing awareness of the need for rigorous evaluation of educational interventions across all stages of training and practice including for premedical, medical, and graduate students, as well as postdoctoral trainees, residents, fellows, and professionals.

Over the past several years, *Neurology*[®] has received an increasing number of submissions on education including position papers, reviews, original research articles, and outcome-driven curriculum innovations. These studies compete with other papers for limited space in the journal, and we have often had to make the difficult decision to reject high-quality manuscripts. Few venues exist to publish papers on medical and biomedical education research, and none is specific to neurology.

With this in mind, we are excited to announce the launch of a new journal, *Neurology*[®] *Education*, a peer-reviewed, online journal that will publish original research articles, reviews, and editorials that advance the quality of evidence-based teaching in neurologic and neuroscience education. The mission of *Neurology: Education* is to inform readers, educators, clinicians, and trainees of the science of teaching, learning, and training. The journal will include articles focusing on education in neurology and related fields including medicine, psychiatry, neuropsychology, and neuroscience. The journal will be a forum to exchange ideas that enhance neurologic and neuroscience teaching broadly. We will consider articles that span the continuum of medical education including premedical, undergraduate, graduate, postgraduate, and continuing medical education. We welcome submissions by educators from all countries. Papers that focus on knowledge, skills training, professionalism, mentoring, and leadership will fall within its scope. We are also interested in papers that address inclusion, diversity, equity, antiracism, and social justice in medical education.

Papers accepted in *Neurology: Education* will be published continuously with issues compiled 2–4 times per year. Articles will be available open access without article processing fees and accessible worldwide. We will apply for indexing in bibliographic databases after compilation of the first issue to ensure rapid dissemination and discoverability of the papers that we publish. In addition to peer-reviewed original research articles, the journal will maintain an active blog to promote communication between educators and allow us to address hot topics in education promptly. It will also be a forum for students, residents, and other trainees to exchange their perspectives.

Roy E. Strowd, III, MD, MEd, MS, FAAN, will be the Editor of the new journal. The Editorial Board will include a diverse group of individuals with expertise and experience in medical education. In addition to neurology educators, the board includes experts in medical education research methods and curriculum development. The initial members of the editorial board are Dara V.F. Albert, DO, MEd; Miya Bernson-Leung, MD, EdM; Sharon A. Lewis, MD; Nicole Chiota-

From the Department of Neurology (R.E.S.), Wake Forest School of Medicine, Winston-Salem, NC; American Academy of Neurology (P.K.B.), Minneapolis, MN; and Department of Neurology (J.G.M.), Georgetown University Medical Center, Washington, DC.

Go to [Neurology.org/N](https://www.neurology.org/N) for full disclosures. Funding information and disclosures deemed relevant by the authors, if any, are provided at the end of the article.

McCollum, MD, MEd; Andres Fernandez, MD; Steven Galetta, MD, FAAN; Pearce Korb, MD, MHPE, FAAN; Douglas P. Larsen, MD, MEd; Zachary N. London, MD; Jeremy Moeller, MD, FAAN; Gauri V. Pawar, MD, FAAN; Rachel Marie E. Salas, MD, MEd, FAAN; Rana R. Said, MD, FAAN; Stefano Sandrone, PhD; Madhu Soni, MD, FAAN; and Andrew M. Southerland, MD, FAAN. In the coming weeks, we will add other members to the editorial board, including trainees.

Neurology: Education will provide a publishing home for educators in and outside the field of neurology. The journal will elevate the quality of scholarly dissemination of education research. We are excited about this new opportunity for the *Neurology* family of journals to work with a new group of authors, editors, and readers to advance this important field that will ultimately lead to better care for our patients.

For additional information about *Neurology: Education* or to submit a manuscript, visit “About the Journal” at NPub.org/NE. Questions or presubmission inquiries can be sent to NEjournal@neurology.org.

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Disclosure

R.E. Strowd serves a consultant for Monteris Medical, Inc. and Novocure; receives an editorial stipend as Section Editor of the Resident & Fellow Section of *Neurology*[®]; is lecturer for Lecturio and Kaplan; and has received research/grant support from the American Academy of Neurology, American Board of Psychiatry and Neurology, American Society for Clinical Oncology, Southeastern Brain Tumor Foundation, and Jazz Pharmaceuticals. P.K. Baskin is Executive Editor of the *Neurology* journals and employed by the American Academy of Neurology; served as Editor-in-Chief of *Science Editor*; and is Past-President of the Council of Science Editors. J.G. Merino receives salary support from the American Academy of Neurology for his editorial role. Go to Neurology.org/N for full disclosures.

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