

Fellows' role and responsibilities

Role	Responsibilities in the assessment	Advice for playing this role
Fellows	<p>The IPBES fellowship programme allows early career researchers and other professionals to engage with the Platform's activities, working alongside more experienced colleagues. Fellows are experts that are in the early stages of their careers, indicatively not older than 35 years of age and 5-10 years of experience after obtaining their academic degree. They should be working in the area of social, economic and biological sciences, policy development and/or indigenous and local knowledge systems.</p> <p>Fellows are an integral part of the IPBES assessment chapters and they collaborate with the CLAs and LAs in developing sections or parts of the chapters. They receive training to gain an in-depth understanding of the IPBES assessment processes. Fellows will also be paired up with a mentor for the assessment period.</p> <p>Fellows are expected to participate in the author meetings.</p>	<p>Coordinate your role in the chapter with your mentor as well as the existing CLAs and LAs in your chapter</p> <p>Get acknowledged to other IPBES assessments</p> <p>Do not be afraid to bring in new ideas or ask questions!</p>

Who is who in an IPBES assessment: roles and responsibilities¹

Role	Responsibilities in the assessment	Advice for playing this role
The Plenary	Initiates calls for requests, initiates scoping, initiates assessments, approves Summary for Policy Makers and accepts the assessment chapters.	
The Bureau	Oversees the policy and administrative aspects of the scoping process and the assessment process, including the preparations of Summary for Policy Makers takes part in the Management Committee and verifies the final draft report. Some of its members which are not authors may also act as review editors	
The Multidisciplinary Expert Panel (MEP)	Oversees the scientific and technical aspects of the scoping process and the assessment process, selects nominated experts, takes part in the Management Committee and verifies the final draft report.	
The Management Committees	Support the co-chairs and assists the Bureau, MEP and the secretariat in overseeing the assessment processes, including in the filling of expertise gaps and in handling non-performing authors.	Hold regular meetings by teleconference or other appropriate means at least once every two months

¹ Core version of the guide for the production of assessments IPBES/6/INF/17.

The management committees of the assessments consists of the co-chairs of the assessment, appointed members of MEP and bureau and representatives of the responsible technical support unit and secretariat. The management committee is chaired by the co-chairs of the relevant assessment and responsible for supporting the co-chairs of the relevant assessment in the day-to-day operations required for the implementation of the respective deliverable, where the substance of the matter to be addressed does not warrant alerting the MEP, Bureau or other entity responsible according to the IPBES procedures.

Be up to date with the latest version of the assessment report (Zero Order Draft), First Order Draft, Second Order Draft) or final drafts.

The management committee stays up to date with all developments of the assessment processes and also ensures that the processes adhere to the IPBES rules of procedure. Where the management committee cannot agree on an issue, or the scope of the matter to be addressed warrants a decision by the responsible body, the matter will be referred by the management committee to the responsible body.

Examples for responsibilities of the management committees include:

- Identifying and suggesting names of experts (CLAs, LAs and REs) to fill gaps in expertise, for MEP approval
- Ensuring that the global, regional and thematic assessments are consistent in including/using:
 - ✓ The conceptual framework
 - ✓ The values Guide
 - ✓ The scenarios and modelling assessment
 - ✓ Indicators
 - ✓ ILK
 - ✓ Ecosystem services classification
- Ensuring the approaches and findings of the assessments are consistent
- Assisting in the preparation of SPMs and presentation at Plenary

Assessment co-chairs

The role of co-chair is normally shared between two and sometimes three experts. An assessments co-chair's role is to assume responsibility for overseeing the preparation of an assessment report, as well as its summary for policymakers (SPM) and ensuring that the report is completed to a high standard and addresses the key scoping questions. A co-chair is senior in their field and has experience in coordinating work of experts. Besides overseeing the development of the assessment, the co-chair can also contribute text to one (or more) chapters.

The co-chair is also responsible for collaborating and coordinating with the coordinating lead authors to ensure that the chapters are delivered in a timely manner and with a high standard and addresses the key scoping questions. The co-chair will ensure that the chapters feed into each other and that their messages are not contradicting.

The co-chair participates in the setting of the agenda and the chairing of the author meetings. He/ she will work together with the

Get up to speed with the IPBES rules and procedures, as well as other assessments and deliverables
Read other relevant assessments on biodiversity and ecosystem services (available in the catalogue of assessments)

Organize regular skype meetings with chapter CLAs to stay in touch with the development of the chapters

Invest in building trust amongst the authors as well as a sense of pride and ownership of the assessment process

	<p>management committee of the assessment to ensure that issues within the assessment are being solved and that the assessment is prepared according to the decisions and guidelines of the IPBES. Once the assessment and summary for policy makers are finalized, co-chairs also engage in the outreach for those deliverables.</p> <p>Assessment co-chairs are expected to contribute 25% of their time to the coordination of their dedicated assessment. They are expected to participate in each author meeting.</p>	<p>Review and check the key messages of the chapters in order to prepare the SPM</p>
<p>Coordinating Lead Authors (CLAs)</p>	<p>A coordinating lead author's role within an IPBES assessment is to assume overall responsibility for coordinating a chapter of the assessment report.</p> <p>Coordinating lead authors are lead authors who, in addition to their responsibilities as a lead author, have the responsibility of ensuring that the chapters of a report are completed to a high standard and are collated and delivered to the report co-chairs in a timely manner and conform to any overall standards of style set for the document. They are thus to coordinate the work of the lead authors, fellows and contributing authors involved in their chapter to ensure the quality of the chapter as a whole.</p> <p>Coordinating lead authors also play a leading role in ensuring that any cross-cutting scientific, technical or socio-economic issues of significance to more than one section of a report are addressed in a complete and coherent manner and reflect the latest information available.</p> <p>CLAs coordinate the pulling out of key messages of their chapter and the writing of the executive summary of the chapter. They contribute to the writing of the SPM.</p> <p>CLAs are expected to contribute 20% of their time to the coordination of their chapter. They are expected to participate in the author meetings and to coordinate the work of their chapter at the meeting.</p>	<p>Organize regular communication between the different LAs and fellows in your chapter</p> <p>Review the text received and structure information to create a flowing chapter</p> <p>Put deadlines for the author team to deliver text timely for the delivery of the different order drafts</p> <p>Identify gaps in the chapter author team and search for potential CAs to fill those gaps</p>
<p>Lead Authors (LAs)</p>	<p>The role of a lead author is to assume the responsibility of producing designated sections or parts of chapters that respond to the work programme of the Platform on the basis of the best scientific, technical and socio-economic information available.</p> <p>Lead authors typically work in small groups that together are responsible for ensuring that the various components of their sections are put together on time, are of a uniformly high quality and conform to any overall standards of style set for the document.</p> <p>The essence of the lead authors' role is to synthesize material drawn from the available literature, fully-justified unpublished sources, contributing author's stakeholders and experts where appropriate.</p> <p>Lead authors can identify contributing authors who can provide additional technical information or graphics on specific subjects covered in the chapter.</p> <p>LAs are expected to contribute 15% of their time to producing relevant sections and parts to their dedicated chapters. They are also expected to participate actively in the author meetings.</p>	<p>Actively participate in discussions within the chapter team about the content of the chapter</p> <p>Divide tasks amongst lead authors and identify the areas that each will write about</p> <p>Get familiarized with previous IPBES assessments to learn about the style and overall standards expected</p> <p>Collect peer reviewed literature for the author team to use</p> <p>When gaps are experienced in the chapter, consider where you could use a contributing author for to fill those gaps</p>

Contributing Authors (CAs)	<p>A contributing author's role is to prepare technical information in the form of text, graphs or data for inclusion by the lead authors in the relevant section or part of a chapter.</p> <p>Input from a wide range of contributors is key to the success of Platform assessments. Contributions are sometimes solicited by lead authors but spontaneous contributions also encouraged. Contributions should be supported, as far as possible, with references from the peer reviewed and internationally available literature.</p> <p>Contributing authors are responsible only for contributing to a specific part of the chapter and do not work on the chapter as a whole. They will be listed only as contributing author if their input is included in the final report. Contributing authors are not formally nominated and also do not normally fill in the conflict of interest forms. They are not privy of all communication in the chapter team but work directly with the LA or CLA who is coordinating the CA's technical input into the chapter.</p>	<p>Provide technical information in a concise and clear text or graph</p> <p>Provide the adequate referencing from peer reviewed material to the contribution</p> <p>Coordinate your input with the authors of the chapter as to see where your text is best fitted and to adapt it to the content of the overall chapter</p> <p>Keep in mind confidentiality of the report when being part of the author team.</p>
Review editors (REs)	<p>Review Editors are seniors in their field, and may represent a range of scientific, technical and socioeconomic views, and therefore have expertise in one or more natural and social scientific disciplines, and represent or have expertise in indigenous and local knowledge. The review editors get involved as of the review phase of the first order draft and help the author teams to address review comments during the second and third author meeting, and help to ensure that confidence terms are used consistently throughout the executive summary of the related chapter.</p> <p>In general, there will be two review editors per chapter, including its executive summary. It is also possible that an assessment has one or more overall review editors that review the entire report. Review editors are not actively engaged in drafting reports and may not serve as reviewers for text that they have been involved in writing.</p> <p>The review editors' main tasks are: (i) to assist the Multidisciplinary Expert Panel in identifying reviewers for the expert review process, (ii) ensure that all substantive expert and government review comments are afforded appropriate consideration, (iii) advise lead authors on how to handle contentious or controversial issues and (iv) ensure that genuine controversies are adequately reflected in the text of the report concerned.</p> <p>Responsibility for the final text of the report remains with the relevant CLAs and LAs.</p> <p>Review editors must submit a written report to the Multidisciplinary Expert Panel and, where appropriate, will be requested to attend a meeting convened by the Multidisciplinary Expert Panel to communicate their findings from the review process and to assist in finalizing summaries for policymakers and, as necessary, synthesis reports. The names of all review editors will be acknowledged in the reports.</p> <p>Review editors participate in the second and third author meetings.</p>	<p>Get accustomed to the content of the chapter of which you are the review editor well before the Second Author's Meeting</p> <p>Consider who would be suitable candidates for performing the expert review</p> <p>Refrain from imposing changes in the text to the author team</p> <p>Review the responses by authors to comments received</p> <p>Be a good sparring partner to the author team and make good judgement calls</p> <p>Be open to different perspectives and world views</p>
Peer reviewers	<p>Peer reviewers carry out the external review of the first and second order drafts of the assessment report and the summary for policy makers. They have to register as an expert reviewer in order to be</p>	<p>Comment in a constructive tone</p>

	<p>able to comment on the accuracy and completeness of the scientific/technical/socio-economic content and the overall scientific/technical/socio-economic balance of the drafts. An expert reviewer evaluates the quality, validity and relevance of the assessment. The aim of a peer review is to provide authors with constructive feedback that will help in preparing the assessment of the highest quality.</p> <p>Experts who are nominated by governments and observer organizations but not selected are encouraged to contribute to the report as Expert Reviewers.</p> <p>Expert reviewers are independent experts (i.e. experts not involved in the preparation of that particular chapter). They will be mentioned as expert reviewers in the final report.</p>	<p>Comment also on parts of the text that are relevant and that should stay in the text</p> <p>Be specific with full citations for relevant papers, when providing suggestions for text revision</p> <p>Suggest on ways to shorten the text and/or display content using figures or tables</p> <p>Focus on substantive issues (comments on spelling, text style and grammar are not needed)</p> <p>When reviewing the draft report, also take note of the original scoping document for the assessment</p> <p>Comments will only be accepted in English and in the given review format.</p> <p>Comments are to be given within the deadline of review.</p>
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<p>Technical Support Units (TSUs)</p>	<p>The IPBES secretariat is mandated to provide technical support to the expert working groups. Technical support needed for the development of the deliverables including the assessments will in principle be provided by the secretariat. In many instances however, the technical support needed exceeds the capacity of the secretariat in its planned composition and it is more cost effective when additional technical support to expert groups is provided through the establishment of technical support units</p> <p>Each assessment has one dedicated technical support unit, normally hosted by a partner institution and consisting of a couple of technical and administrative staff members. Technical support units represent one avenue for involving regional hubs and regional or thematic centres of excellence in the work of the Platform. It can</p>	<p>Provide regular updates to both the assessment teams and the secretariat on assessment developments</p> <p>Build relationships with your authors to facilitate the building of trust</p> <p>Stay up to date with all IPBES relevant rules of procedures and Plenary decisions</p>

also happen that the technical support unit is hosted within the IPBES secretariat. In any case, the TSU works under the oversight of the secretariat to coordinate and administer the activities for the assessment expert group.

Some of these main activities include:

- Provide guidance to the expert group to ensure that activities are delivered in accordance with the guidance of the MEP, related IPBES decisions, and with the rules of procedure of the Platform.
- Provision of logistical, technical and thematic support (through documents, communications, contacts, etc.) to the experts to facilitate their participation in the assessment
- Support the formatting and editing of the regional assessment report and the identification of plagiarism risks.
- Support the organization and storage of reference materials and data used in the assessment report, make assessment related material not publicly available accessible to reviewers and submit the material to the IPBES secretariat for archiving.
- Support the expert group in convening teleconferences, also by putting in place the necessary teleconference services to facilitate calls.

The IPBES secretariat

The IPBES secretariat support the Bureau, MEP and Management Committees in overseeing the production of the assessment report, oversee the provision of support by the TSU and store and provide access to assessment related materials that are not publicly available. Other key roles include supporting the Plenary, interacting with governments and ensuring that governments and other stakeholders receive all relevant documents