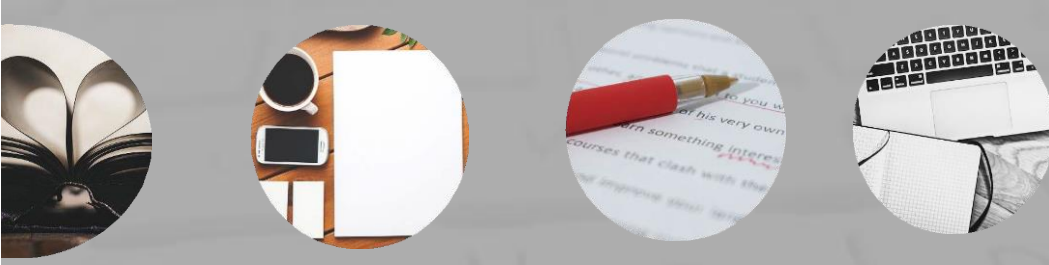


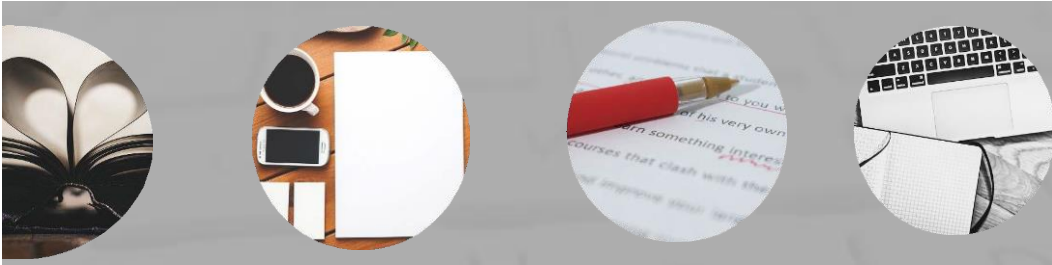


## TABLE OF CONTENTS

<b>DAY 1</b> .....	<b>1</b>
<b>SESSION 1 (Facilitator: Prof Keyan Tomaselli, Committee on Scholarly Publishing in South Africa chair)</b> .....	<b>1</b>
Welcome and apologies .....	1
Confirmation of the agenda .....	1
Approval of the proceedings of the meeting of 10–11 November 2021 .....	1
Matters arising from the previous minutes.....	2
1. Report back on the statement on issues and struggles faced by editors of journals in South Africa.....	2
2. Progress report on Scholarly Publishing Programme activities (Ms Susan Veldsman).....	3
Discussion.....	7
<b>SESSION 2 (Facilitator: Ms Susan Veldsman, Director of the Scholarly Publishing Unit)</b> .....	<b>8</b>
Plan S and its implications for journals (Dr Alice Gibson, Joint Information Systems Committee, UK).....	8
Discussion.....	10
The prospects of audio publishing (Dr Nosipho Mngomezulu, University of the Witwatersrand) .....	11
Discussion.....	14
<b>SESSION 3 (Facilitator: Prof Ronelle Carolissen, Psychology in Society Journal)</b> .....	<b>15</b>
Strategies to reach more readers (Prof Rebecca Garland, Clean Air Journal) .....	15
How to report to your editorial board (Prof Mike Lambert, South African Journal of Sports Medicine) .....	17
The importance of standardised referencing (Prof Philip Machanick, South African Computer Journal) .....	19
Multimedia and enhancing engagement of readership (Prof Klaus Von Presentin, South African Family Practice Journal) .....	20
Discussion.....	23
<b>SESSION 4 (Facilitator: Prof Keyan Tomaselli, Committee on Scholarly Publishing in South Africa chair)</b> .....	<b>24</b>
Keynote presentation (Dr Seán Muller, Author of The Incentivised University: Scientific Revolutions, Policies, Consequences) .....	24
Discussion.....	29
<b>SESSION 5 (Facilitator: Prof Takalani Mashau, Journal of Educational Studies)</b> .....	<b>30</b>
Accreditation of creative outputs (Mr Chief Mabizela, Department of Higher Education and training).....	30
Evaluation process of creative outputs (Dr René Smith, University of the Witwatersrand) .....	32
Evaluation process of creative outputs: Universities' and sectors' perspective (Prof Leora Farber-Blackbeard, University of Johannesburg).....	35
Evaluation process of creative outputs: A creator's perspective (Dr Lee Watkins, Rhodes University).....	37
Discussion.....	38
Wrap-up and Closure .....	39



<b>DAY 2</b> .....	<b>40</b>
<b>SESSION 1 (Facilitator: Dr Naomi Nkealah, Imbizo Journal)</b> .....	<b>40</b>
Ethical considerations when publishing scholarly journals (Dr Pierre de Villiers, AOSIS) .....	40
Copyright transfer – why is it such a big deal? (Dr Jenice Goveas, International Science Council)	42
Ethical standards in academic publishing (Prof Betty Mubangizi, African Journal of Governance and Development) .....	44
Discussion.....	46
<b>SESSION 2 (Facilitator: Prof David Walwyn, Committee on Scholarly Publishing in South Africa member)</b> .....	<b>48</b>
Ensuring a quality review for a research article (Dr Caradee Wright, South African Medical Research Council) .....	49
Peer reviewer capacity building (Prof Bob Mash, African Journal of Primary Health Care And Family Medicine) .....	51
Discussion.....	52
<b>SESSION 3 (Facilitator: Prof Caroline Ncube, Committee on Scholarly Publishing in South Africa member)</b> .....	<b>55</b>
Struggles faced by editors of journals in South Africa (Prof Phillip de Jager, Committee on Scholarly Publishing in South Africa member) .....	55
Development of editors and assistant editors (Prof Labby Ramrathan, Journal of Education) .....	57
Discussion.....	59
Closure (Prof Keyan Tomaselli, Committee on Scholarly Publishing in South Africa chair) .....	61
<b>APPENDIX 1: LIST OF ACRONYMS</b> .....	<b>63</b>
<b>APPENDIX 2: LIST OF PARTICIPANTS</b> .....	<b>65</b>



## DAY 1

### SESSION 1 (Facilitator: Prof Keyan Tomaselli, Committee on Scholarly Publishing in South Africa chair)

Prof Keyan Tomaselli is a distinguished Professor of Humanities at the University of Johannesburg (UJ) and Professor Emeritus at the University of KwaZulu-Natal (UKZN). Prof Tomaselli is also the chair of the Academy's Standing Committee on Scholarly Publishing in South Africa (CSPiSA).

#### Welcome and apologies

Prof Keyan Tomaselli welcomed everyone to the annual National Scholarly Editors' Forum (NSEF) meeting hosted by the Scholarly Publishing Programme (SPP) of the Academy of Science of South Africa (ASSAf) and acknowledged and appreciated that it was a busy time of the year for academics.

Apologies received were noted.

The NSEF meeting of 2021 had been active and productive, and had covered many issues that have been accumulating over the last few years due to the interaction of new publication technologies, business models, publishers, copyright regimes, open access, and a variety of other processes. Amongst these was the definition of a 'South African' journal. The Committee constantly dealt with new applications, not all of which came from South African journals. What constituted a South African journal, and which journals qualified for consideration for accreditation was becoming increasingly important.

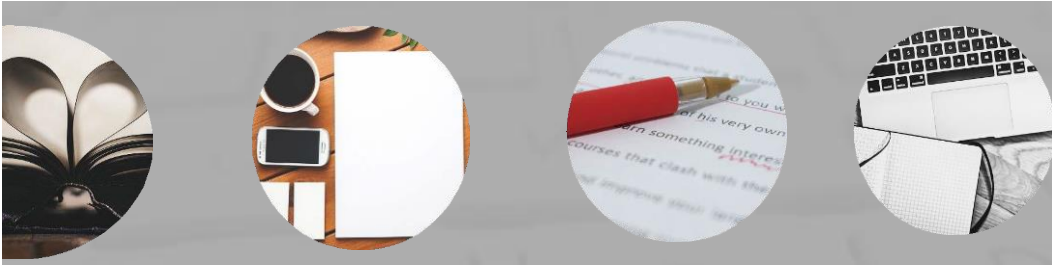
Another important matter that had arisen in the previous meeting was during the session 'Can editing be fun?', when the question had generated a discussion about the role that editors played in the academic value chain, and the lack of recognition accorded to them by institutions for their work. Many academics were encouraged to publish, but no one was encouraged to become an editor or a peer reviewer. Without those two functions, the scholarly publishing system would collapse. A sub-committee led by Prof Phillip de Jager has been working on a statement that would be presented later in the meeting, the aim of which was to persuade universities to include editing and peer reviewing in performance management contracts.

#### Confirmation of the agenda

The agenda was confirmed.

#### Approval of the proceedings of the meeting of 10–11 November 2021

The proceedings of the meeting of 10–11 November 2021 were approved.



## Matters arising from the previous minutes

### 1. Report back on the statement on issues and struggles faced by editors of journals in South Africa

Prof Tomaselli requested editors who were attending the meeting to send in their experiences, comments and suggestions, which would be accumulated into a document that would add momentum to the cause of editor recognition. Prof Tomaselli's short presentation to the NSEF meeting the previous year had been elaborated into a longer essay, which had recently been published in *Tydskrif vir Letterkunde*<sup>1</sup>. He asked the secretariat to circulate the link to all editors, as it could serve as a launchpad for a longer response to university administrations to encourage them to take the roles played by editors and peer reviewers more seriously. Unless pressure was maintained on administrators about the crucial role of editors, publishers, publications and peer reviewers in the publishing value chain, the matter would be reduced to a 'DHET balance sheet', as was increasingly the case. Focus needed to be maintained on the questions: Why publish? Publish where? What is the impact, and how is it measured in terms of performance management processes? Prof Tomaselli encouraged attendees to place links to relevant journals or to their own journals in the chat forum along with any comments they wished to make. The issues faced by local editors were replicated across the world.

Prof Christa Rautenbach said that approaching university faculties as individuals was a losing battle. She wondered whether ASSAf could draft a statement to institutions to assist editors in persuading faculties of the importance of editorial functions. A message coming from 'the top down' might carry more weight. ASSAf already wielded influence with universities due to the quality of their publications.

Prof Tomaselli responded that the sub-committee headed by Prof de Jager had been formulating a statement, and more information would be provided during Session 3 on Day 2. He agreed that the 'push' needed to be an institutional ASSAf project in order to hold weight with the universities. ASSAf did excellent work on several fronts, particularly with regard to publication practices, procedures, peer review, and editing best practices, but it did not always reach the desired audiences. It was up to every editor to work individually and through ASSAf to circulate the documents produced by ASSAf to the deans, deputy deans, research offices, and to vice chancellors; and to ensure that those documents went onto the agendas of faculty board meetings; otherwise the matter would fail to achieve traction at universities, who were faced with a multitude of other challenges. It was up to individuals to ensure that the debates reached the administrators, who were not all authors or editors, and therefore did not understand the challenges. Prof Tomaselli asked Ms Susan Veldsman, Director of the ASSAf Scholarly Publishing Programme, what types of information came through to her office in that regard.

Ms Veldsman replied that her office received regular complaints from editors about not being sufficiently recognised by their institutions' administrations. The statement that is being drafted would be a good start in making research administrators aware of the continuous battle faced by editors to be recognised for their work. CSPiSA, as a trusted body, was the correct forum through which to channel the message. She encouraged editors to contribute

<sup>1</sup> Tomaselli, K. G. (2022). Journals editing, editor recognition, and impacting disciplines. *Tydskrif Vir Letterkunde*, 59(2), 10–15. <https://doi.org/10.17159/tl.v59i2.12820>



their suggestions for inclusion in the statement, which was hoped to be completed and disseminated soon.

Prof Tomaselli said that CSPiSA worked throughout the year, despite only meeting once or twice a year. The Committee was organising the National Scholarly Book Publishers' Forum (NSBPF), which would discuss some of the same issues as the NSEF. Work was ongoing, but more effective comments are required from members. A number of editors did write regularly to Prof Tomaselli, and he accumulated those comments. He had rewritten his article as a result of some of the comments he received. He suggested that all editors at the NSEF meeting, regardless of discipline, to read his short article in *Tydskrif*, and then email comments and questions to him. Those comments could be accumulated into a document that could be built upon at successive NSEF meetings.

## **2. Progress report on Scholarly Publishing Programme activities (Ms Susan Veldsman, SPP Director)**

Ms Veldsman was delighted to see that 81 participants had joined the meeting. She appreciated that it was a busy time of the year for everyone, and said that 2022 had been a busy year for the SPP for multiple reasons. She was pleased to be part of such an active community. Ms Veldsman introduced the SPP team, which consisted of 10 members. The team did a variety of work, including running the SAJS, running the Scientific Electronic Library Online (SciELO) South Africa platform, peer reviewing, providing statistical support, and supporting new developments in the programme. There was currently a vacancy for *Quest Magazine* and more information would be provided later in the meeting.

The Scholarly Publishing Programme (SPP) was a controversial programme, and the team received queries, criticism, and many questions about their position within ASSAf. The SPP played an important role in the South African National System of Innovation (NACI) and provided advice to the Department of Education and Training (DHET) concerning the accreditation of South African scholarly journals. The SPP advised journals on how to implement publishing best practices and to retain research integrity and ethics. A growing concern in the sector was the increase in unethical publishing practices. The SPP optimised the global visibility and accessibility of South African research and the open access journals recommended by the ASSAf peer review reports.

### **Committees and Forums:**

- **The Committee of Scholarly Publishing in SA (CSPiSA).**

The CSPiSA advises ASSAf on their work. The annual meeting was held on 21 September 2022. CSPiSA provides input on ASSAf reports and strategic decisions.

- **National Scholarly Book Publishers' Forum (NSBPF).**

The NSBPF annual meeting took place on 15 November 2021, and the next meeting was scheduled for 29 November 2022. A significant joint initiative was the conference that took place on 25 July 2022, titled 'Local Content, Global Reach: The Value Of South African Scholarly Publishers'. In 2022, the NSBPF made great advances in dealing with pressing issues, especially in the arena of scholarly book publishing, and highlighted the need to raise the profile of scholarly book publishing in South Africa. The ASSAf publication 'Best Practice for Peer Review of Scholarly Books' was in the process of being revised and would be finalised early in 2023.





- **National Scholarly Editors' Forum (NSEF)**

NSEF meetings took place annually. In 2018, ASSAf published the 'Code of Best Practice in Scholarly Journal Publishing, Editing, and Peer Review'<sup>2</sup>. The SPP had looked at the peer review reports that have been written in all evaluated journals and analysed the recommendations. It was found that the majority of journals in South Africa do not adhere to the Code of Best Practice. Additionally, diversity was not adequately addressed in the current Code of Best Practice. In 2023, a panel would be constituted to revise the Code of Best Practice. A discussion with the Centre for Research on Science and Technology (CREST)<sup>3</sup> revealed that unethical publishing practices is a significant problem. The SPP developed the Scholarly Publishing Resources website (ASSAf Portal for Open Science)<sup>4</sup>, a mailing list on Mailchimp, and a blog that showcases new developments.

- **ASSAf Journal Database**

ASSAf have an extensive database of South African journals. There are currently 322 journals listed and the data is updated annually after the DHET releases its list of accredited journals.

- **Protection of Personal Information Act (POPIA) Standing Committee**

There was a degree of confusion around POPIA. In meetings, when the POPIA Code of Conduct for Research<sup>5</sup> was discussed, people thought that it was the POPIA act per se that was being discussed. In Chapter 7 of the POPIA act, provision was made for sectors to draw up Codes of Conduct, which was what SPP had done. In medical research, and the social sciences and humanities, personal information was collected about study participants and thought needed to be given to what information was shared and how it was shared. Work on the Code of Conduct has been taking place over the last two years and is currently being prepared for submission to the information regulator. The approval process could take several months.

SPP have evaluated 274 journals and published 13 peer review reports. That work was important in the context of the history of the SPP, as it formed part of a core project that has been embarked on in 2007–2009 under the guidance of Prof Wieland Gevers. The SPP is working closely with DHET and CREST on a possible new model for South Africa in terms of a publication quality framework, where peer review would still play a critical role in ensuring the quality of journals. New panels will be established by the SPP to discuss the peer review process. A great deal has been learned over the years. At times editors were frustrated with the SPP, but the SPP raised the overall profile of scholarly journals in South Africa. Although journals were not all adhering to the Code of Best Practice, quality standards were improving.

The Scientific Electronic Library Online (SciELO) SA is the South Africa's premier open access full-text journal database in service of the South African research community. SciELO SA is one of ASSAf's flagship projects and is funded by the Department of Science and Innovation (DSI) and endorsed by DHET. SciELO SA is one of the DHET-accredited indexes alongside Clarivate's Web of Science (WoS)<sup>6</sup>, International Bibliography of the Social Sciences (IBSS), Scopus<sup>7</sup> and Directory of Open Access Journals (DOAJ)<sup>8</sup>.

<sup>2</sup> <https://www.assaf.org.za/files/2018/NSEF%20Code%20of%20Best%20Practice%20March%202018.pdf>

<sup>3</sup> <https://www0.sun.ac.za/crest/>

<sup>4</sup> <https://assafopenscience.co.za/>

<sup>5</sup> <https://www.assaf.org.za/popia-a-code-of-conduct-for-research/>

<sup>6</sup> <https://clarivate.com/webofsciencegroup/solutions/web-of-science/>

<sup>7</sup> <https://www.scopus.com/home.uri>

<sup>8</sup> <https://doaj.org/>



It has been a difficult year for SciELO SA, and programme funding was questioned at times. However, DHET and DSI have now recognised the programme as a national asset. There is renewed energy in the project, and it is continuing with full commitment from DHET and DSI. The SciELO SA index interacts with the WoS Core Collection, and those journals are increasing in stature, visibility and accessibility.

There are currently 40 000 articles and 2500 journal issues on the SciELO SA platform, and approximately 300 new articles are added each month. There are 94 journals on the platform, and the aim is to add one new title per quarter. Three titles were removed due to non-adherence to SciELO SA criteria. One of those journals has reapplied for inclusion. Since 2009, usage has grown hugely. There have been 42 million page views in total, and currently there are 7.3 million page views per month, which is very high for a small collection of journals. Fourteen Open Access SciELO SA Journals use the ASSAf Open Journal Systems (OJS) Platform. All SciELO SA Journals qualifies to join Khulisa Journals<sup>9</sup> in order to make use of the ASSAf OJS Journal Management software implementation. The journals are doing very well and are of a high standard.

Quest Magazine falls under the umbrella of scholarly publishing, and is aimed at Grade 10 to Grade 12 students. The science engagement responsibility of the SPP is broad, and the aim is to reach out to other ASSAf programmes in alignment with the National Research Foundation's South Africa Agency for Science and Technology Advancement unit (NRF-SAASTA).

The alignment of the SPP's strategy with the National Development Plan (NDP) had required the broadening of the SPP's activities. The SPP's strategy is also aligned with ASSAf's five-year science engagement strategy, which have specific objectives and outcomes. The SPP's strategy is to popularise science, engineering, technology, and innovation as attractive, relevant and accessible in order to enhance science literacy and awaken interest in relevant careers; develop a critical public that actively engage with and participates in the national discourse on science and technology; promote science communication that would enhance science engagement in South Africa; and profile South African science achievements domestically and internationally, demonstrating their contribution to national development and global science. The science engagement tools and tactics of the SPP encompasses four broad focus areas: Science for business, Science for education, Science for Science and Science for policy and diplomacy. Science engagement have added a new dimension to the work of the SPP, and 2022 has been a challenging and interesting year.

Sadly, the SPP team have lost a colleague, Mr Tsepo Majake, who had passed away in June 2022. Mr Majake was the ASSAf Education Liaison Officer and worked on the Quest editorial board. The entire team had to work together to keep Quest going in the midst of National Science Week and the impending World Science Forum.

In 2022, Quest Magazine published three issues and work was underway on a fourth issue, which would be published before 15 December 2022. ASSAf had recently appointed Mr Fanie van Rooyen as an editor. Distribution of the magazine during the COVID-19 lockdown periods had been difficult, but now the magazine print run has increased from 3000 in 2020 to 13 000 in 2022. The magazines are distributed to schools and science centres in all nine

<sup>9</sup> <https://journals.assaf.org.za/>



provinces. The Quest editorial board comprises of eight academics and professionals, including the editor and four secretariat staff. A Quest website was also developed<sup>10</sup>.

In terms of the impact of Quest Magazine, lists have been compiled and helped to disseminate communications to the wider science community. There are 1 831 people on the Quest mailing list, 76 people on the ASSAf science engagement mailing list and there were over 4 000 downloads of the last three issues of Quest online. Quest science engagement activities in 2022 included Scifest Africa<sup>11</sup>, National Science Week 2022<sup>12</sup>, and Fame Lab<sup>13</sup>.

The SAJS had an exceptionally busy year in 2022. In addition to the standard issues, three interesting special issues were published, representing a huge amount of additional work for the publisher:

1. How to do social distancing in a shack: COVID 19 in the South African context
2. Waste as a resource: South African perspectives on circularity
3. Radical reason.

SAJS also held very successful workshops and webinars in 2022, which had attracted between 200 and 600 participants per webinar. These included:

1. How to write for a scholarly journal.
2. How to peer review for a scholarly journal.

ASSAf would have a substantial presence at the World Science Forum<sup>14</sup> despite being a small organisation. There will be ten sessions, including the SAJS session on 'Promoting social justice through accessibility of language in science'. ASSAf research output is placed in an institutional research repository. The traffic on the site had grown to the extent that the software needed an upgrade. There are 170 000 downloads and 1 10 000 views of the online information to date. The collection consists of 205 items, which is small in comparison with universities' institutional repositories.

Ms Veldsman called on meeting attendees to register on the African Scientists Directory<sup>15</sup> if they had not already done so. The directory is open and free to use. It could be used to locate peer reviewers in particular fields. The information is categorised by various criteria, including the type of discipline and the age of scientists. The largest segment in terms of disciplines is Life Sciences and Biomedicine, and the smallest is Project Management. Most scientists in the directory are in the 41–50 age category, but ages ranges from 21 to 80 and above.

The ASSAf Portal for Open Science (APOS)<sup>16</sup> hosts articles, events and links pertaining to Open Science and the work of the SPP. ASSAf is the local representative for the International Year of Basic Sciences for Sustainable Development (IYBSSD) 2022<sup>17</sup>. During the International

<sup>10</sup> <https://questonline.org.za/>

<sup>11</sup> <https://www.scifest.org.za/scifest-22/>

<sup>12</sup> <https://www.gov.za/NationalScienceWeek2022>

<sup>13</sup> <https://www.saasta.ac.za/famelab-south-africa/>

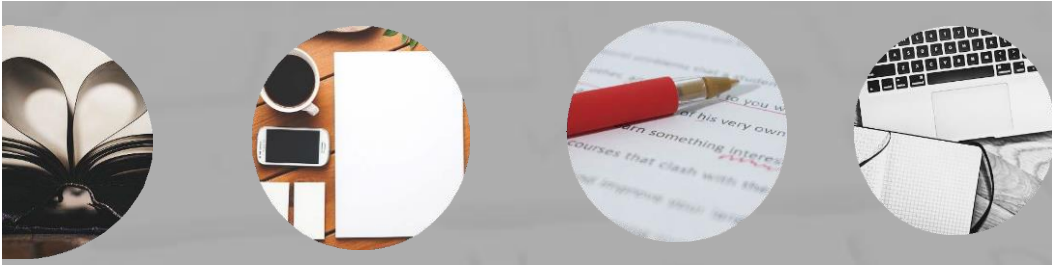
<sup>14</sup> <https://worldscienceforum.org/>

<sup>15</sup> <https://africanscientists.africa/>

<sup>16</sup> <https://assafopenscience.co.za/>

<sup>17</sup> <https://www.iybssd2022.org/en/home/>





Open Access Week (Open for Climate Justice)<sup>18</sup>, ASSAf made presentations to UJ, Sol Plaatje University, Akademia, and the University of Limpopo.

There is a great deal of work planned for 2023. In addition to the operational issues, there is a substantial amount of strategic documentation that needs to be developed and disseminated. Ms Veldsman thanked her staff for their hard work and commitment.

## Discussion

Prof Tomaselli said that many hundreds of authors and editors were part of ASSAf, which was not a 'top down' organisation, although it might have been 20 years previously. ASSAf is increasingly democratising and involving people from the 'bottom up'. Unethical practices are a constant challenge. Every time someone undermines the system, there is less money in the system, which is diverted away from deserving recipients. There is a need for vigilance, not only with regard to one's own practices, but also with regard to the way that universities interpret the rules and regulations. DHET is becoming increasingly concerned about the abuse of funding systems, which might lead to the imposition of greater bureaucracy on universities in the form of integrity committees.

With regard to best practice, ASSAf is aware that the representatives of the 322 journals present at the meeting came from a variety of different disciplines, from the creative to the scientific, and they would have different peer review preferences. In previous meetings, ASSAf presented different peer review models, all of which had to be applied with integrity, and the authors, publishers, and editors had to be protected in terms of due process.

Prof Thokozani Majozzi referred to the discipline categories of scientists in the African Scientists Directory in Ms Veldsman's presentation. 'Technology' and 'Monitoring and evaluation' were included, and he wondered where 'Mathematical sciences' fit into the categorisation. Ms Veldsman replied that the categorisation of subjects is a matter of constant debate. The African Scientists Directory categories are drawn from Clarivate's Web of Science. Ms Veldsman agreed that the categorisation had shortcomings. She welcomed Prof Majozzi's input on the matter and would approach him outside of the meeting in that regard.

Prof Tomaselli said that the SAJS had started out as a narrowly scientific journal specifically for scientists. In recent times it had widened to include the discussion of epistemological issues. Authors had traditionally all been scientists, but now included people from a wide range disciplines, who write about matters of science, epistemology, policy, National Research Foundation (NRF) rating, peer review, copyrights, open access, national issues, national debates and international concerns. He encouraged attendees to look at the SAJS table of contents in any issue, and guaranteed that there would be something there of interest to a person from any discipline.

Tomaselli welcomed Prof Wieland Gevers to the meeting. Prof Gevers had been the key scholar who had worked on ASSAf procedures and policies in the past 20 years, and has developed many of the policies and procedures under discussion at the meeting. Prof Gevers remained an active member of the ASSAf community, and his reports are available on the ASSAf website. Prof Tomaselli said that those reports are essential reading for any academics who are engaged in publishing and research.

<sup>18</sup> <https://www.openaccessweek.org/>



Prof Tomaselli welcomed Mr Walter Ntuli from DHET, who regularly attended ASSAf meetings. Dr Tomaselli was pleased to report that ASSAf had an excellent working relationship with DHET.

Prof Rebecca Garland raised the problem of 'Helicopter Science'<sup>19</sup> in the context of research ethics. At the World Conference on Research Integrity (WCRI)<sup>20</sup>, which took place in Cape Town earlier in 2022, and it was announced that a statement would be released on helicopter science. Prof Garland's journal, *Clean Air*<sup>21</sup>, dealt with atmospheric science in Africa, which unfortunately was plagued by helicopter research. She was curious as to whether ASSAf was involved in the drafting of that statement, and whether it would be released soon.

Ms Veldsman responded that she had been notified the previous Thursday that the statement was being prepared, and release was imminent. Upon release, Ms Veldsman said that ASSAf would publish a commentary or possibly an article. She thanked Prof Garland for highlighting an important issue.

## **SESSION 2 (Facilitator: Ms Susan Veldsman, Director of the Scholarly Publishing Unit)**

### **Plan S and its implications for journals (Dr Alice Gibson, Joint Information Systems Committee, UK)**

Dr Alice Gibson is a licensing manager at the Joint Information Systems Committee (JISC) and is responsible for supporting publishers, particularly smaller ones, in accommodating the new United Kingdom Research and Innovation (UKRI) Open Access (OA) policy. Dr Gibson conducted research in the field of environmental philosophy, and served on the LIS=Bibliometrics Committee as Open Research Officer. In initial discussions, Ms Veldsman mentioned that Plan S<sup>22</sup> was viewed with a degree of apprehension in South Africa.<sup>23</sup> Dr Gibson stated that as a global partner, South Africa could not afford to exclude themselves from participation in new global research projects that had global impacts.

Dr Gibson's presentation highlighted the global nature and repercussions of Plan S. Plan S was launched in September 2018, and the ambition was to try and speed up the process of OA publishing, which was often characterised by embargos and delays. The goal was to make OA publishing immediate and to encourage authors to retain ownership of their rights.

Plan S was designed by cOAlition S, a consortium of funders who had joined together with a common purpose and a multifaceted approach. Frustrated by the time it took for publishers' business models to change, the funders who made up cOAlition S had resolved to no longer pay for OA in hybrid journals, in other words, journals that offered both publishing behind a paywall and immediate OA publication. cOAlition S made exceptions for transitional journals (those in the process of transitioning from hybrid to full OA publishing) and journals that were in transformative agreements.

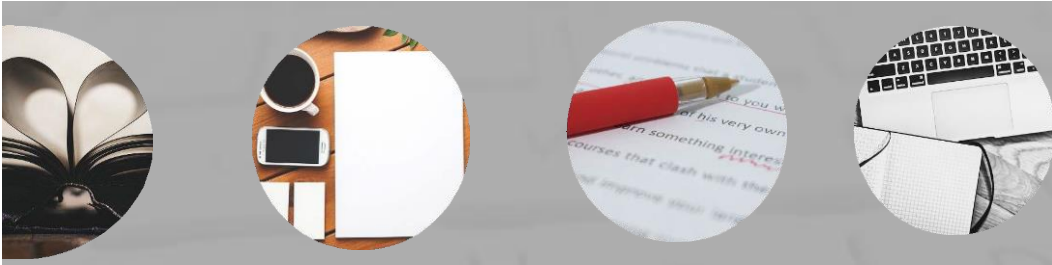
<sup>19</sup> <https://www.nature.com/articles/s41561-022-01010-4>

<sup>20</sup> <https://wcric2022.org/>

<sup>21</sup> <https://cleanairjournal.org.za/>

<sup>22</sup> <https://www.coalition-s.org/>

<sup>23</sup> See, e.g., Tomaselli, Keyan G.. The geography of Plan S open science. *S. Afr. j. sci.* [online]. 2021, vol.117, n.3-4 [cited 2023-04-13], pp.1-2. Available from: <[http://www.scielo.org.za/scielo.php?script=sci\\_arttext&pid=S0038-23532021000200009&lng=en&nrm=iso](http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0038-23532021000200009&lng=en&nrm=iso)>. ISSN 1996-7489. <http://dx.doi.org/10.17159/sajs.2021/9256>.



JISC is working on behalf of the UK Higher Education Sector to negotiate transformative agreements. Institutions can sign up to such agreements, in which costs would be shifted from libraries, who had been paying for journal subscriptions, to research institutions, who paid for OA publishing within the same journals for the same publishers. Institutions who had signed up to the agreements had the assurance that they could use funds received from UKRI, Wellcome and others, to make authors' work OA. JISC managed a JISC-approved list of transformative journals that met all cOAlition S criteria. JISC had made it as easy as possible for funders to see which journals qualified, either as transitional journals, or as journals in transformative agreements.

A 'Rights Retention Strategy' is encouraged for authors. All authors funded by cOAlition S are required to inform publishers at the point of submission that they wish to exercise their rights with specific wording. All submissions of original research to peer reviewed journals had to contain the following statement:

*"This research was funded in whole or in part by the Wellcome Trust [Grant number]. For the purpose of Open Access, the author has applied a CC BY public copyright licence to any Author Accepted Manuscript (AAM) version arising from this submission."*

When an author submits a manuscript, the wording informs the publisher of the author's intention to share the accepted manuscript. The aim is to prevent authors signing away the copyright they have on the accepted version in subsequent contracts with publishers.

UKRI is a collection of research councils. UKRI's OA Policy came into effect in April 2022 following a substantial review. JISC compiled a team to ensure that work published by authors funded by UKRI in the past could be published in the same journals via a compliant route in the future.

UKRI OA policy advocated two routes to OA. Route 1 is focused more on the publishers' websites, and Route 2 is more focused on repositories and accepted manuscripts:

- Route 1: OA publication of the research article in a journal which made the Version of Record (VoR) immediately OA via its website. The VoR needs to be free and unrestricted for viewing and downloading, and to have a Creative Commons Attribution (CC BY) licence.
- Route 2: Allow authors to deposit AAMs/VoRs on a repository without an embargo. The work needs to have a CC BY licence applied.

UKRI's Route 2 set out to achieve the same goals as the Rights Retention Strategy (RRS) in Plan S. Unlike the RRS, where authors are in dialogue with publishers, for Route 2, JISC negotiated on the sectors' behalf to have set wording added to publishers' OA webpages:

*"Authors retain the right to distribute their author accepted manuscript (AAM)/Version of Record VoR (delete as appropriate) via an institutional and/or subject repository (e.g. Europe PMC), under a Creative Commons Attribution 4.0 International (CC BY 4.0) licence for release no later than the date of first online publication."*

Plan S led to concerted efforts from a range of stakeholders, including policymakers, authors, negotiators, librarians and research professionals. Institutions had incorporated the RRS into their OA policies, providing support to authors as they liaised with publishers. Publishers are pre-empting authors' concerns about making their research available,



making it clear that AAMs could be shared and built upon. Authors are retaining their rights to freely share their work as soon as it was published, helping them to expand their reach and impact. As of November 2022, 91% of all UKRI funded articles and 88.8% of all journals, are compliant with UKRI's policy and eligible for UKRI OA funds.

Journals are now significantly more likely to allow for the immediate circulation of articles on their websites or in repositories, with more generous licencing terms than would have been the case without the policy shifts that had resulted from Plan S and UKRI.

## Discussion

Ms Veldsman said the ASSAf had been approached to see whether their journals, specifically on the SciELO SA platform, complied with the UKRI OA policy. The manager of the SciELO SA database and her team had gone through all the policies of journals on the SciELO SA platform, and said that there were still five non-compliant journals, mainly due to technical issues that required small policy changes. As Dr Gibson indicated that researchers are being financially supported to publish in OA journals, and there are certain rules and criteria with which the authors and journals had to comply. South Africa is a global player in the research arena, and had to take note of those developments.

Prof Thokozani Majosi wondered what fraction of active scientists in the UK are funded under UKRI. The biggest hurdle in terms of OA publishing is funding. A great deal of money is required, which made OA less attractive to academics, particularly to emerging scholars.

Dr Gibson was unsure of the statistics of those directly funded by UKRI, but some of the effects were positive for early career researchers generally. Dr Gibson is not affiliated with an institution, and therefore do not have access to funding, but those researchers who are affiliated with institutions that negotiated transitional agreements, are able to publish OA, and the funding onus is shifted from the author to the institution. UKRI had increased their grants to institutions, and the transitional agreements increased the number of authors who could make use of those grants, even those authors who are not personally funded by UKRI.

Prof Majosi asked how the UKRI funding model would translate to the situation in South Africa. Dr Gibson was unfamiliar with the South African publishing landscape. Her observation in the UK is that funding is still required for those caught between the gaps, in other words who are not affiliated with an institution.

Dr Sheldon Dudley is the editor of the African Journal of Marine Science, a hybrid journal that is co-published locally by NiSC<sup>24</sup> and globally by Taylor and Francis<sup>25</sup>. About a third of the articles are published by South African authors, and two thirds by authors from elsewhere in Africa, or by international authors conducting their research on the African continent. There has been an increase in the number of authors publishing OA, who are either funded through South African institutions or institutions in the developed world, but there is not a significant take up of the option to publish OA by authors from elsewhere on the African continent, which he suspected was due to funding limitations. Earlier in 2022, he had seen an article on the Nature Briefing website<sup>26</sup>, which reported that authors from the 'developing' world tended not to publish OA because they did not have access to Article

<sup>24</sup> <https://www.nisc.co.za/products/3/journals/african-journal-of-marine-science>

<sup>25</sup> <https://www.tandfonline.com/journals/tams20>

<sup>26</sup> <https://www.nature.com/nature/articles?type=nature-briefing>





Processing Charge (APC) funding<sup>27</sup>. In the case of his journal, authors came from a spectrum of countries, with a spectrum of access to funding, and the hybrid model was helpful to them. Even if the South African funders such as the NRF began funding South African authors to publish OA, it would still leave authors from elsewhere on the continent without access to funding to publish OA.

Dr Gibson referred to the wording that JISC asked publishers to include on their OA pages, and said that there used to be additional wording: instead of “Authors retain...” it used to read “Authors *that are funded* retain...”. The text had been removed, and JISC had renegotiated so that all authors, regardless of funding, had the right to share their work, without an embargo, on an institutional repository. Even in the case of a hybrid journal, if the publisher had agreed to those permissions for all authors, then those authors would be able to share their work on the repository of their institution, even if the work was behind a paywall. The change did not address funding issues, but was at least a ‘stop gap’.

### **The prospects of audio publishing (Dr Nosipho Mngomezulu, University of the Witwatersrand)**

Dr Mngomezulu hold a PhD in Social Anthropology from Rhodes University. Her research focused on contemporary youth identification practices in South Africa and Mauritius. Dr Mngomezulu is a Mandela Rhodes Scholar; a former visiting fellow at MICA, Ahmedabad (India); and had taught Critical Race Theory at the Stanford Bing Overseas Studies Programme in Cape Town. Dr Mngomezulu had worked as a community development practitioner and a lecturer at the University of Cape Town (UCT), and is currently a lecturer at the University of the Witwatersrand (Wits).

Ms Veldsman said that Dr Nosipho Mngomezulu approached ASSAf previously about the concept of an audio journal. During ASSAf's most recent institutional review (covering the period 2015–2020), a remark was made that ASSAf should investigate other models of delivering research outputs.

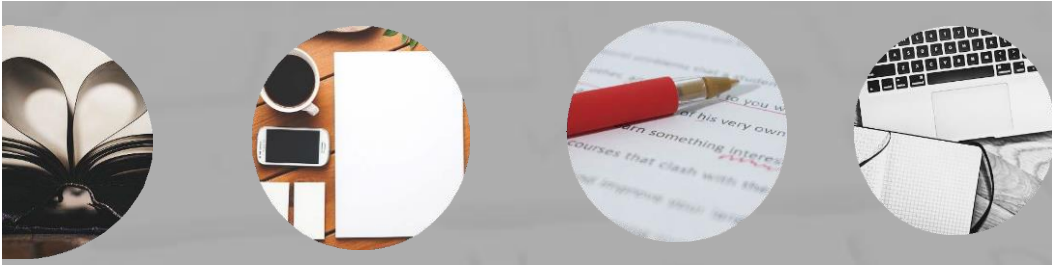
Dr Mngomezulu started working on community radio about 16 years ago, which had brought together her love of debating and theatre. Radio is an especially democratic medium for the sharing of ideas. FM radio had a low barrier to entry for audiences with varying levels of literacy. Community radio offered the opportunity to create dialogues in real time between ‘town and gown’. Dr Mngomezulu began to break away from the formalism of debating, and to experiment with different forms of storytelling in a South African context, using multiple languages, audience engagement and the co-creation of knowledge. On community radio, Dr Mngomezulu and her friends oscillated from hosting highly specialised conversations with subject experts, to digging in record crates and CD libraries to remix world music as unusual online pieces; producing jingles and adverts; and general experimentation with the possibilities of sonic.

With the advent of the social media giants, WhatsApp and Facebook, Dr Mngomezulu and her colleagues had galvanised around issues on and off air in a way that only ‘digital natives’ could do. Marc Prensky’s work ‘The Emerging Online Life of the Digital Native’<sup>28</sup> had identified Dr Mngomezulu’s generation – the generation Y millennial - as being deeply

<sup>27</sup> <https://www.nature.com/articles/d41586-022-00342-w>

<sup>28</sup> [https://www.marcprensky.com/writing/Prensky-The\\_Emerging\\_Online\\_Life\\_of\\_the\\_Digital\\_Native-03.pdf](https://www.marcprensky.com/writing/Prensky-The_Emerging_Online_Life_of_the_Digital_Native-03.pdf)





informed by the internet. Digital natives were the first generation to grow up with “computers, videogames, digital music players, video cams, cell phones, and all the other toys and tools of the digital age” (Prensky, 2001). The internet informed their linguistic repertoires and epistemic frameworks. When Dr Mngomezulu and her peers become academics, they had a different understanding to those who came before them of how knowledge was produced and disseminated in a world that was becoming profoundly shaped by online engagements.

Dr Mngomezulu and her colleagues would chat on forums called audio blogs, which in the early 2000s were much like campus radio. The audio blogs were experimental and new, and became a new genre and register for expression online. Podcast platforms such as Google podcast, Spotify, Apple podcast, and SoundCloud had understood the market early on, and quickly set up the frameworks for professional audio blogs, now referred to as podcasts.

The first example of a print publication supplementing its printed content with an audio podcast is the international scientific journal *Nature*<sup>29</sup> in 2005. After that it took some time for other academic publishers to ‘cotton on’ to what popular traditional print media had already learned in the 2010s - that the technology would not replace print, but provided the opportunity to reimagine print using other medias. Globally, the academic publishing industry had embraced electronic publishing with its many advantages, such as easier access to academic works, faster publication, open access, and cheaper distribution, but had remained reticent about the possibilities of audio publishing. Dr Mngomezulu believed that the reticence was in part due to how universities incentivised research outputs; how impact and citation indices worked; how scholarship veracity and prestige were maintained in academia; and other financial drivers.

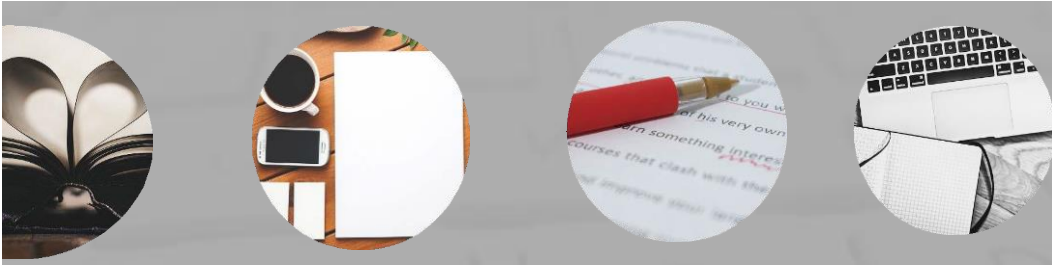
Dr Mngomezulu shared the experiences of herself and Prof Mehita Iqani, of audio publishing as a complement and expansion to online publishing. Their podcast *The Academic Citizen (TAC)*<sup>30</sup>, was born against the backdrop of the Fees-Must-Fall protests in the South African higher education system in 2015–2016. During their work on the podcast, they realised that they wanted to explore in greater depth what ‘decolonising’ a university actually meant, for institutional cultures, for pedagogy, for research practice, and for research outputs.

An ‘academic citizen’ was imagined to be someone who saw their work in higher education as a public project, both in terms of being partially funded by taxpayers’ money, and also in terms of the contributions they wished to make to the world. With support from the Academic Staff Association of Wits (ASAWU) as advocates, and more recently also the South African Research Chair in Science Communication (SciCOM), *The Academic Citizen* podcast created a space for interdisciplinary exchange for academic researchers and educators; best practice examples of how podcasts could be used as a format for scientists and researchers to engage the public, including those from other disciplines; a space in which researchers, educators and scientists could tell their stories in evocative and engaging ways, and could listen to and learn from each other’s insights and experiences; and a space for a conversation around Science, Technology, Engineering, Arts and Mathematics (STEAM) and how the production of knowledge could serve the greater public good.

---

<sup>29</sup> <https://www.nature.com/>

<sup>30</sup> <https://the-academic-citizen.org/>



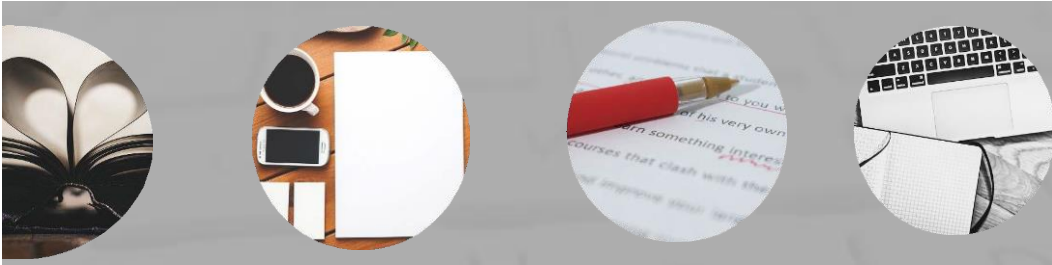
To contextualise the audio publishing domain, in 'The Age of Surveillance Capitalism', Shoshana Zuboff referred to the substantial disconnect between those who saw their research or information as dissemination of the public good, and the big tech companies who ran the podcast platforms: "Two men at Google who do not enjoy the legitimacy of the vote, democratic oversight, or the demands of shareholder governance, exercise control over the organisation and presentation of the world's information. One man at Facebook who does not enjoy the legitimacy of the vote, democratic oversight, or the demands of shareholder governance, exercises control over an increasingly universal means of social connection along with the information concealed in its networks" (Zuboff, 2019). A few people exercised control over what was an increasingly universal means of social connection and access to information. The current Twitter crisis was an example of how a change of ownership of a communication platform could jeopardise millions of users' access to credible sources of news information (and also less credible sources). It was increasingly important to note how online hosting platforms were shaping audio publishing.

During the COVID-19 pandemic, many academics had to adopt hybrid or remote modes of teaching and learning, which provided an opportunity to experiment for the first time with digital learning tools, and introduced many people to audio lecture recording, text summaries, and even pre-recorded conference presentations. Although that was a positive first step, academic podcasting was not simply 'text to audio', or reading a paper out aloud. Academic podcasting was the communication of scholarly knowledge through the digital medium of podcasting, and could take many forms, such as interview podcasts focusing on expert analysis; conversational podcasts, such as panels and roundtable discussions; monologue podcasts; investigative podcasts, and 'genre bending' podcasts that used experimental sound forms.

The Academic Citizen Podcast merged the conversational and interview style with monologue forms. The team of four shared the roles of researcher, interviewer, scripter, narrator, fact checker, sound editor, publisher and marketer. Conversations had been held with 78 academics covering 24 disciplinary fields, with a reach of about 1 887 unique listeners across various platforms. During work on the current season (season six), Dr Mngomezulu was based in the United States, Prof Iqani was based in Stellenbosch, and their podcast guests were spread across the globe. The team had worked hard to promote cross-disciplinary dialogue on shared research interests, paying particular attention to the existential threat of the climate crisis, decolonisation of science, and scholar activism. Sharing the podcast on Association listservs, and in newsletters, conferences and institutional press releases, had been an effective way of publicising the project. The team was still bemused how their segment 'Read the Room' impacted the citation of articles discussed on the show.

The Reuters digital news report published in 2020 was particularly interested in surveying podcast reach in urban areas in different African countries, recognising that the largest portion of listeners were under the age of 35, which corresponded with the information on digital natives and the significance of the African youth bulge. What was important to note about the African youth bulge, was that not only would universities increasingly deal with the massification of higher education, but they would also need to consider how the new generation of academics might have their research disseminated in various alternative forms.

In the Global North, many publishers and universities were embracing podcasts. Despite a Reuters survey that had demonstrated that South Africa, Nigeria, Kenya, Ghana, Cameroon



and Côte d'Ivoire had the largest podcast listenership on the continent, African universities had been slow to catch up with what Spotify and Apple podcasts had already identified as a consumer market. Spotify had recently funded R1.8 million for influencers to produce podcasts, which was a positive step for the medium, but academic podcasting was not seeing the same kind of investment.

In Michigan, Dr Mngomezulu had spent time at the Shapiro Design Lab<sup>31</sup>, and had witnessed the creative energy generated by the close synergy between curriculum research objectives and experimental audio and visual forms, including creative ways of engaging audio citation, such as the explanatory comma, sound clips, show notes, how to work with postscript elaboration, and how to work with B-sides. All of those exciting scripting and editing practices were showcasing what academic podcasting could become. American students were already working on audio dissertations, one of which had been published by Dr Anna Williams earlier in 2022, 'My Gothic dissertation'<sup>32</sup>, available on all major podcast platforms. In her podcast, Dr Williams had challenged and expanded what it meant to produce knowledge in the 21st century, and Dr Mngomezulu would follow her trajectory with interest.

## Discussion

Ms Veldsman wondered how the ideas Dr Mngomezulu had described would translate into an academic audio journal in the future. Dr Mngomezulu replied that the question was difficult to answer, as the ideas were still emerging. Her team had considered the idea of a hybrid journal, as already seen in *Nature* and the *British Columbian Quarterly*, where scholarly podcast submissions were accepted by the peer reviewed journals, and often accompanied by an abstract, bibliography and notes. The podcasts were often conversations with scholars about particular articles that had been published in the traditional format. Ideas around the possibilities of sonic were in their infancy, and there are some significant implications around accessibility, both in terms of linguistic access, but also implications for people with hearing and sight impairments.

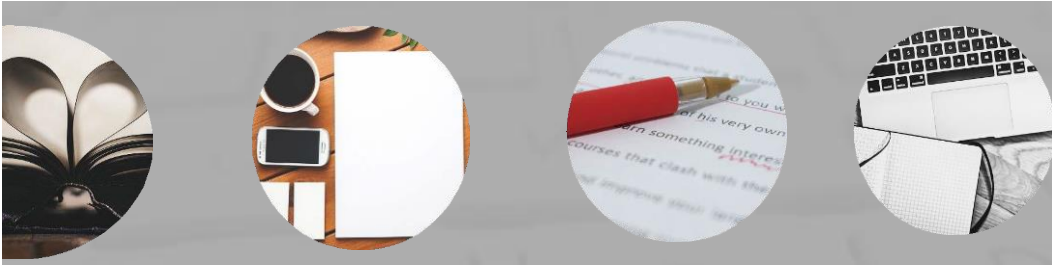
Sonic offered rich potential, and those tapping into that potential were the major companies in Silicon Valley. There is no commensurate uptake by local academic journals, and Dr Mngomezulu's team, with their practice, as action research, started exploring the possibilities in a more systematic way. One goal is to help researchers develop their own podcasts, because supporting other scholars across STEAM fields with audio publishing, would result in the genre taking shape locally.

Ms Veldsman said that ASSAf would be working with Dr Mngomezulu and CREST in 2023 to explore the possibilities around audio publishing. She invited interested editors to participate in a study. Interested parties could send their contact details to ASSAf, after which a study group would be formed.

Prof Garland thanked Dr Mngomezulu for her interesting presentation. It appeared to her that making a podcast presented a technical hurdle for editors, and she asked whether any resources were recommended, or whether there were groups to partner with.

<sup>31</sup> <https://www.lib.umich.edu/visit-and-study/creation-and-learning-spaces/shapiro-design-lab>

<sup>32</sup> <https://www.mygothicdissertation.com/>



Dr Mngomezulu invited Prof Garland to contact her for assistance. Producing a podcast is not technically difficult. There are so many exciting aspects to the work, such as citational models, ensuring that information on podcast could be verified, and that stories are told in compelling ways. She wants to work closely with scholars and publishers, especially in the African continent, to develop a vocabulary that is consistent with their needs.

The website for 'My Gothic Dissertation' contained a unwieldy body of text accompanied by embedded audio, and is difficult to engage with, but on Spotify, without the attendant academic notes and referencing inventions, it is 'a dream' to listen to, and quite revolutionary. Dr Mngomezulu has a doctoral student who wants to work with podcasting, but the university has been resistant and nervous about whether the process amounted to legitimate scholarship. Her action research is starting to engage with that question and to seriously consider what audio modalities could achieve in terms of increasing and democratising access to knowledge.

### **SESSION 3 (Facilitator: Prof Ronelle Carolissen, Psychology in Society Journal)**

Prof Ronelle Carolissen is a clinical psychologist and professor of Psychology in the Department of Psychology at Stellenbosch University, who explores feminist social justice, pedagogies and critical community psychology perspectives on equity in higher education. Prof Carolissen is the editor-in-chief of the Psychology in Society (PINS) Journal.

### **Strategies to reach more readers (Prof Rebecca Garland, Clean Air Journal)**

Prof Rebecca Garland is an editor-in-chief of the Clean Air Journal (CAJ). She has a background in atmospheric chemistry, with a focus on air quality and climate change. Her research focus is on improving the understanding of air quality and atmospheric science in southern Africa using multiple data streams.

Prof Garland gave the presentation on behalf of her editorial board, Dr Kristy Langerman and Dr Gregor Feig and associate editor Ms Bianca Wernecke. She would discuss strategies that the team had tried, and she is interested to hear and learn from other journals. She thanked ASSAf and the Khulisa Journals team for their support.

CAJ have been publishing articles on atmospheric science since 1971. The journal is a member of the National Association for Clean Air (NACA). The focus of the journal includes, but not limited to: the impacts of human activities and natural processes on ambient air quality; air quality and climate change linkages; air pollution mitigation technologies and applications; matters of public policy regarding air quality management; measurement and analysis of ambient and indoor air pollution; atmospheric modelling application and development; atmospheric emissions; and other topics on atmospheric physics or chemistry with particular relevance to Africa. The scope of the journal is broad, but the core theme of the journal is air quality and atmospheric science in and of relevance to Africa.

Prof Garland presented images of some of the journal's early articles from 1971 and 1972:

- Johannesburg's Urban Heat Island
- Report on the Stockholm conference
- Growing vegetation on mine residue dumps.

The articles are transcripts of presentations made at NACA conferences. NACA included





academia, consultants, industry, government and non-government organisations (NGOs), and focused on South Africa.

In the 2000s, submissions to CAJ had been decreasing, and mostly linked to the NACA conference. CAJ wants to become an academic peer-review journal and had unsuccessfully applied to DHET for accreditation. In 2012, CAJ had only published three articles. In 2013, an overhaul of the journal began. A number of strategies were developed to attract different audiences.

The first strategy focused on academic readers, with assistance from ASSAf. Attempts were made to grow the stature and visibility of CAJ as an academic journal. Policies were updated and regular issues were produced. A website was created, and CAJ tried to be indexed in as many places as possible. They once again applied for DHET accreditation, a process which took some time. At that stage CAJ's greatest concern was the possibility of being seen as a predatory journal due to their size and small footprint. A Twitter account was created to engage with a broader audience, and Prof Garland introduced Throw Back Thursday (TBT) tweets that commented on events from the CAJ archives going back to 1971. She had tweeted about the NACA annual conference, and had introduced the 'Ask Me Anything on H2S smell' in collaboration with Gauteng Weather (@tWeatherSA). CAJ was committed to open access, and was free to read and free in which to publish. There were no financial barriers for authors or readers, something made possible by the support from NACA and advertisers.

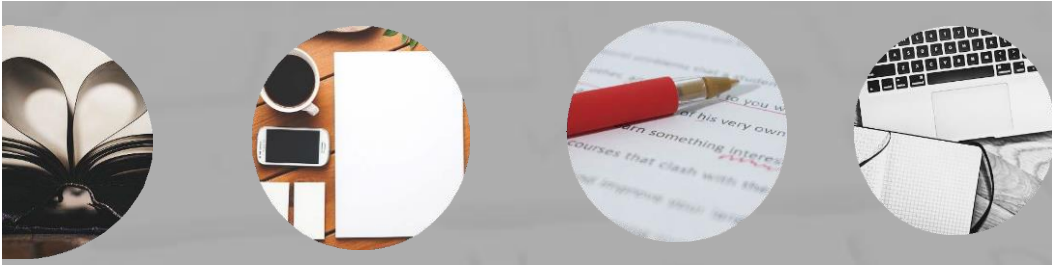
The second strategy expanded the focus of CAJ to African Air Quality research. A gap was identified in terms of places in which to publish African air quality research. Additionally, more authors would result in more readers. The CAJ editorial board was expanded to include members from across the African continent. Potential authors were approached for front material such as news items, special sections and research briefs. NACA had been helpful, as they had links to other national networks on clean air, such as the Kenyan Air Quality Network. Social media had helped to increase linkages with journalists. A stock slide had been created on CAJ for editors to use in presentations, which had helped to advertise the journal.

Long-term quantitative assessment was difficult, as CAJ had changed websites and platforms, but a qualitative non-rigorous comparison between a 2015 and 2022 Table of Contents highlighted the trend that CAJ was increasingly attracting authors from beyond South Africa. CAJ had also seen an increase in citations per year, and Google Analytics had shown that the number of new readers from across the globe was increasing, although was still dominated by South Africa. A goal was to attract more readers and writers from across Africa, which appeared to be happening, although was difficult to quantify.

The editorial board had started an Associate Editor Mentorship Programme, through which an emerging researcher joined CAJ for one year. Ms Bianca Wernecke was the inaugural and founding associate editor, and was highly creative in terms of strategies to attract new readers. CAJ had lengthy wish lists on how to strategically grow, but editors were kept busy with the day-to-day work of ensuring publication and peer reviews, and Ms Wernecke was very adept in the implementation of those strategies.

Some of the work done by Ms Wernecke included an Author Video Series for the International Day of Clean Air for Blue Skies, which was a video abstract of five different





articles that explained the journal's work. The work had been conducted in collaboration with the South African Research Council, who had supported the filming. There were permanent links to the videos, and an article about the project.

CAJ had continued their Twitter presence. A series highlighting the editors-in-chief had been led by Ms Wernecke. There had been a great deal of traffic during the NACA conference during Covid19 lockdown.

In 2022, CAJ had experimented with verbal abstracts for World Clean Air Day. They had received very positive feedback on the videos, and were encouraged to try different communication mediums. Discussions had taken place about podcasts, but there was some apprehension in that regard, hence the use of verbal abstracts in five articles. The impact of the verbal abstracts was difficult to measure, and a questionnaire requesting feedback had not been answered.

In conclusion, CAJ aimed to continue to focus on academics as core readers and authors; expand to other social media platforms in addition to Twitter; continue to improve accessibility; reach a broader audience that was interested in learning about air quality; continue using verbal abstracts; experiment with other mediums such as podcasts; and improve analysis of the effectiveness of their strategies to reach more readers.

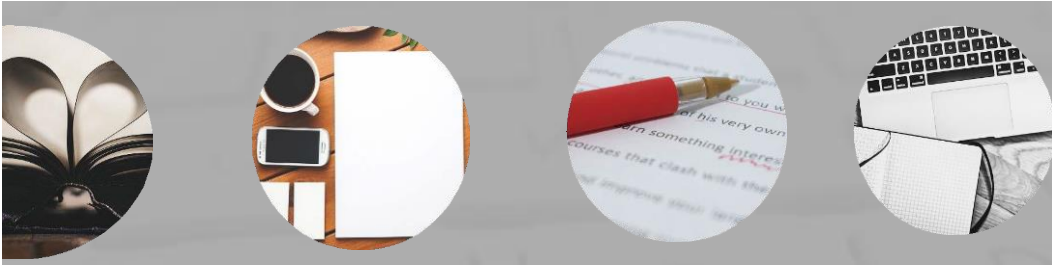
### **How to report to your editorial board (Prof Mike Lambert, South African Journal of Sports Medicine)**

Prof Mike Lambert is an NRF B1-rated scientist and editor-in-chief of the South African Journal of Sports Medicine (SAJSM). He served on numerous boards. He retired from his academic position in 2021, and works as a senior research scholar at UCT.

Prof Lambert thanked ASSAf and the Khulisa Journals team. The SAJSM's previous publishers shifted emphasis, and the journal was left 'floundering' and looking at ways to keep going. At the time, Khulisa Journals was looking for a 'guinea pig'. SAJSM joined the group and benefited enormously from the association. In a short period of time, the standard of SAJSM was raised significantly, and the journal was listed on PubMed, one of the large databases, which is a key goal of any Health Sciences journal.

Prof Lambert's presentation began with the following quote: "The backbone of any successful journal is an active, widely respected, diverse, and representative Editorial Board." (BMC, Springer Nature). In the preparation for his presentation, Prof Lambert consulted the document referred to by Ms Veldsman earlier: 'Code of Best Practice in Scholarly Journal Publishing, Editing and Peer Review, March 2018', and found that it covered everything that he planned to present. It was an extremely good grounding document that provided the basic information that every journal editor should know about.

To ensure good editorial board governance, a journal needs an editorial board that is reflective of expertise in the relevant subject area or areas, and have a diversity of members beyond a single institution. Ideally, editorial boards should include international members. The journal needs to list the full names and affiliations of editorial board members on its website and the information needs to be easily accessible. When the SAJSM was reviewed for PubMed, the emphasis on the editorial board surprised Prof Lambert. The individual board members were considered in terms of whether they were active scientists and



whether they were active in their area of representation. The SAJSM created a Memorandum of Understanding (MOU) that indicated term of office. Members should be appointed competitively for a specific term.

Board members must be qualified to contribute to and assist the editor-in-chief to achieve the best strategies and policies for the journal. The SAJMS has been through a phase in which the editorial board has been too passive. As the journal evolved, it was realised that the board needed to be more involved. Board members needed to feel that they were part of the journal and be invited for comment and advice. The composition of the board needed to be reviewed regularly. The SAJMS rotated board members to ensure a mix of experienced and new members. Composition changes were needed to reflect the content of the journal. SAJSM is a multidisciplinary journal, and the different disciplines required representation by adequately trained people.

The Code of Best Practice includes guidelines on board members publishing in their journal. Submissions from editorial board members have to be handled with extra due diligence, confidentiality and attention, so as not to compromise the peer review process. Prof Lambert advocated having three peer reviewers rather than two for a submission from an editorial board member. Should an audit take place, there needs to be no indication that editorial board members' papers were treated less stringently than anyone else's. Editorial board members need to be given clear guidelines on their role in the journal and their expected duties. The MOU, which board members signed, outlined all expectations and made it clear that the role was more than just an honorary position that could boost chances of promotion.

The role of editorial board members is to advise and support the editorial team; contribute to the quality of the journal; review occasional articles that fell within the expertise of the board member when requested; encourage colleagues and peers to submit suitable articles; and make suggestions to the editor(s) of suitable articles, authors and reviewers. Prof Lambert avoided asking the editorial board members to review articles more than twice a year so that they could adequately address their other responsibilities. When good channels of communication were in place, board members felt like they were part of the management team and were aware of the value they added to the journal. The role of editorial board members was also to help to promote the journal through personal and professional networks, including social media and at meetings; provide prestige to the journal; respect confidential journal information; and accept that the editor's decisions on publication were final.

Best practice principles stipulate that editorial board meetings should take place at least once a year, but preferably more. Holding regular meetings was made easier by online meeting technology. Topics that could be discussed at meetings include bibliometrics, such as the number of papers published, the number of citations, and any changes in impact factor. Review statistics are also relatively easy to extract using online systems, such as the duration of reviews and the number of papers submitted and rejected. Other potential discussion topics include future special additions on particular topics, suggestions for improving the journal, raising its status, and increasing its visibility. The budget is also an important consideration, requiring increasing effort as a journal grows, in order to ensure open source viability without dependence on a sponsor and without authors having to pay exorbitant page charges. Finally, the rotation of board members is another important topic to discuss.



Prof Bernadine Benson, Prof Klaus von Pressentin, Prof Ronelle Carolissen, Ms Hester van Biljon and Mr Danny Fourie requested that Prof Lambert share the MOU that he used for editorial board members, as an example of best practice.

### **The importance of standardised referencing (Prof Philip Machanick, South African Computer Journal)**

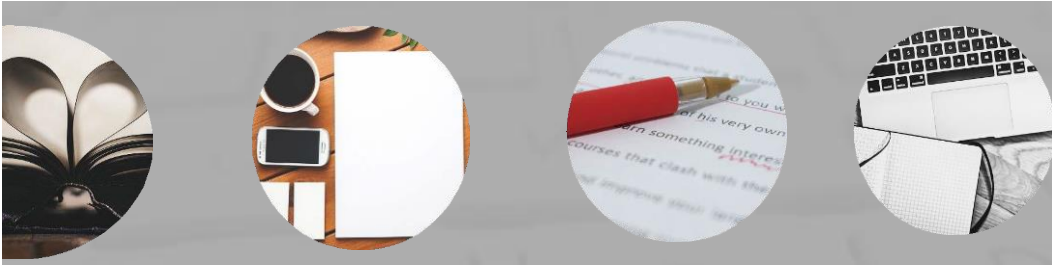
Prof Philip Machanick is an Associate Professor of Computer Science, currently at Rhodes University. He had done numerous sabbaticals at international universities, and worked in computer science education, computer architecture, and a range of other areas of computer science. Prof Machanick related one of his favourite quotes from a computer science author, Andrew Tanenbaum: "The nice thing about standards is there's so many to choose from".

References provided authority, further reading, and evidence of the contribution of a paper. To answer the question of why standards were required, Prof Machanick shared a few experiences from the South African Computer Journal (SACJ). When looking at the context of a particular paper, it is important to know that the author knows their field, and that they are referencing in the style that is standard for that field. Other people reading the paper want to be able to verify that the paper is based on sound sources and to be able to do further reading on the subject, and therefore the references need to be findable. In the case of a journal, consistency is important as part of a professional layout. When the SACJ was last been reviewed, very positive comments were made on the 'look' of the journal.

There are many standards to choose from, such as the American Psychological Association (APA) standard, now in its seventh version, Harvard, Chicago and others, some specific to particular academic societies. SACJ editors' advice to authors is to use a reference manager as a starting point. Referencing styles vary across different disciplines, such as whether to use a reference list or a bibliography. In computer science, for example, typically a reference list is used. Certain fields might use a bibliography to show that the author is widely read in the field, rather than just listing the references that are cited. Another variation is whether to use an author and year when citing in the text, or just a number that pointed to references. If authors are named, a choice needs to be made between listing all of the names or appending a few names with 'et al.', and the APA standard is particularly tricky in that regard. Another variant is whether to list authors alphabetically or by order of first citation.

The benefits of using a reference manager for editors includes the ability to set the style correctly in one place rather than having to edit every reference that the author has styled incorrectly. Additionally, editors can choose the level of detail shown in the references, for instance when citing a journal, some styles require both the volume and issue number, and some only the volume number, and that could be specified in one place in a reference manager. The benefits of using a reference manager for authors include setting a reference correctly once and then reusing that reference across multiple papers on the same subject, easily changing the style, and easily ensuring that citations match the reference list.

There are various reference managers, such as Mendeley and Jabref, both of which Prof Machanick has used, EndNote, which is popular with Microsoft Word users, and Zotero. The reference managers are format independent, and the references and styles required for a



particular piece of work can be exported. The reference manager can store all details, some of which might be necessary for one particular style but not another, such as full author names, initials and truncated author lists; journal volume, number, year, month and page numbers; website date published; and website date accessed. When the reference manager reference list is exported, the style used the details required. A really important detail was a Digital Object Identifier (DOI), which should be used wherever available. SACJ uses a DOI in all references wherever possible. A DOI makes finding a reference much easier, particularly if there is more than one similar-looking source.

Some journals prescribe the use of a particular writing tool. SAJC allows submissions in Microsoft (MS) Word or LaTeX. MS Word is very popular but is not designed for scholarly writing. Half of the submissions to SAJC are in MS Word and half are in LaTeX, and 90% of the format problems that require fixing occur in MS Word. LaTeX is a markup language. It has a steeper learning curve than MS Word but has some significant advantages. Style and format changes are much easier, and it is possible to see exactly what an author has typed, whereas, in MS Word, the same layout can be arrived at in more than one way. SAJC uses Overleaf, an online version of LaTeX, which allows collaborative editing and can use a form of Rich Text Format to reduce the learning curve of the markup language. LaTeX is used for final production, including referencing, as consistent formatting is easier than in MS Word.

The SACJ standard is APA version six (v6), but that would possibly be changed by the current editor, Katherine Malan. APA v6 is difficult to use and to manually check. Arcane rules govern the use of 'et al'. The citation style is 'busy', for example, it uses superfluous commas between authors' names and year. The citation in some cases should appear with or without 'et al', and certain scenarios require authors' initials. Parentheses occur in normal text, so Prof Machanick prefers a citation style that used square brackets and no comma. APA v6 does not work well for undated references, and indicates those with 'n.d.', but there is no standard for multiple undated references. For example, 'Smith n.d.' and 'Smith n.d.' could refer to two different references, but the citations look the same. As a solution, SACJ asks authors to submit with a numeric format, because there is less to check, prior to conversion to the published format. DOIs are a highly useful aid in verifying reference details, and a reference manager that either stores information in BibTeX format or can export to BibTeX format is a major improvement on a raw MS Word document.

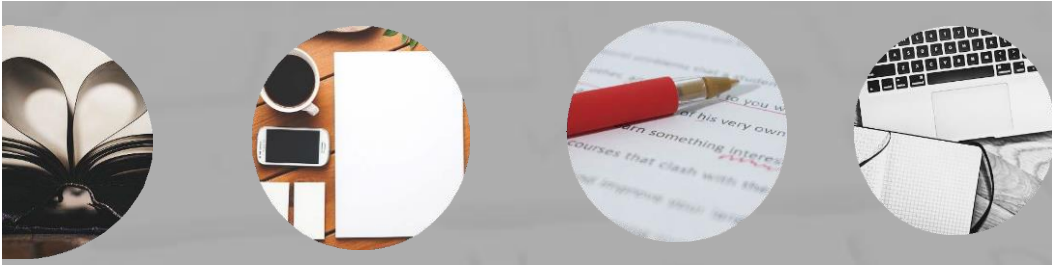
Prof Machanick advised editors to choose a standard and stick to that standard, but to be flexible when needed, and consider using a simplified submission format if the final published format is difficult to get right. He advised authors to use flexible tools that allow changes.

### **Multimedia and enhancing engagement of readership (Prof Klaus Von Pressentin, South African Family Practice Journal)**

Prof Klaus von Pressentin is the editor-in-chief of the South African Family Practice Journal (SAFPJ) and is based in Cape Town. He is the head of the UCT Division of Family Medicine. His research focuses on health service strengthening, health systems, as well as health professions education.

Prof von Pressentin acknowledged his colleagues from the SAFPJ editorial team, editorial board and publisher. He referred to aspirational versus operational tension, the aspiration being to achieve a greater readership engagement through novel ways. His presentation looked at the 'why', 'how' and 'what next' in the context of enhancing the engagement of readership.





The role of ASSAf was discussed earlier in the meeting, and mention was made of the Science Engagement Strategy policy statement that have been released a few years previously about engaged scholarship; science communication (Sci-comm); and the democratisation of knowledge in terms of its ownership, use and accessibility. Sci-comm is defined as the practice of informing, educating, and raising awareness of science-related topics, leading to greater public awareness and public understanding of science. Scientific literacy needs to be boosted through communicating with non-specialists, as opposed to the expert-to-expert communication associated with scientific publishing.

In the landscape of 'publish or perish' or 'publish and flourish', citation metrics and bibliometric indicators are useful to indicate a journal's reach and impact. A UCT library service slide listed some of the types of metrics that are used for analysis:

- Author metrics: output count, total citations received, average citation, h-index.
- Journal metrics: JIF (Clarivate) / CiteScore (Scopus), quartiles/percentiles
- Article metrics: citations, altmetrics (media coverage, policy documents, patents).

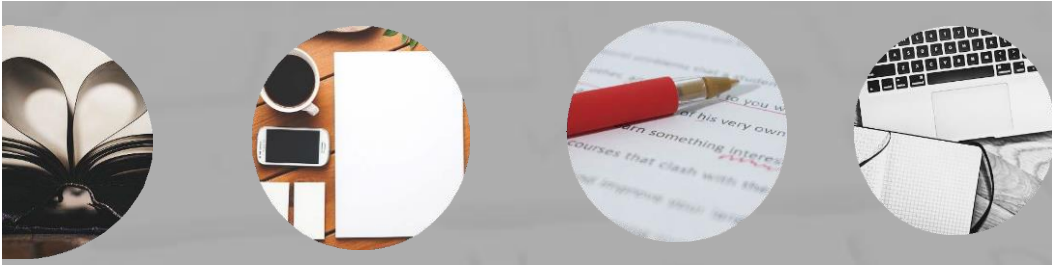
When considering the reach, visibility and impact of a journal, bibliometrics must be expanded to include altmetrics (alternative metrics), which are metrics and qualitative data that are complementary to traditional, citation-based metrics. Sourced from the internet, altmetrics provides information about how frequently journal articles and other scholarly outputs are discussed and used. Altmetrics showcases the attention and influence of research, providing a record of attention, a measure of dissemination, and an indicator of influence and impact.

In terms of how to increase reader engagement, there are several ways to package or repackage knowledge beyond the traditional scientific, scholarly article format, through the use of multimedia (podcasts and videocasts) and additional platforms such as Conversation Africa as well as social media (considering different platforms as well as concepts such as hashtags and trending). Information could be made more digestible, in the form of smaller sound bites on readily accessible platforms, which contains links that draw the reader to the original full article. People are flooded with information daily and have short attention spans. Highlighting and making key messages clearer would help readers to navigate streams of information more easily.

There are several research dissemination strategies and methods, such as policy briefs, scientific journals and conferences, toolkits and training materials, progress reports for funders, websites, online blogs, media (radio, newspaper), social media, podcasts and videocasts. A key principle of any research dissemination strategy is to consider the different stakeholders and audiences, current and desired, especially in terms of influencing policy and the broader conversation and narrative in society. There is a need for open science for greater impact. It is important to respect diversity. Traditional outputs could be remixed, and thought needs to be given to the visual context. It is important to use the right media and format for the communication objectives.

The SAFPJ appointed a new editorial board earlier in 2022, and a few additional assistant editors. The editorial role formed only one part of the working day, and additional support from like-minded, enthusiastic and energetic colleagues who diversified the editorial team was welcomed. There are four assistant editors with three portfolios: readership engagement and multimedia; Continuous Professional Development (CPD), which is a core component of the SAFPJ being the official journal of the South African Academy of Family Physicians





(SAAFP); and capacity development, in terms of authorship and research, especially aimed at early career researchers. Primary care clinicians in southern Africa are the main journal audience. Many of the topics covered by the journal are related to broader issues within the public and private sectors. Prof von Pressentin works closely with one of the assistant editors on the journal's multimedia strategy. They had several ideas, which they were gradually starting to implement. AOSIS, the journal's publisher provides excellent support in this regard.

'Social media' referred to the creation and sharing of content by consumers on the internet. All internet users, companies and organisations included, have the opportunity to be creators as well as consumers of content. Social media is a conversation between millions of people, or 'word of mouth on steroids', and is no longer an option for publishers but a necessity. There is a great deal of evidence of the reach of social media: at the start of 2022, there were 5.31 billion unique mobile phone users, which is 67.1% of the total population; 4.95 billion internet users, which is 62.5% of the total population; and 4.62 billion active social media users, which is 58.4% of the total population (Hootsuite, Essential Digital Headlines January 2022).

People use social media to inform others and to be kept up to date with the latest research in their disciplines, possibly by using hashtags or following certain key individuals who are thought leaders in a discipline. Hootsuite is an example of a tool that is used by publishers and journal teams for organising social media output. A more organic form of way of engaging readers is for key influencers to share and amplify output and would most likely have a bigger reach than a traditional push from a tool such as a HootSuite or similar platform.

The open-access textbook 'eMarketing' contains useful eMarketing strategies for journals. A journal and its output could be seen as a brand, with a certain audience in mind. Different forms of content would support different objectives, whether to educate, convince, inspire or entertain, or a combination of those. Ideally a social media platform should encompass objectives that appealed to both the rational and emotional thought processes. Often the more light-hearted and less carefully crafted articles have a bigger reach, and it is important to reflect on a journal's social media tracking and statistics. There are many popular social media platforms, such as Facebook, Twitter, LinkedIn, YouTube, Instagram, Tik Tok, and others, and it is important to understand the focus, roles and typical audiences of the different platforms. The choice of platform depends greatly on the desired audience. Examples of research dissemination platforms employed by the SAFPJ and the SAAFP includes the journal website, Twitter (@SAAFP), 'vlogs' (video blogs), YouTube and Facebook.

Any communication strategy needs to be carefully planned, with thought and creativity. It is important to join the conversations on Twitter and other platforms, and to engage on a frequent basis. In the same way a researcher needs to be familiar with the discourse in their discipline. It is important to know the pressing issues and matters that draw attention to aspects of their discipline, especially from a societal or global health perspective.

An 'always on' approach was advocated that built relationships with audiences on the platform or platforms of choice, as was the use of campaigns to activate the engagement. To create a reader engagement action plan, it is necessary to set objectives; implement, track, analyse and optimise those objectives; decide on the roles and responsibilities of the



project team and other stakeholders; determine which social media tools to use; commit to a frequency and volume of activity, as well as a response time to any reader engagement; develop a conversation plan; and create tone of voice guidelines, frequently asked questions, community guidelines and content plans.

## Discussion

Ms Veldsman commented that she was impressed and excited to see for the first time in conversations at the NSEF the emergence of a science engagement focus. It is important, even for scholarly journals, to make science 'sexier' to stakeholder groups and to entice more people to engage with the sciences. The world of scholarly publishing is evolving and there is a greater inclination towards engagement with a wider public, from policy makers to school children.

Dr Mngomezulu referred to the recent layoffs at Twitter and said that it was not widely understood how those changes impacted the way people accessed information. Algorithms are being changed in terms of what kinds of information is being targeted to particular audiences and to particular ends, often for commercial gain. Social scientists need to start having conversations with people in computer sciences who really understand AI technology and algorithms. People engage with social media at a superficial level, and are often unaware of the motivations driving some of the tech giants. Greater engagement with social media is an exciting prospect but requires a degree of caution.

Prof Machanick said that a challenge for people from other disciplines wanting to draw on the computer science discipline for their research is understanding each other. Another is to find reviewers who understand both disciplines. There are no easy solutions, but he agreed that humanities and computer science should communicate with each other more. He was involved in bioinformatics, which is the application of computer science to biology problems, and merging the different disciplines into academic content is challenging. In terms of using social media to promote a journal, publishers need to experiment with different strategies to see what works best. Social media could be 'noisy', and one had to compete with other major news. There are forms of social media that are a bit more academically aligned, such as ResearchGate and LinkedIn. If the end goal is to sell one's discipline to the broader public, then platforms that the broader public uses are advisable. Additionally, communication need to be understandable to the general public, which is not always straightforward to achieve. The Conversation<sup>33</sup> is quite useful for getting academic content out to a slightly wider audience because it uses a journalistic style, but with an academic basis, and their work is quite often repeated by other media, because it is published in open mode.

Prof Kelly Moulton referred to the alternative means of dissemination that have been discussed, such as social media platforms, short video clips, summaries of abstracts and others, and asked how much of the work was done by editors, how much by authors, and what guidelines were provided to authors in that regard. Her journal had a small and busy editorial team, and it would be useful to know whether editors had been able to pass the alternative methods for attracting greater reader engagement to authors.

Prof Garland responded that her journal, CAJ, was also small, with a small team. Their first

<sup>33</sup> <https://theconversation.com/africa>



real foray into using Twitter and videos was around the International Day of Clean Air for Blue Skies, one of the newer United Nations (UN) international days. Fortunately, the Medical Research Council partnered with CAJ and covered the video production costs. Authors were given specific instructions, and CAJ read their scripts before video production and provided some pointers. Ms Ina Smith from ASSAf helped CAJ to get verbal abstracts onto Open Journal Systems (OJS).

Prof von Pressentin agreed that the issue of time and resources was challenging. It takes time to build up an audience. It is useful to link content to one's personal profile, and therefore one's own presence on social media platforms needs to be managed. There are more science-focused social media platforms, such as ResearchGate, which targeted specific communities. It is important to consider which hashtags to use, and also whom to tag. Sometimes tagging the official account of a body or structure is less effective than tagging a person of influence with a large following. Postings could be amplified on social media organically, but some people used funding to amplify their postings. However, it was not necessary to spend very much in order to attain a broader reach.

#### **SESSION 4 (Facilitator: Prof Keyan Tomaselli, Committee on Scholarly Publishing in South Africa chair)**

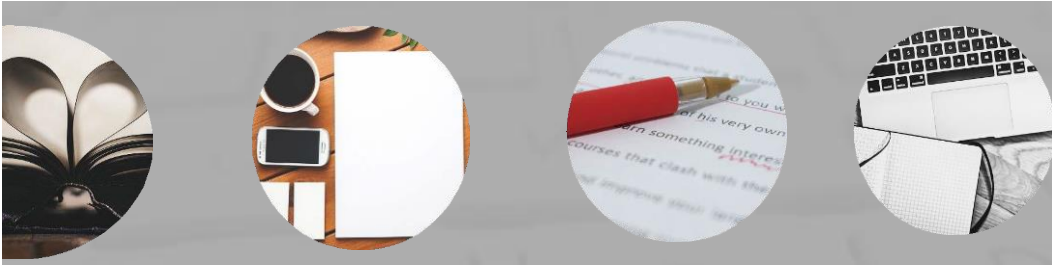
##### **Keynote presentation (Dr Seán Muller, Author of *The Incentivised University: Scientific Revolutions, Policies, Consequences*)**

Dr Seán Mfundza Muller was presenting from Bogota, Columbia. Dr Muller is the senior research fellow at the Johannesburg Institute for Advanced Study (JIAS). He is an economist, and holds degrees from UCT, where he is the Woodrow Wilson Public Policy Partnership Fellow, and Oxford University, where he is a Rhodes Scholar. His work spans the spectrum from real world policy to abstract theoretical analysis, from advising members of parliament on public finance issues and legislation, to the logical and philosophical critique of approaches. Dr Muller had recently written a book called *The Incentivised University, Scientific Revolutions, Policies, Consequences*<sup>34</sup>. The book emphasised the urgency, not just in South Africa, but globally, of trying to make sense of the incentivised University, and to understand how it shaped, affected or even distorted professional practices.

The first part of Dr Muller's book attempted to provide readers with a sense of what the book was about and why they should care about it. It made the case that in order to engage with the question of the importance and the impact of incentives for universities, it was necessary to ask deeper philosophical questions, not necessarily around higher education, such as ethics, but questions about intellectual and scientific progress.

The second part of the book (Chapters 3–6) dealt with the philosophy of science, and when Dr Muller originally set out to write the book, he had not anticipated that he would spend so much time on the section, and that a number of the key contributions of the book would come from the section. One of the more difficult 'sells' was persuading philosophers that there were important contributions or potentially important contributions, that they should engage with, within a book that was more broadly about higher education and the role of the university and the dynamics of incentives within universities. The section on the philosophy of science was intended to be accessible to a non-philosopher reader.

<sup>34</sup> <https://link.springer.com/book/10.1007/9783030844479>



Dr Muller's background is in economics, and that have been advantageous in terms of making the philosophical analysis more accessible.

Having laid out the philosophical foundations relating to intellectual progress, drawing from the works of Thomas Kuhn, Karl Popper, Imre Lakatos, Paul Feyerabend and others, the next section of the book moved on to a relatively brief characterisation of the dynamics of modern higher education. The book is not about South Africa, but about global higher education, and it captured the trajectory of the modern academy globally. Subsequent chapters linked the philosophy with those dynamics, explaining how the philosophical literature and framework in chapters three to six aided the understanding of the implications of the dynamics for the purposes of modern higher education. It was important to emphasise that for the most part, not much was said about pedagogy and teaching, except to recognise that it was neglected because of the emphasis on research - some legitimate and some excessive. There was a section about textbooks, and Thomas Kuhn's theory about how textbooks reflected a particular and often inaccurate notion of intellectual and scientific progress. The scope of book was kept reasonably narrow, and focused on research.

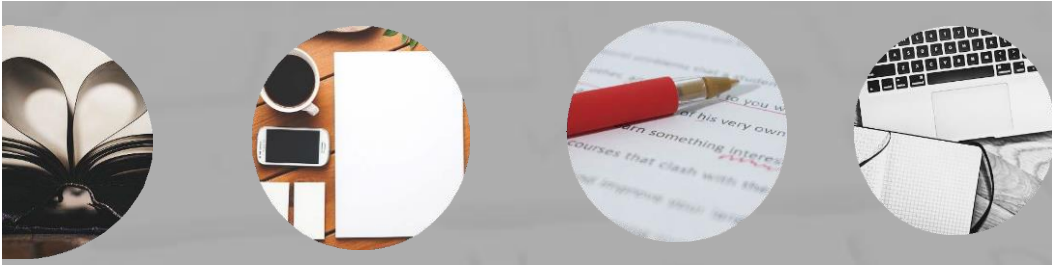
In Chapter 11, the discipline of economics was used as an example to illustrate how the dynamics raised in preceding chapters could manifest in specific ways. Economics was the discipline Dr Muller was most familiar with, and a great deal of his academic work was about economics, the philosophy of economics and the methodology of economics. Economics also occupied a special status within the social sciences.

Chapters 12 and 13 delved into the nuances and variation of the preceding generic and general arguments. The final chapter contained the conclusions, and had the title 'Scientific Revolutions Will Not Be Incentivised', which Dr Muller had originally thought he might use as the title of the book. Thomas Kuhn's Philosophy of Science distinguished between revolutionary science and normal science. Scientific revolutions were crucial events within the context of scientific progress, but characterised a relatively limited period of time. It could also be said that normal science did not need to be incentivised and had a logic and momentum of its own, which was not greatly changed by incentives, except to the extent that its 'less good' characteristics were amplified.

Dr Muller has been writing about related issues for over 10 years. As a young academic, he had encountered the realities of how the academy actually functioned in comparison to the principles on which it was notionally founded, and the rhetoric about how it was supposed to function. He had begun raising concerns about that contrast, not only in the African context, but globally. In his articles he had written about his concerns about university rankings, and metric based universities that produced high numbers of publications. The 'publish or perish' phenomenon is a worldwide concern. In his article for the International Journal of Educational Development, academics as rent seekers: distorted incentives in higher education, with reference to the South African case<sup>35</sup>, Dr Muller had attempted to use the insights that he had gained from observing the South African Academy to inform understanding of the global dimensions, and it had been his most referenced paper to date and clearly resonated with higher education scholars globally. The dynamics seen in South Africa were frequently part of a global trend, albeit with some important local context. Dr Muller had also written a paper about decolonizing the

<sup>35</sup> [http://www.seanmuller.co.za/Academics\\_rentseekers\\_IJED\\_AcceptedManuscript.pdf](http://www.seanmuller.co.za/Academics_rentseekers_IJED_AcceptedManuscript.pdf)





economics curriculum titled 'What does an (South) African Economics look like?'<sup>36</sup>, which although it was focused locally, was about epistemology, research, worldviews, and what was prioritised within institutions.

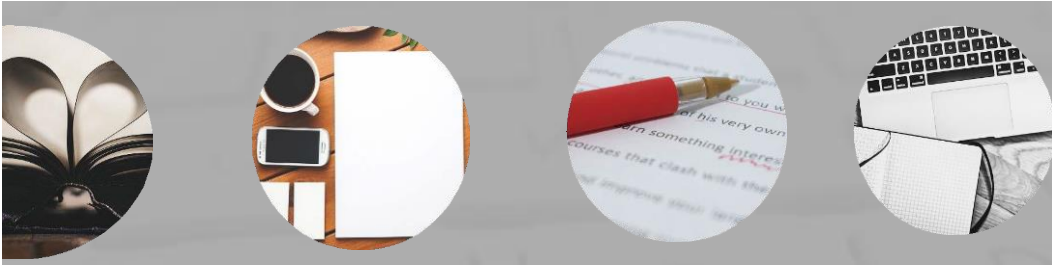
The general argument of the book was that the primary purpose of intellectual inquiry in the natural and social sciences was to attain a better understanding and knowledge of the world, through the approximation of truth. The stated purpose of incentives for research in higher education was to advance progress, intellectual or societal, which prompted the question as to whether incentives actually did so. Careful consideration of how incentives combined with extant dynamics suggested that incentives did not advance progress. In good scenarios, incentives made little difference, and in bad scenarios incentives made the situation worse. To the statement 'Scientific revolutions will not be incentivised' it could have been added: 'and normal science does not need to be, and the harmful characteristics of incentivisation need to be curtailed'. The book concluded that scientific and intellectual revolutions and breakthroughs were less likely to be incentivised, because they represented ruptures within the existing dynamics. The system of incentives rewarded incumbents and penalised outsiders, and made scientific revolutions less likely.

In planning the book, Dr Muller had found visualisation helpful, and he described a figure from the book, which was a simple representation of what scientific progress might look like. The goal was to approximate truth. Some progress had been made over time to arrive at the current status quo, which he depicted as being in the middle of a timeline. There was a hypothetical 'ideal' trajectory towards truth, but given the nature of human institutions and communities, there was a conformist momentum that maintained a pre-existing trajectory, whether it was moving closer to the truth or not. There were also non-scientific factors such as the psychology of incumbents, who might not want to acknowledge that their work was incorrect, or to recognise the status of people who had trained under different paradigms. The conformist momentum and non-scientific factors served to maintain the status quo, despite not moving towards a greater approximation of truth. Merit based assessment of competing theories was what the vast majority of practicing scientists and social scientists would agree academics were supposed to be doing, but to a large extent it was not happening. In making the argument, the book cited various sources.

In the absence of incentives, the book advocated focusing on aligning the actual dynamics with the foundational principles. There was nothing about the following behaviours that was consistent with truth seeking and the pursuit of knowledge: bullying, harassment, intellectual theft, fraud, methodological misconduct, cronyism, and peer or prestige effects. A great deal of policymaker attention and resources appeared to be focused on incentivising research output, and on trying to reward particular academics, but less on dealing with the fundamental violations of the principles of the academy.

The concluding chapter referenced literatures on norms and institutions, but also cautioned against over intellectualising the approach. Many improvements were possible that were quite obvious; what was lacking was the commitment to follow through on the foundational principles of the academy. The book considered how academies structured rewards, and what their priorities were. It concluded that the priorities were less about ensuring that the conduct of intellectual inquiry was consistent with a set of principles, than about the imitation of economic thinking and the use of incentives to attain desirable outcomes,

<sup>36</sup> [http://www.seanmuller.co.za/notesfromtheperiphery/wp-content/uploads/2017/07/SOTL\\_presentation\\_FINAL.pdf](http://www.seanmuller.co.za/notesfromtheperiphery/wp-content/uploads/2017/07/SOTL_presentation_FINAL.pdf)



without paying much attention to the dynamics themselves. The incentives themselves guided the actual practice and dynamics in whichever way assured the desired outcome.

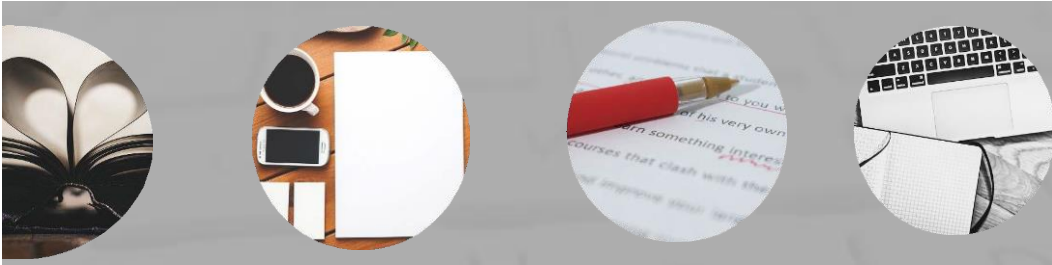
The very use of an incentive undermined the dynamic that policymakers were trying to amplify. The book assumed a benevolent policymaker. With a few exceptions, university managers employed the use of incentives with the genuine belief that the system worked. If one assumed a less benevolent approach, the argument against incentives was strengthened. The use of incentives could undermine the very underlying dynamic on which they were based. Individuals then pursued outcomes for the wrong reasons, and some even engaged in fraud in order to produce large numbers of publications. Incentives could therefore also harm those individuals in the academy who were trying to operate on the basis of sound principles. Dr Muller referred to Peter Higgs, after whom a fundamental physics particle had been named: the Higgs boson<sup>37</sup>. Higgs had stated in a number of interviews that he would not have been able to get a job in the modern academy, and he had almost been fired by his university. He had focused on teaching and supervising students, and had not been producing much research. The reason the university had not fired Higgs was because they thought he might win the Nobel Prize, which he did. There were a number of examples from economics and other disciplines of academics who had made fundamentally important contributions, who would not have obtained posts under the incentives system and priorities of the modern academy.

There was variation across disciplines. Three characteristics of disciplines were important: the ontological properties of the area of inquiry, the epistemological merits of the dominant methodological approach(es), and the culture and norms of the community of inquirers. The first two characteristics reflected a particular proposition, which was that the ability of a discipline to approximate truth depended on the fundamental issues under consideration. For example, economics would study issues such as unemployment, which were fundamentally driven by human behaviour, whereas particle physics would study the properties of particles that arguably remained unchanged over long periods of time. The other characteristic was the methods and data that was available, and it was a combination of those that determined the degree to which a discipline was more or less able to approximate truth. In areas where the ontological and epistemological characteristics of the discipline were most favourable to the approximation of truth, greater limits were placed on the harmful or distortionary effects of the culture and norms of the community of inquiry. Economics was an example of a discipline where the ability to approximate truth was very low, and as a consequence, the negative cultural norms of the discipline had distorted inquiry to a very undesirable degree, to the point that economics was to an extent a 'facsimile science'.

There was also variation across societies, because different governments had different policy frameworks that would determine the degree to which incentives were harmful or distortionary. There were two broad considerations at the national level. The first was how countries (governments, higher education bodies and universities) formulated policy. The second was the prevailing national environment within which communities of scientific inquirers operated, including the characteristics of those communities themselves.

There was variation across institutions. In the literature, there had been far less research on variation across individual institutions. The book argued that one could not separate the

<sup>37</sup> <https://home.cern/science/physics/higgs-boson>



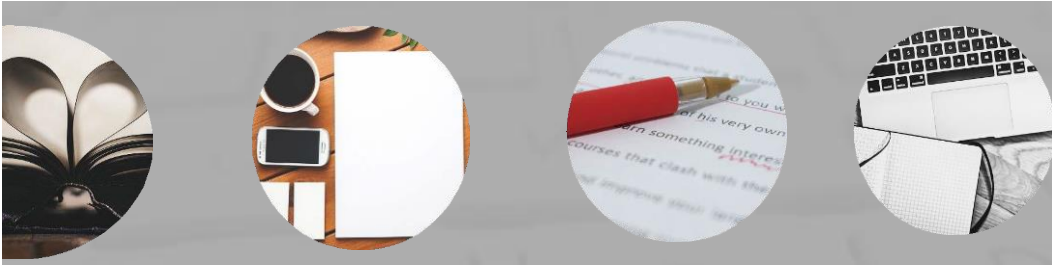
question of institutional variation from the decision making structures in universities, and where there were more managerialist conceptions of progress, there was less likely to be resistance to metric-based incentives, and less likely to be countervailing policies to limit the harm caused by those incentives.

The book's argument had implications for the academic periphery and for decolonisation, which had been a major topic in South Africa since the Rhodes Must Fall movement in 2015:

"...there are various reasons why it is important to connect these issues to the preceding analysis and framework...First, core periphery dynamics can be a major contributing factor to the harm caused by managerialist interventions to assess and incentivise scientific progress. Second, among the harms of these systems is the compounding of those same global inequalities for reasons that are unrelated to the actual merits of contributions to knowledge. Attempts to incentivise scientific progress of the kind that have become popular in the last half century can therefore be expected to worsen, rather than address, these problems. A third reason is that some preceding arguments could be used to continue, or expand, the marginalisation of peripheral researchers and communities."

In a structure that incentivised the production of output, and the placement of that output in certain kinds of journals, what occurred in the weaker periphery - weaker in terms of less resources, quality and capability - was an imitative process, which was not focused on fundamental quality, but on achieving the measured outcomes. That led to lower quality output and sometimes fraudulent behaviour. Once recognised by the core, it was used to justify further marginalisation, setting up a vicious cycle, where contributions from the peripheries were already prejudiced against by editors because they were associated with lower status academics, and status was what determined publication rather than quality. The fact that the periphery engaged in an imitative process, which was not quality based, was then used to justify precisely that kind of discrimination. An alternative possibility was that the peripheral countries and institutions saw the harmful dynamics that were taking place and decided to cut themselves off and adopt an insular approach, something Dr Muller argued strongly against. Even in the context of discussions around Indigenous knowledge systems, he argued for the importance of maintaining international linkages and an international outlook, while engaging with the fundamental problem of ensuring that the academy functioned in a manner that was consistent with its foundational principles, its societal image and the basis on which public resources were devoted to it.

The book had been written with a global perspective in mind, but Dr Muller shared some thoughts specific to South Africa. South African universities had made the error of chasing metrics and implementing managerialist systems instead of building institutions and cultivating desirable norms. Decision-makers were in denial about mediocrity (and outright fraud), and were either unable to take difficult decisions, or were unwilling to, and had been prioritising their own interests and ambitions. Decolonisation and the ending of scientific dependence required by other ambitions such as the Fourth Industrial Revolution (4IR), were fatally undermined by those dynamics. Notional achievements to date were likely to be fragile, and the reversal of metrics could happen rapidly, not to mention what was not measured, such as the quality of education. Journals were largely functional cogs in the machine of producing output for appointments, performance assessments and promotions. Dr Muller ended the presentation on a positive note, saying that if Africa had a strong enough subset of academics, disciplines, journalists, policymakers and sufficient resources to set itself on a better path, the focus should be on building high quality local institutions, while being aware of global hierarchies and inequities.



## Discussion

Prof Tomaselli said that his take away from the presentation was that incentives did not affect science and innovation per se, but affected output. Peter Higgs had produced 12 papers in his career. Despite being an embarrassment to his university, he had won the Nobel Prize, which illustrated the contradictions that were currently being faced in the era of bureaucratisation, accountability, metrics measurement and performance management, without consideration of quality and whether the work would change the world for the better. One of ASSAf's objectives is to popularise research and make it useful for social policy development and society, while at the same time encouraging basic research.

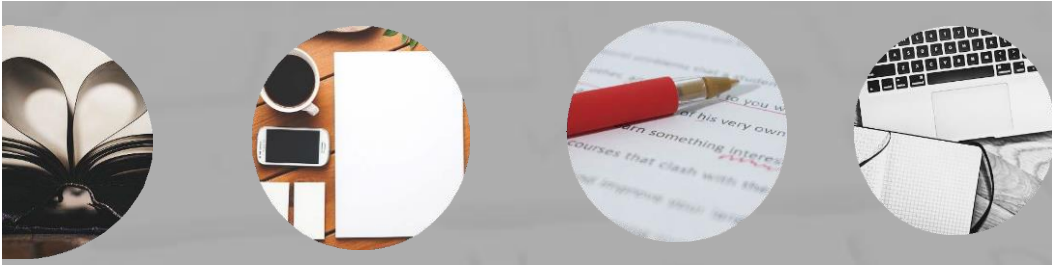
Dr Muller was concerned about institutions' efforts to popularise research. In his book, he wrote about impact metrics. When research was produced that did not make a substantive contribution, or was even fraudulent, focusing on societal impact could exacerbate its harmfulness. The work was not only harmful in the intellectual realm but also in the social realm. In economics, he frequently saw very weak work being produced, and the authors had to write policy briefs, which were then turned into op-eds. Those researchers were encouraged to influence policy, not because their arguments were correct, but because the university wanted to see that the study was making a societal impact, regardless of the nature of that impact. Impact metrics did not measure whether the policy encouraged by the paper was harmful or not.

Prof Labby Ramrathan felt that the 'new liberal perspective' on higher education had been driving many of the issues around incentivisation. His institution had started incentivising Q1 and Q2 journals. That had created the perception that Q1 and Q2 journals were markers of quality when it was not necessarily always the case. His journal received numerous articles that were descriptive in nature, and were only sent with the objective of achieving as many publication units as possible in order to receive funding. Journal editors had to find ways to address the new liberal agenda, while being very circumspect about how they fed into that discourse.

Dr Muller referred to the neoliberal approach and incentivising particular journals, and said there was insufficient intellectual thinking about the system. Under the existing system, one could publish in an international journal that was extremely difficult to get into, for example, it could take three years to publish one paper in the quarterly journal of Economics, after which the author might obtain one point. However, if the author published a short opinion piece in a certain South African journal, they would also receive one point. The system incentivised people to churn out articles to lower quality journals. Incentivising the top international journals also made little sense as it did not reflect the local context and how much harder it was for a South African author to publish in those journals. Dr Muller also wondered why it was necessary for students to publish in journals to obtain a degree.

Prof Gevers was surprised that Dr Muller had not defined what he meant by 'incentive'. There was a distinction between incentives that were designed to enable research and others that were purely rewards and had no impact on the research. Both the book and presentation should have detailed what was meant by incentivising and incentives. Prof Gevers commented that the South African Max Tyler had won the Nobel prize with even fewer publications than Peter Higgs. The point was that incentives were in place to enable





researchers to do research, and to obtain the funding, equipment, space, students and staff required in order to carry out their investigations according to basic academic principles.

Dr Muller felt that Prof Gever's point about the definition of incentives was valid in the context of the presentation. The book did go into more detail and considered intrinsic versus extrinsic incentives. Incentives would always exist to a degree, but his book dealt with the deliberate creation of incentives. Policy makers were relying on extrinsic incentives in the hope that they would generate the same outcomes that intrinsic motivations had generated in the past. A definition of incentives would not change the central argument of the book, but when thinking in a more nuanced way about the policy interventions, the distinctions between different types of incentives would become more important.

Prof Gevers said, as someone who had read research units and carried out research over many years in many different places, that it was a very important intellectual exercise to be able to write a scholarly paper. In doing so, a researcher had to review the literature, and to consider the evidence and results. To refer to that exercise as 'facsimile research' revealed a misunderstanding of how people learned to conduct research. Writing and publishing a research paper was an exercise in Intellectual development and did not always have to make an revolutionary advance in scientific knowledge.

Dr Muller agreed that it was important to know how to write a scholarly paper, but learning did not necessitate publication. Revolutionary contributions were quite rare, but published articles should at least make substantive contributions. Student dissertations could be placed on accessible online repositories. There was no reason why journals should be 'training' grounds, and given the societal resources required it was unfeasible.

### **SESSION 5 (Facilitator: Prof Takalani Mashau, Journal of Educational Studies)**

Prof Takalani Mashau is an Associate Professor at the University of Venda. He is currently Deputy Dean of Research and Postgraduate Studies in the Faculty of Humanities, Social Sciences, and Education. Prof Mashau is also the co-editor of the Journal of Educational Studies (JES).

#### **Accreditation of creative outputs (Mr Chief Mabizela, Department of Higher Education and training)**

Mr Mahlubi (Chief) Mabizela is the Chief Director responsible for higher education policy in the Department of Higher Education and training (DHET). His responsibilities included the development and implementation of higher education policies; measurement and analyses of research outputs from universities; research for policy support and the regulation and administration of private higher education institutions. He had been involved in the authorship and implementation of several policies in the higher education system of South Africa. He had been the principal author of the analyses reports of the higher education research outputs since 2007.

The policy on the Evaluation of Creative Outputs and Innovations<sup>38</sup> was produced in 2017 and implemented in 2019 and was therefore in its third year of operation. Two reports have been produced during the COVID-19 lockdown (Creative Research Outputs Reports 2020 and 2021) and a third was pending. A national workshop on creative research outputs had been held recently.

<sup>38</sup> [https://cisp.cachefly.net/assets/articles/attachments/68876\\_40819\\_gon395.pdf](https://cisp.cachefly.net/assets/articles/attachments/68876_40819_gon395.pdf)



The policy addressed the need for the recognition and subsidisation of all scholarly forms of research outputs from the universities in South Africa, other than just scholarly publications. The creative outputs recognised by the policy, and therefore by the DHET for the purposes of subsidy, were in the following subfields: fine and visual arts; music; theatre, performance and dance; design; film and television; and literary arts. On innovations, the policy recognised patents and plant breeders' rights. The DHET worked with the National Intellectual Property Management Office (NIPMO) to evaluate submissions on innovations.

Funding for the creative outputs come from the research output fund, and those outputs are viewed as research. The units that are allocated to institutions for creative outputs are the same units as those awarded to publications. Subsidies go to the institutions and are used to incentivise individuals and to encourage them to produce more research outputs and boost rankings. He agreed with Dr Muller that there are issues with the system of incentives and rankings, but the goal of the subsidies is to promote scholarship in the area of creative outputs.

To inform subsidy decisions, the policy evaluated and placed emphasis on core criteria:

1. Originality: whether the output contributed to fresh understanding and/or stylistic, thematic or conceptual innovation in the discipline.
2. Relevance: whether the work demonstrated an intellectually and creatively informed response to the subject.
3. Newness: the output should indicate work that had not been accredited for subsidy before.

The DHET evaluation process outcome is final, and there is no recourse for appeals should the academics or creators be dissatisfied with the outcome. The policy allows for a three year (n-3) submission cycle from the time the work first appeared in the public domain to submission for subsidy. Each creative output needs to be accompanied by an annotation or written commentary by the artist to contextualise or elucidate the work. The contextualisation needs to demonstrate relevance and newness, and be between 500 and 700 words. The contextualisation should not be overly elaborate or be seen as a replacement of the output, but provide information and background that may not be ascertained from an examination of the creative output alone. The annotation should articulate concepts and seek to make tacit knowledge clear. Artists might argue that a creative output should 'speak for itself', but consideration for subsidisation requires evaluation of the work according to set criteria.

Each creative output needs to be peer reviewed prior to submission to the DHET. Institutions needs to choose peer reviewers with the appropriate academic qualifications or experience to assess submissions by creative practitioners working in a scholarly framework. The policy includes a general procedure for submission, which is further elaborated on in the Implementation Guidelines<sup>39</sup>. The implementation guidelines are used mainly by the creative output's evaluation panel, and are also made available to peer reviewers to advise them on the review criteria and the panel's expectations. To ensure consistency and quality, peer reviewers are also provided with a review template, which have been developed by DHET in consultation with the sector.

---

39

[https://www.dhet.gov.za/Policy%20and%20Development%20Support/Creative%20Outputs%20Implementation%20Guidelines\\_October%202021%20\(003\).pdf](https://www.dhet.gov.za/Policy%20and%20Development%20Support/Creative%20Outputs%20Implementation%20Guidelines_October%202021%20(003).pdf)



Over the past three years of the implementation of the policy, several improvements have been made, including finetuning of the peer review template; revision of the implementation guidelines; introduction of unit fraction; submissions for innovations received on the Research Outputs Submissions System (ROSS); sourcing of a third peer reviewer to strengthen application; providing clarity and expansion on the Terms of Reference (ToR) for the advisory panel and sub field panels; and the development of two sector reports, with a third in progress.

Some of the challenges faced were an insufficient pool of peer reviewers, more so in some fields than others, and an increasing number of interdisciplinary submissions, which did not fit easily into the established sub fields. It was important to identify and avoid conflicts of interest at the institutional level, for example, by not appointing peer reviewers who had any association with the outputs or were from the same department. It was also important to identify and avoid conflicts of interest at national level at the evaluation stage, for example, sub panel members could not have access to submissions from their institutions, and were required to declare and recuse themselves where they had any association or involvement in a creation or production.

Improvement of the policy was planned for the 2023–2024 financial year. There are plans to build on the section on ethics. Work was planned around gaining a better understanding of the concept of practice-led research and of how the policy was understood and interpreted by universities.

### **Evaluation process of creative outputs (Dr René Smith, University of the Witwatersrand)**

Dr René Smith is the Head of the School of Arts at Wits and had recently served as the President of the South African Humanities Deans' Association. She was the Executive Dean of DUTs Faculty of Arts and Design, and a graduate of UKZN and Falmouth University. Dr Smith has extensive governance and leadership experience, having worked for a wide range of organisations. She has taught at several institutions of higher education in South Africa, and before returning to academia, she consulted across sectors, including on projects in other SADC countries.

A team had worked on the recognition of peer reviewed creative outputs, culminating in the creation of a working group report on creative outputs. The report advised the DHET on appropriate peer review systems, the allocation of units and processes, and procedures for the submission and evaluation of creative outputs. Dr Smith became involved with the process of the recognition of creative outputs when working with the South African Humanities Dean's Association. Throughout that time, DHET had worked closely with NIPMO, and between 2014 and 2016, wide sector consultation around the policy development process had taken place. The *Policy on the Evaluation of Creative Outputs and Innovations*, produced by South African Public Higher Education Institutions<sup>40</sup> was gazetted in 2017.

In 2018, there was another round of national creative outputs workshop. The DHET required the implementation of guidelines to be developed prior to implementation of the policy. The first iteration of the guidelines produced in 2019 provided guidance around creative outputs, as well as patents and registered plant breeder's rights. Two reports were written: the *Creative Research Outputs Report 2020* and the *Creative Research Outputs Report 2021*.

<sup>40</sup> [https://cisp.cachefly.net/assets/articles/attachments/68876\\_40819\\_gon395.pdf](https://cisp.cachefly.net/assets/articles/attachments/68876_40819_gon395.pdf)



The 2019 implementation guidelines were revised in October 2021 and another round of evaluations took place in 2022. The guidelines and reports are public documents and are available through the DHET website.

The policy provided for the recognition and reward of quality creative outputs produced by public higher education institutions and the allocation of subsidies. The policy also covered innovations, but the presentation focused on the creative output subfields, such as fine and visual arts; music; theatre performance and dance; design; film and television and the literary arts. Reference was made earlier by Mr Mabizela to interdisciplinary submissions. There are also practices that fell within the realms of research undertaken in fields such as journalism, translation and scholarly editing. In this regard, two provisions in the policy are worth highlighting:

**Clause 10:** *"This policy acknowledges that there are other legitimate and worthwhile research practices which may not be covered in the above categories or fall neatly within the parameters of 'creative outputs'. These often include practices falling within the realms of research undertaken by those in Journalism, for example, as well as activities such as translation and scholarly editing."*

**Clause 11:** *"It should be noted that the Department's subsidy is aimed at universities and not individual scholars or academics. Only work that is germane to one of the core functions of an institution will be considered."*

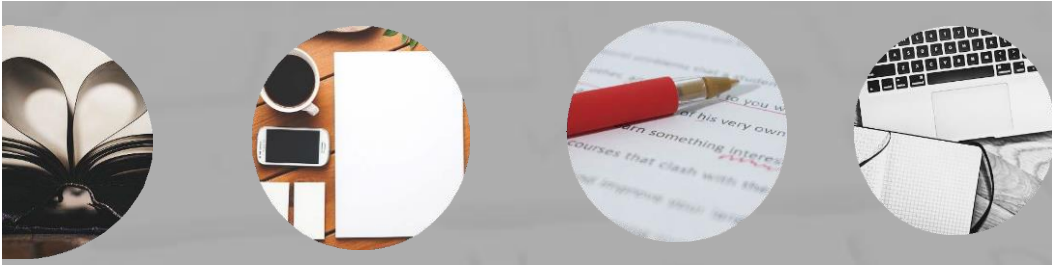
The creative output evaluation process could be divided into an internal and external process. The internal process includes the following steps:

- An application made by an output creator.
- A creative output review process take place in which an internal committee screen and verify the output for policy compliance, prior to submission to DHET.
- The institutional research office consolidates applications into an approved institutional submission.
- Two peer-reviewer's reports are requested from the reviewers that accept the invitation to write a report. These are sent to the reviewer via the ROSS system.
- The submission is sent to DHET for evaluation and allocation of subsidy, accompanied by a letter of declaration signed by the DVC (or official representative), which details the internal evaluation committee members.
- The outputs are uploaded to ROSS, and each must be accompanied by two positive peer review reports from experts in the discipline or subfield.

The external process referred to the application peer-review process is overseen by the universities. The university selects expert reviewers and provide them with reviewer templates. The creative outputs in the applications submitted to DHET must be recommended for onward submission by the reviewers. Additionally, there is a sub-field panel review process that is overseen by DHET.

There are several important DHET evaluation panels, including sub-field panels and an advisory panel. DHET allocates submissions to sub-field panel members for review who are disciplinary or practice experts in the relevant field. The sub-field panel members review the submission made to DHET, including the information submitted via ROSS and the review reports. They present the submissions that qualify for subsidy to DHET for determination of unit allocation.





According to the policy ToR, the sub-field panels:

- Assess the creative works and determine whether they embody original research production by practitioners or scholars across the breadth of the creative outputs disciplines, as stipulated in the policy and the implementation guidelines.
- Conducts the evaluation of the creative output submissions with adherence to the highest quality standards of evaluation of creative and innovation outputs and consistent with the rigour expected of academics and professional practices in the respective fields.
- Recommends the outcomes of their evaluations to the advisory panel.
- Make recommendations on efficient implementation of the policy and improvements to DHET processes.

According to the policy ToR, the advisory panel:

- Advise the DHET on the processes and procedures for efficient assessment of creative research outputs.
- Advise the DHET on policy improvements.
- Chairs sub-field panel meetings.
- Contributes towards continuously improving criteria and guidelines for sub-field panels in line with the policy.
- Advise on efficient ways of implementing the policy and on improving the process of evaluation, including the online system.

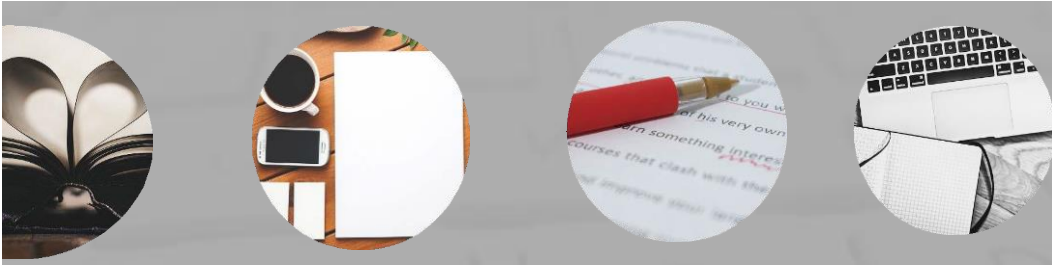
Feedback is essential for continuing improvement of the evaluation process. Each annual evaluation meeting begins with a plenary presentation, followed by a discussion. Panels provide feedback to the DHET after each annual evaluation meeting. Panel members represent the sector, and not their respective institutions. Persistent problem areas that were identified since the start of the first cycle includes: annotations; the peer review process; curatorial practice; retrospectives; confidentiality; and the conflict of interest. However, the policy precludes implementation, so procedures could not be changed prior to policy changes. Feedback is also provided on DHET processes and the ROSS system. The NRF is very helpful in tweaking the ROSS system in accordance with the feedback. Many comments and suggestions were made during meetings on how university and research office participation and processes could be improved in support of creative outputs.

The policy review process which will begin in 2023 is eagerly anticipated but would take about five years to complete. The workshop held the previous week had started the engagement process. The implementation guidelines have been updated since the first cycle. Many people are still using the 2019 implementation guidelines and are encouraged to use the 2022 implementation guidelines<sup>41</sup>. The creative output evaluation process is still relatively new, and the DHET is open to suggestions for the improving and strengthening of the system.

---

41

[https://www.dhet.gov.za/Policy%20and%20Development%20Support/Creative%20Outputs%20Implementation%20Guidelines\\_October%202021%20\(003\).pdf](https://www.dhet.gov.za/Policy%20and%20Development%20Support/Creative%20Outputs%20Implementation%20Guidelines_October%202021%20(003).pdf)



## Evaluation process of creative outputs: Universities' and sectors' perspective (Prof Leora Farber-Blackbeard, University of Johannesburg)

Prof Leora Farber-Blackbeard is a Johannesburg-based artist, academic, writer, curator, and editor, with an extensive exhibitions and publications history. She is an Associate Professor in the Faculty of Art, Design and Architecture (FADA), UJ, and Director of the Visual Identities in Art and Design Research Centre at FADA. She graduated with a BA Fine Art (Wits); MA Fine Art (Cum Laude) (Wits); and DPhil Visual Art (Creative Production) (University of Pretoria). Prof Farber-Blackbeard was part of the initial DHET panels where the policy implementation guidelines<sup>42</sup> had first been drawn up in 2019 and was a member of the visual arts sub panel for the past three years. She has been closely involved with the submission of creative outputs at UJ. She is part of the Faculty of Art, Design and Architecture research committee, that screen all the applications and peer reviews. She presented workshops on the submission process to colleagues in the Faculty of Art, Design and Architecture, and mentored colleagues in the faculty on how to put together their submissions. She also mentored colleagues in Humanities on the submission process and assisted the UJ research office when required. She has consulted colleagues in other institutions on their experience of the evaluation process and included some of their feedback in the presentation, as well as some points from the discussions that had taken place at the national workshop on creative research outputs on the 16th of November 2022.

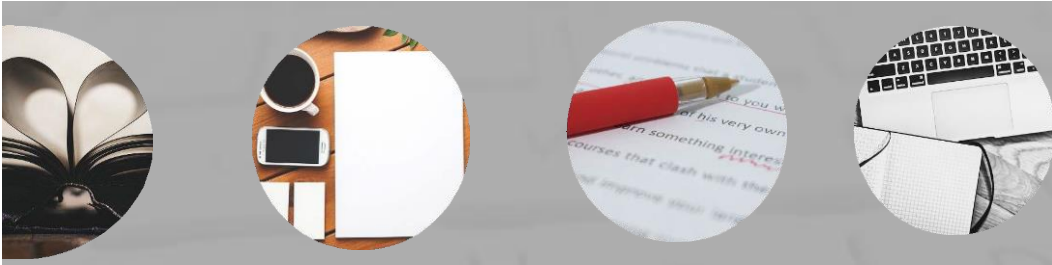
A number of teething problems were encountered:

- Applicants sometimes struggled to understand the overarching criteria and guidelines for unit allocation, and often interpreted the guidelines as fixed rules. There were ongoing difficulties around people understanding what was required in the annotation. Some people's annotations were overly descriptive. Annotations need to articulate the conceptual and scholarly framework in which the work should be heard or viewed, and demonstrate the contribution made by the work to new knowledge.
- The drop-down boxes in the application form are confusing, as not all the creative output types and sub-types are aligned, and there is little consistency. For example, under the design outputs type, the sub-types are design disciplines and are listed as discreet entities (e.g., fashion design, graphic design), but under fine arts, the sub-types relates to the media used (e.g., drawing, painting, sculpture or video art); techniques (e.g. collage) and forms of presentation (e.g., performance, installation, artists' books). The interdisciplinary submissions are particularly difficult to map as they do not fit neatly into the established types and sub-types. Some submissions could potentially fit into two or three different output types and sub-types. For example, the applicant might be the director, scriptwriter and performer, under television and the theatre/performance/dance types and sub-types. In such cases it is difficult for an applicant to decide where to place themselves.
- Faculty research committees and research offices are still coming to terms with how to best handle the submission and peer-review processes, and how to structure timelines accordingly. As it has been noted earlier, Alistar White (NRF) and Dr Idah Makukule (DHET) have been particularly supportive to university research offices and offered prompt and valuable guidance.

---

42

[https://www.dhet.gov.za/Policy%20and%20Development%20Support/Creative%20Outputs%20Implementation%20Guidelines\\_October%202021%20\(003\).pdf](https://www.dhet.gov.za/Policy%20and%20Development%20Support/Creative%20Outputs%20Implementation%20Guidelines_October%202021%20(003).pdf)



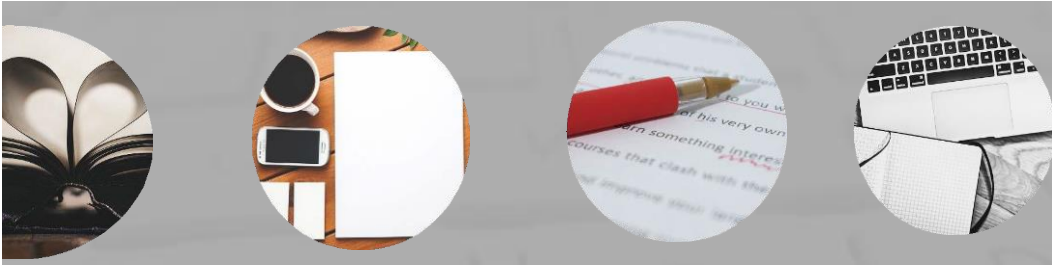
The peer review process is an area of major concern for many institutions. Reviewers often do not respond to invitations to write review reports or are simply unwilling to review applications. Many ask whether there is any remuneration for writing the report, and if not they declined the invitation. Some reviewers commit to writing a report but withdraw at the last minute, and some fail to deliver reports on time, or at all, despite multiple reminders. Some review reports are too short, too general, or not sufficiently critical or rigorous. Some reviewers write about the applicant's work in general, and not the specific work being submitted for accreditation. Some reviewers do not familiarise themselves with, or focus on the DHET requirements for evaluation, as laid out in the implementation guidelines; do not answer the question posed in the template; or respond with one-word answers and generally do not take the process seriously.

Finding suitable reviewers is a challenge. Nominations by applicants are problematic, as applicants often nominates friends or associates whom they know would write favourably on their work. However, it could be argued that those nominations might have excellent insight into the applicant's work. Many reviewers working in industry do not understand the concept of research in relation to practice and have a tendency to overlook the conceptual depth or theoretical framing of the work in favour of technical expertise. However, discounting industry-related reviewers reduces the pool of people on which to draw. The lack of understanding regarding why a creative work did or did not qualify as research is not limited to those in industry. Some reviewers from institutions disregard the DHET'S stated position that in order to qualify as a subsidy-worthy research output, the work needs to convincingly assert artistic practice as research by having a clear research idea/concern/thematic/intention; be located within a theoretical/conceptual framework that contextualised or positioned the work in a broader context; and demonstrate new knowledge or make a new contribution to the discipline.

The pool of people who are qualified and willing to review creative outputs is very small. There is a tendency to only draw on local reviewers. Often, the same people are approached by several institutions and could not take on the workload. Certain reviewers conduct the majority of the reviews, leading to the privileging of one person's opinions. Many colleagues complain of having been approached too many times and have 'reviewer's fatigue'.

Suggestions to address these issues:

- Remuneration of reviewers: Some universities are currently offering remuneration, but most are not. To be effective, DHET would have to make payment mandatory across the sector and stipulate a set amount. The issue has been discussed at length in the workshop on 16 November 2022, where it has been made clear that DHET does not support reviewer remuneration.
- Approaching and appointing three reviewers instead of two: UJ has done so, and it is proving to be effective, as it provides a backup in the case of a reviewer failing to deliver. However, it does increase the administrative load.
- Inclusions of international peer-reviewers. There is the possibility that international reviewers might not understand the South African system and standards of work expected, but the criteria for evaluation are clearly outlined in the DHET implementation guidelines and the reviewer's template.
- Exclusion of reviewers in industry, particularly in the design disciplines.
- Careful vetting and informed selection of peer-reviewers by faculty research committees.



**There is sector wide dissatisfaction with the delays in outcomes and the release of subsidies for a particular year's submissions.** The delays and lack of information leaves applicants feeling demotivated and demoralised. Initial excitement about the submission of creative outputs for subsidisation is wearing thin, as the process does not seem to yield results. Many feel that the process is not worth the time and effort, and others are sceptical and do not take the process seriously.

There are plans to review the policy to include curatorship and there was a sector-wide call for recognition of curatorial practice as a valid form of artistic research that warranted subsidisation. Curation is internationally recognised as an effective methodology that generates new insights; a research methodology led by art practices; a way of developing and furthering discourses and stimulating debate; a form of research that consolidates diverse practices; a means by which work could be recontextualised or decontextualised; and a practice that could open new insights around a particular thematic.

### **Evaluation process of creative outputs: A creator's perspective (Dr Lee Watkins, Rhodes University)**

Dr Lee Watkins is the Director of the International Library of African Music (ILAM), the oldest music archive on the continent, based at Rhodes University. His research interests include popular music studies, heritage studies, community music, and rural creative economies. He is the editor of the African Music Journal<sup>43</sup> which was established in 1954.

Dr Watkins views himself as a 'lapsed' musician, who works in the creative sector. He does not produce creative outputs himself, but is the editor of a journal, which focuses entirely on the music of Africa and its diaspora. Dr Watkins works closely with creative people - musicians and scholars who are navigating both musical performance and scholarship. He refers to his own work as 'creative editing' or in certain contexts developmental editing. 'Creativity' does not only relate to the content of the journal, but also to the relations that are cultivated in the course of the production of a journal. Since 1954, ILAM has been a home to the African Music Journal, a DHET accredited journal, which was established by Hugh Tracey (1903–1977). It is the oldest journal that is dedicated to African music.

The African Music Journal is issued once a year, enjoys global readership and is downloaded 1000s of times per year. It has provided a platform to many established musicians and African music scholars such as Arthur Morris Jones, Gerhard Kubik, John Blacking and Hugh Tracey. More recently the work of new young African scholars was included. Initially, most of the articles focused on 'traditional music', written mostly by British and European scholars and colonisers, but over time the subjects came to include African music analysis, African music theory, and popular music styles such as the Rumba in the Congo.

Dr Watkins agrees with earlier speakers that the reviewing process pose challenges, especially finding suitable reviewers. He still relies extensively on scholars from the USA and Europe, as there are few African music scholars with publishing experience. The journal emphasises field work, and primary data is obtained in the field. The COVID-19 lockdown period had an impact on research and the quality of research due to scholars being unable to perform traditional field work.

It is widely assumed that most humans enjoyed music, and music is an integral part of their

<sup>43</sup> <https://www.jstor.org/journal/afrimusi>





personal, intimate and social lives. When writing about music, it is necessary to detach from the intimacy or the passion felt towards the music style, which makes writing about music difficult. One needs to translate the sensuousness of musical experience into text that is written for unknown readers in unknown places. The situation is further compounded by writing about music in academic English, in which some authors - particularly young black African authors struggle to convey the meaning and significance of their research. Many Africans have multiple mother tongues, with English most often in the margins. Dr Watkins was struck by the sizeable amount of research on the African continent written in African languages, French, Portuguese and Arabic, which then failed to reach a global readership. There are other journals that reject outright submissions from scholars who struggle with English. Common areas of concern are grammar (USA, UK, combined or colloquial), punctuation (commas are generally misunderstood or ignored), structure, overall presentation, and conceptualisation of the research question or argument.

Dr Watkins questioned the approach of rejecting such articles outright, and said that an intervention is required, which he referred to as 'developmental editing'. Inexperienced authors need to be mentored and coached according to the generally accepted 'standard' conventions of publishing. Once a suitable standard for reviewing purposes is reached, the article can be sent out for peer review, to reviewers who understood the politics of the editorial process from a developmental perspective. Unfortunately, most reviewers are based in the USA, UK and other European countries. Dr Watkins frequently acted as an intermediary, and upheld the principles of blind peer reviewing. He read the reviews, selects the parts he agrees with, forward those on to the authors, and hold online meetings with them to discuss the reviews. Some reviews are overwhelming, especially for early career authors. It is a process of continual back and forth, and is frustrated by the fact that young authors in many African countries do not have access to new publications. South Africans take for granted access to the latest published research in books and journals. Other countries such as Nigeria, Tanzania or Ghana, who have huge communities of music scholars, do not enjoy the same level of access, and scholars are more inclined to cite local, unaccredited, or out-of-date publications.

A completed edition of the African Music Journal does not signify the amount of labour that went into its production. The 'glossy' cover suggests a smooth process of engagement between authors, editors and reviewers, but that is mostly often not the case. Dr Watkins wondered how the relationship between authors, reviewers and scholars could be reimagined to encompass 'developmental editing', and how to fulfil one's role as editor such that young authors are not alienated from the process of producing a published article. Dr Watkins is also an ethnomusicologist. If he ignored his other disciplines, the quality of his work might be left wanting. However, if he were not to engage with and mentor authors, the journal might be left wanting, and he is still attempting to locate his role as editor within the trajectory of developmental editing.

## Discussion

Prof Thomas Pooley commented that creative outputs should be designated as research as per DHET's specifications rather than be fitted to the submission categories post hoc. The distinction between creative work in general and creative (research) output is difficult to determine and should perhaps be addressed with practitioners. The Journal of the Musical

Arts in Africa publishes musical scores which might qualify for subsidy as creative outputs, but he was unsure whether they are peer reviewed.



Mr Mabizela responded that the policy (Policy on the Evaluation of Creative Outputs and Innovations) evaluated creative research output for subsidisation, whether the output was the publication of the research or the artistic artifacts themselves. He agreed that the demarcation between what constituted research outputs as opposed to purely artistic outputs is difficult to pinpoint and warranted further discussion to improve the policy, but the subsidy is not intended to change the behaviour of researchers.

Prof Anna Oksiutycz observed that the recognition of creative outputs is a highly positive development. When discussing publishing, she observed that people are still referring to the publication of research about creative outputs. Technology provides opportunities to look beyond publication, and she wondered how journals in the field of humanities could promote the creative outputs themselves and overcome practicalities such as copyright, access and links to the work. She wondered whether there are any examples of the incorporation of artistic outputs into the journals themselves, especially online.

Dr Watkins replied that an option would be to have a section in a journal reserved for artistic outputs. He reiterated that it was important for editors to guide young authors and musicians in how to manage the world of academic writing. An editor's work is sometimes very prescriptive. Providing guidance and support is essential, although it adds to the substantial work volume of editors.

Prof Igle Gledhill, a physicist who has returned from industry to academia after 30 years, was extremely surprised at the change in behaviour driven by incentive schemes. She understood the drivers of university rankings and global competitiveness, but questioned whether incentives drove genuinely innovative thinking. She was in favour of a different system of evaluation of individuals, where targets are set and performance is reviewed against those targets, but said that research should be funded as research.

Prof Farber-Blackbeard commented that in the visual arts there is a new way of dealing with practice-led approaches to writing. There is no consensus yet as to what a practice-led approach to 'making' is. She questioned how an artist would write about their work in a way that was reflective of the practice. There are a few journals that specialised in the subject: the *Journal of Artistic Research*, a DHET accredited journal, and *Ellipses*<sup>44</sup> at Wits, in which the art work is both presented and written about by the artist. Dr René Smith commented that *Leonardo*<sup>45</sup> is another example of such a journal.

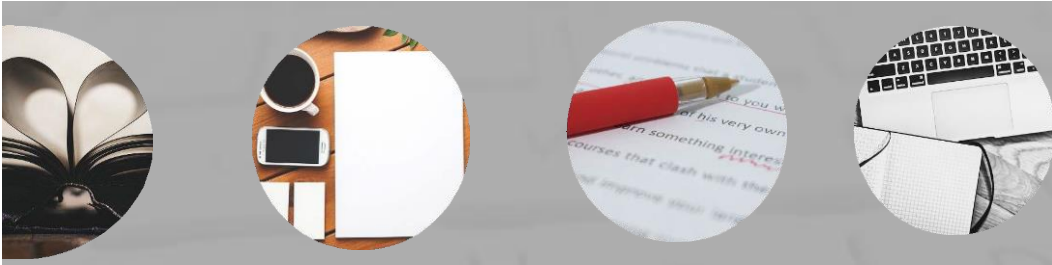
Mr Mabizela responded to Prof Oksiutycz's question on technology, and said that there is work underway looking at the presentation of outputs in the publications that dealt with the arts and the opportunities that technology might afford, but it is still early in the process. Mr Mabizela reiterated that the subsidies granted via the evaluation process are not intended to be incentives. However, he agreed with Prof Gledhill's sentiments. Incentives have become inducements, but it is a difficult conundrum to solve.

## Wrap-up and Closure

Prof Tomaselli and Ms Veldsman thanked participants for the interesting presentations and discussions.

<sup>44</sup> <https://www.wits.ac.za/wsoa/ara/publications--resources/ellipses-journal/>

<sup>45</sup> <https://direct.mit.edu/leon>



## DAY 2

Prof Tomaselli welcomed attendees to the second day of the NSEF meeting.

### SESSION 1 (Facilitator: Dr Naomi Nkealah, *Imbizo Journal*)

Dr Naomi Nkealah is a Senior Lecturer of English in the Division of Languages, Literacies and Literatures in the School of Education at Wits. She has been an editor-in-chief of the journal, *Imbizo: International Journal of African Literary and Comparative Studies*<sup>46</sup>, for the past five years.

### Ethical considerations when publishing scholarly journals (Dr Pierre de Villiers, AOSIS)

Dr de Villiers is the founder and Executive Chairperson of AOSIS<sup>47</sup>, a South African publisher of scholarly journals and books since 2002. He is a medical professional by training and a fellow of the South African College of Family Physicians.

AOSIS specialises in open access publishing and currently publishes about 50 OA journals, covering all disciplines. The journals received about 4000 article submissions each year, of which about 2000 are published. AOSIS partnered with universities and scholarly societies. They publish in both gold and diamond (sometimes referred to as platinum) open access models, in other words, journals that charge page fees and journals that are free in which to publish.

Dr de Villiers presented the AOSIS portfolio of journals statistics for the period 2017–2021 for corrigenda (corrections made after publishing) and retractions. The statistics are reasonably stable, except for those of 2021, a year which has been, to borrow the words of Queen Elizabeth, an 'annus horribilis'. Dr de Villiers wondered whether the change in statistics had any relationship to the COVID-19 pandemic and related problems of 2020 and 2021. The corrigenda have risen significantly from 10 in 2020, to 78 in 2021, and there has been three retractions, the first in five years. In *JÀMBÁ: Journal of Disaster Risk Studies*, there has been a duplication in publication. In *HTS Theological Studies*, there has been a retraction for plagiarism, and in the *South African Journal of Oncology*, there has been a retraction due to an invalid and misleading article. The ethical issues in scholarly publishing are well known, including plagiarism and duplicate publication, unethical research, fabrication and falsification, authorship misconduct, and conflict of interest. At AOSIS, the main issues concern authorship, author affiliation, similarity and plagiarism, simultaneous submission, and editorial freedom.

AOSIS has an authorship policy, which is detailed on the website, accessible to all journals and defined who qualified for authorship: "Anyone who has made a significant contribution to the research and the paper must be listed as an author. Contributions that fall short of meeting the criteria as stipulated in the policy should rather be mentioned in the 'Acknowledgements' section of the manuscript."

AOSIS uses the International Committee for Medical Journal Editors (ICMJE) authorship criteria, which are that authors need to have:

1. Made a substantial contribution to the conception and design, or acquisition of data, or analysis and interpretation of data.

<sup>46</sup> <https://journals.co.za/journal/imbizo>

<sup>47</sup> <https://aosis.co.za/>



2. Drafted the manuscript or critically revised it for important intellectual content.
3. Approved the final version to be published.

A manuscript has to include a paragraph that briefly summarises the nature of the contributions made by each of the authors.

All qualifying authors are not always listed, and complaints are received. Sometimes students feel that they should have been included, because the work was based on their research. Once a complaint has been received, a correction needs to be made. There is a procedure to follow in terms of a change prior to publication. A change after publication will require a corrigendum procedure, which is a long and difficult process because everyone has to agree to any changes. A change to listed authors is the most common problem that AOSIS deals with.

The AOSIS author affiliation policy states that the affiliation has to reflect the authors' location during the funding, conducting and completion of the research, in other words, where the research has been carried out. AOSIS receives several requests to change affiliations, both before and after publication, mainly because authors have relocated, in which case a second affiliation is allowed. Sometimes funders require the change. Additionally, there are DHET subsidy requirements, mainly relating to international authors who have participated in the research projects. Sometimes 'subsidy gamesmanship' is a factor, which is a tricky situation to negotiate, which is why AOSIS requires the contributions of all authors to be clearly listed. The AOSIS policy with regard to originality states that the submitted work has to be original and not have been published elsewhere, in any language, without express citation and acknowledgement of the previously published work.

Similarity checking using Ithenticate® is performed on all submissions, and once accepted, a further check is performed. Internal checking is performed on a database of authors and titles. Authors are requested to supply their unpublished work, for example, a thesis. The percentage similarity gained from the reports needs to be dealt with in context, as disciplines vary. Similarities are not always clear cut, and editors have to be very circumspect in dealing with the percentages. Similarity problems include a high similarity index, which could mostly be corrected, and which often stemmed from unpublished work, incorrect citations, particularly of the author's own work, and not using inverted commas for direct quotes. Cases of plagiarism usually come to light as a result of a complaint, which if proven, leads to a retraction. Institutions need to pay more attention to the training of authors in writing skills.

Simultaneous submission occurs when a researcher approaches several publishers with the same manuscript over a short period, without waiting for acceptance or rejection letters. This sometimes leads to the publication of the same research several times and is a waste of reviewers' time and journal resources, and a breach of the submission agreement. Most publishers require the author to clearly state that the manuscript is unique and has not been submitted elsewhere. The sanction for simultaneous submission is either rejection prior to publication or retraction afterwards.

The guidelines of the World Association of Medical Editors (WAME) with regard to editorial freedom, which is sometimes a very controversial subject, states that the editor has full authority over the editorial content of the journal, and their decisions should be based mainly on the validity of the work and the importance of the work to readers. The editor could be critical, but responsible, without fear, and free from influence in the form of





advertising or funding. An article was published in the *Journal of Insulin Resistance*<sup>48</sup> about the COVID-19 vaccination, followed by a short video on a video log, in which the author provided a summary of their research. In a short space of time, there was over 800 000 views of the video, followed by a great deal of discussion and controversy. AOSIS received many questions, such as:

- Why publish an anti-vaccination author?
- Why publish work that was not written by an epidemiologist?
- Why was a British author published in a South African journal?

The author was in fact a cardiologist and had been fully vaccinated against COVID-19. The author has observed certain vaccine side effects and written about them. The editor had to make a decision whether to publish the article or not. AOSIS was of the view that the editor had the editorial freedom to make that decision, and the article was properly peer-reviewed. Criticism should be about the science and not personal. The response of AOSIS was to invite objectors to refute the article by publishing counter arguments.

Journals need to have clear policies around the types of publication misconduct and the requirements in each case. Journals should always seek an explanation from an author before acting against them. When making a decision, the editor should involve the editorial board for advice, and in cases where the editorial board is unable to make a decision, to use the Committee on Publication Ethics (COPE) core practices<sup>49</sup> to which all AOSIS journals are subscribed. Remedies usually amount to correction or retraction, but serious cases needs to be reported to the relevant institution.

### **Copyright transfer – why is it such a big deal? (Dr Jenice Goveas, International Science Council)**

Dr Jenice Jean Goveas is a senior campaign manager for the Future of Scientific Publishing project at the International Science Council (ISC), an international nongovernmental organisation that aims to be the global voice of science. She works in the areas of science diplomacy, emerging technologies, science advice, open science, and science communication.

The present mainstream system of scholarly publishing is plagued by several issues and is in need of reform. This presentation addressed the subject from the perspective of rights retention during publication of research outputs. Copyrights transfers are a challenge, particularly for early career researchers. The ISC defines science as a global public good. If one plots the relationship between the rivalrous to non-rivalrous continuum, and the excludable to non-excludable continuum, public goods fall into the non-rivalrous and non-excludable quadrant. Rivalrous behaviour reduces the amount others could consume. Excludable behaviour prevents others from consuming. No matter how much science is 'consumed' there could not be less for others, and access to science should not be denied to anyone. Science by definition is 'reproducible and universal'. The concept of copyrights fails both these attributes. Copyright restricts access to material and the reproducibility of material, and thereby prevents the universality of knowledge.

Copyright came into existence due to the requirements of the entertainment industry, and not scholarship. The question then was whether copyrights are the best fit for a global public

<sup>48</sup> <https://insulinresistance.org/index.php/jir>

<sup>49</sup> <https://publication-ethics.org/resources/cope-core-practices/>



good, and whether they are relevant to scholarly knowledge. Copyright is a set of exclusive rights granted to the creator of a work. In the case of scholarly publication, the author is the creator of the work, and therefore it makes sense that the rights remain with the author. However, in scholarly publishing, the concept of copyright changed over the years. The rights no longer remain with the author, but are transferred to the publisher. Those rights include the right to make copies of work, publicly display the work, perform the work and create derivatives based on it. If science or scholarly knowledge is to flourish, preventing derivatives of the work does not appear to make sense. Content that cannot be copyrighted includes names, facts and ideas. Science is based on facts and ideas, and therefore should not be in the purview of copyrights. Hence, technically ideas and the facts learnt during research are not copyrightable, but the papers themselves (the expression of the ideas and facts) can be copyrighted.

Copyright limit how others could use a scholarly paper. Without permission from the copyright holder, no one could legally post the paper, share it in a journal, or even use lengthy passages from it for research. 'Fair use' referred to an exemption to the exclusive rights of the copyright holder, that allows the use of short quotes, but limits the use of longer passages and the creation of derivative works. However, copyright is like any other property. A copyrighted work could be licensed to others to use, and a copyright could even be sold or given away. In such cases, the copyright is no longer held by the creator of the work.

Current modes of research assessment incentivise scholars to publish their research outcomes in so called 'high impact' journals, which has led to the 'publish or perish' culture. Commercial publishers ask authors to sign copyright transfer forms, under the guise of the 'regular protocol for publication', which is a set of terms and conditions. At the moment of signing, the copyright is transferred from the creator to the publisher. Ironically, public knowledge that is acquired using taxpayers' money, then become the private property of big corporations. That situation is problematic for the growth of science as a global public good. The transfer of the copyright from author to publisher generally takes place during the last step of publication. A young researcher who had been struggling to get a paper published in order to advance their career is then under great pressure to accept the terms, and would be loath to withdraw a submission at that stage of the process. The scholarly community has made some attempts to address the problem of copyright transfer, but attempts to create wider awareness are far from satisfactory. In the Global South, it is possible that up to 90% of researchers are unaware of their rights.

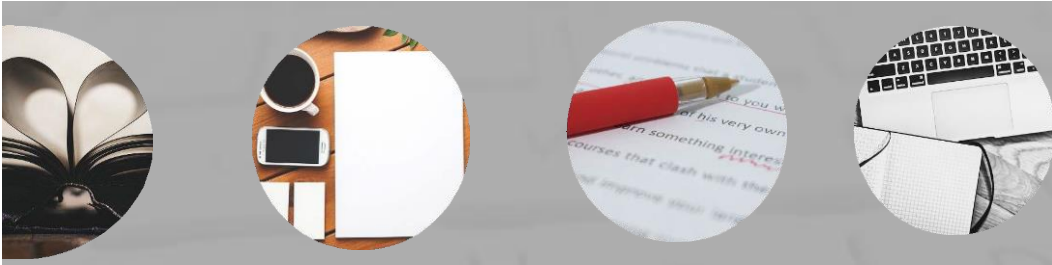
In 2008, Harvard's Faculty of Arts and Sciences began creating a Rights Retention Strategy (RRS)<sup>50</sup>. The RRS called for author compliance, and mandated grantee authors to indicate to a journal that any submitted author manuscript was already 'CC BY'<sup>51</sup> licensed. Consequently, there were a number of institutional policies in place, including that of the Arctic University of Norway. One of the larger campaigns is Plan S<sup>52</sup> created by cOAlition S, which encourages scholars to publish research outcomes in open repositories and journals. cOAlition S has also recently launched an online campaign titled "Publish with power: Protect your rights", to guide researchers and to create awareness on intellectual property rights. There are a few other awareness campaigns, such as that by the Scholarly Publishing and Academic Resources Coalition (SPARC)<sup>53</sup>.

<sup>50</sup> <https://osc.hul.harvard.edu/policies/>

<sup>51</sup> <https://creativecommons.org/about/cclicenses/>

<sup>52</sup> <https://www.coalition-s.org/>

<sup>53</sup> <https://sparcopen.org/>



A problem with many rights retention strategies is that the onus is placed on the author to 'fight the battle' and to carry the administrative and legal burden. Many of them approached the problem from the perspective of the Global North. Publication systems in the Global South operate quite differently. Many researchers' object to the word 'mandate' in any RRS, and feel that they should be able to make their own decisions about their intellectual property. There is fear among researchers that the CC BY licence could be misused. Publicly funded research with a CC BY licence without any Non-derivative (ND) stipulation, can be used for commercial purposes.

The system has criminalised the sharing of information. In 2014, Diego Gomez, a Columbian wildlife management researcher, broke the US copyright law when he shared a master's thesis article on Scribd, a non-commercial platform, with citation of the author. He had found the article interesting and felt that it would be of interest to the wildlife community. He made no commercial gain from sharing the article. However, the author claimed that Gomez had deprived him of economic and related rights. Diego Gomez was prosecuted and if convicted could have received up to eight years imprisonment. After a long legal battle and several public petitions, he was acquitted on May 24, 2017. The International Association of Scientific, Technical, and Medical Publishers (STM)<sup>54</sup>, created the "How can I share it"<sup>55</sup> site to advise scientists on sharing research within the existing guidelines. Aaron Swartz was a victim of the copyrights system. He became a copyrights outlaw and at the age of 26 he downloaded thousands of files from the MIT server. He was sentenced to 35 years in prison. Unwilling to take a plea deal and be labelled a felon, he took his own life. Many consider him a martyr for copyrights.

Dr Goveas ended her presentation with a poem:

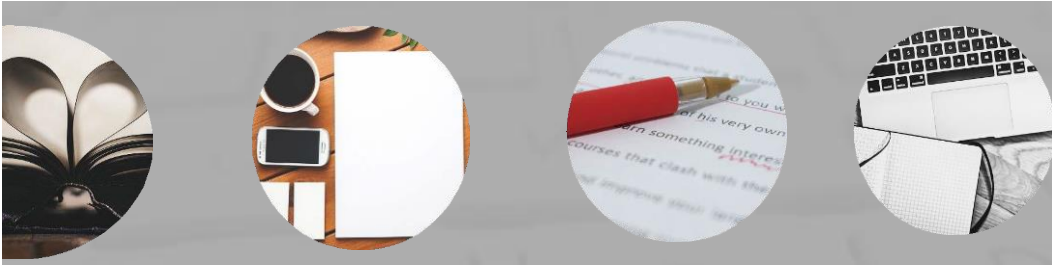
"Dear Author  
The copyright is yours to retain,  
Beware! Ignorance you cannot blame.  
Profiteering in the name of publishing,  
Big businesses are indeed flourishing.  
Think again before you sign the transfer form,  
Donating intellectual property is not the norm.  
To bring about change here is a strategy:  
Deposit your manuscript in an OA repository.  
It's not easy, but familiarity vanquishes fright,  
Publish with power, protect your right.  
A revolution while abiding by the law,  
Yes! It's true, don't drop your jaw."

### **Ethical standards in academic publishing (Prof Betty Mubangizi, African Journal of Governance and Development)**

Professor Betty Mubangizi is a full Professor of Public Administration and Governance at the University of Kwa-Zulu Natal. She holds the Research Chair in Sustainable Rural Livelihoods in UKZN's School of Management, IT and Governance, where she previously served as Dean and Head of School. Prof Mubangizi's research interests fall in the broad areas of decentralisation, rural livelihoods and rural local governance.

<sup>54</sup> <https://www.stm-assoc.org/>

<sup>55</sup> <https://www.howcanishareit.com/>



Ethical standards are unique and complex in the context of academic publishing. There are various stages in the publication process where ethical issues tend to arise. Ethics are concerned with the conduct of editors and their behaviour in the publication of academic journals. There are many categories of editors, all of whom have to maintain ethical standards in any academic publications journal: chief editors, managing editors, executive editors, section editors, assistant editors, and editorial board members. Many editors work voluntarily, providing their services as a scholarship responsibility or sheer altruism. Peer reviewers, the 'nameless', selfless volunteers of the journal publishing system also need to consider ethical standards when performing their work. Academic publishing is about the pursuit of knowledge and truth, and is vitally important, yet much of the work of academic publishing is in the hands of volunteers. The publication process is one continuum, but there are points in the process where ethical problems arise more frequently, such as the receipt of submission and internal checks; the peer review process; the decision on rejections/revisions and re-submissions; and the post-publication phase.

On receipt of a submission, publishers allocate a reference number to the work. This gives the work an identity, and shows respect to the author, who could then more easily monitor the publication progress. Checks are made for duplicate submissions, and confidentiality is ensured until time of publication. It is critical to monitor authorship to ensure that people are not 'gifting' authorship or acting as ghost authors. The submission package needs to include a statement that all individuals listed as authors meet the appropriate authorship criteria.

Ethics plays a critical role in the peer review process and reviewers need to maintain research integrity. They need to identify authorship criteria fabrication, falsification and plagiarism. Fortunately, there is a great deal of antiplagiarism software available that could pick up issues early in the process. The submission package needs to include a relevant statement on authorship, plagiarism and integrity. Another area where ethics are an issue is the manipulation of the peer review process, where editors allow authors to select reviewers. The principle of 'blind' reviewing can be compromised, for example, the reviewer's name can be unintentionally revealed through their use of track changes. Another problem is the substitution of manuscripts at the re-submission stage. Sometimes a 'lighter' or altered article is submitted after the review process has taken place, and the original article is then submitted for publication elsewhere. The timeliness of the peer review process and the publication of papers is important. A great deal of work goes into the manuscripts, and it is unfair to keep authors waiting for long periods of time. The quality of peer reviews needs to be monitored. The review process should always be fair, supportive and unbiased, and never defamatory or rude.

An editor has the right to reject articles based on intellectual content, without bias in terms of race, ethnicity, gender, sexual orientation, religious beliefs, origin, citizenship, social status or political preferences. The editor needs to provide precise and constructive reasons for manuscript rejection. It is important to clarify the type of review in advance (open, single-blind or double-blind) and stick to that method. A study by Kmietowicz (2008) has shown that 71% of respondents rated double-blind reviewing as the most effective review method; 52% rated single-blind reviewing as sufficiently effective; and only 26% of respondents felt that open reviewing was sufficiently effective.

Ethical issues could arise post publication. It is ethical for editors to publish errata in the case of errors that could affect the interpretation of data or information, regardless of whether errors are the fault of the author or due to editorial mishaps. It is ethical to publish retractions if work was proven to be fraudulent, and expressions of concern if editors had well-founded





suspicious of misconduct. Requests for a change in the stated authorship sometimes take place post publication.

Assessments of academic integrity focuses on authors, and fraud is rarely blamed on editors, despite them also having their own motivations and biases. To their credit, editors' work is largely unpaid, and they are burdened by high article submission rates. Editor misconduct happens through action or inaction, such as editors failing to uphold the journal's mission; failing to disclose conflicts of interest; imposing their own ideological preconceptions and personal beliefs; refusing justified retractions; and charging prepublication page fees that lead to a rise in predatory journals.

Maintaining ethical standards is a moving target. As fast as rules are tightened, researchers, authors and editors find ways to manipulate the process to serve their own ends. Online submission systems, such as the Open Journal System (OJS)<sup>56</sup> developed by Public Knowledge Project (PKP)<sup>57</sup>, assists with the 'policing' of the system by recording every decision made by reviewers and editors. COPE<sup>58</sup> had produced user-friendly flowcharts and information graphics that are designed to help editors to follow the best ethical practices in publishing.

## Discussion

Prof Ramrathan said that a number of authors moved between institutions, and generally the institution where they were currently employed wanted the affiliation listed in the publication. Dr de Villiers mentioned that the affiliation should be associated with where the research is conducted. Often PhD students would do their PhD at a particular institution, and their publications might emerge over the next three to four years, during which time they moved institutions. Prof Ramrathan asked whether Dr de Villiers could offer guidance on how to manage the process.

Dr de Villiers replied that in cases where authors had moved from one institution to another, a second affiliation could be added. Following the author's name, the first affiliation would state where the research took place and was funded. The second affiliation would be the current place of employment.

Prof Ramrathan thought that even if a person had just read and reviewed an article, their name could be included as part of the authorship of the article, and he asked Dr de Villiers for some clarity on the matter.

Dr de Villiers said that in terms of who qualified as an author, his journal used the ICMJE authorship criteria. To be listed as an author one had to fulfil all three of the ICMJE criteria. Reviewing and approving a final paper only fulfilled one of the three criteria, and as such, the reviewer could not be listed as an author.

Prof Garland said that authors copied figures from journals into their articles, particularly in review manuscripts. When authors are asked to provide copyright information, they are unsure what information to provide. She asked Dr Goveas whether the 'How can I share it'<sup>59</sup> resource would be helpful to authors in that regard and whether she had any other advice.

<sup>56</sup> <https://pkp.sfu.ca/ojs/>

<sup>57</sup> <https://pkp.sfu.ca/>

<sup>58</sup> <https://publicationethics.org/>

<sup>59</sup> <https://www.howcanishareit.com/>



Dr Goveas responded that if a student copied an article from a paper and placed it in a review, technically the rights are not with the author of the paper, so permission has to be sought from the publisher. In some cases publishers do not provide permission to copy an article, but she did not know of cases where a publisher had penalised an author for copying a figure from a journal. One way in which researchers could approach the matter is to produce manuscripts as preprints. The preprint could contain the figures and be submitted for review. Dr Goveas shared the 'How can I share it'<sup>60</sup> link in the meeting chat forum. She felt that PhD programmes should include a component on author, copyright and open access issues.

Dr de Villiers said that AOSIS publishes under the CC BY licence, and does not require authors to sign over copyright. However, in some cases, particularly with scholarly books, universities disagree that the author hold the copyright, and claims that the university does. Dr de Villiers suspected that they made the claim for commercial reasons, and the CC BY licence did not preclude commercial use of the work. He asked Dr Goveas to comment on the matter.

Dr Goveas felt that Dr de Villiers had raised an extremely important issue in terms of universities claiming the copyright. One of the drawbacks of the OA movement is that universities could use an author's work for commercial purposes. The subject of copyright warrants greater critical scrutiny. On the one hand, the author is portrayed as 'all powerful' because they own the intellectual property, but on the other hand, the funders, universities and publishers then fight for any commercial gain that could be realised, which is ethically questionable and goes against the ethos of science. Greater awareness around the way the copyright system functions is needed in order to address such issues. Dr Goveas felt that scholarly publications should not use 'CC BY' but rather 'CC BY-NC', which means that the work could not be used for commercial purposes.

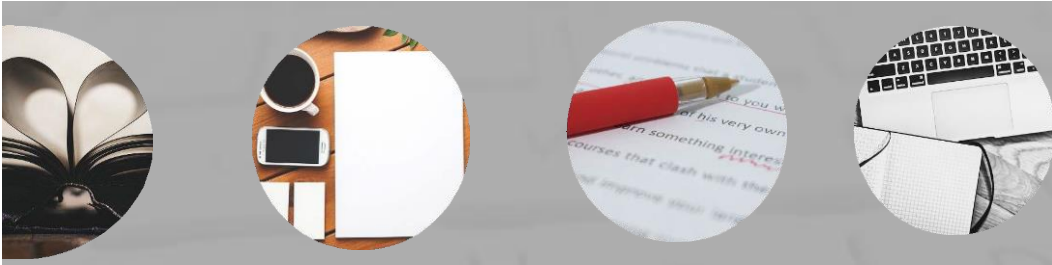
Dr Nkealah wondered how best to maintain ethical standards when dealing with harassment from authors. Prof Mubangizi said that authors put a great deal of effort into their manuscripts prior to submission and are highly emotionally vested in those manuscripts. She understood the frustration of authors when delays occur. In terms of how an editor should deal with author's frustration, an online journal system makes it easier, as authors could monitor publication progress. In journals that are not online, Prof Mubangizi advocated simple factual responses to authors about the status of the review process, and discouraged engaging in discussions, which would be unethical and could be viewed as a manipulation of the review process.

Ms Denise Nicholson thanked Dr Goveas for her excellent presentation and said that she had been lobbying for greater awareness of the issues surrounding the copyright system for years. Currently there is a Copyright Amendment Bill<sup>61</sup> before the National Council of Provinces (NCOP)<sup>62</sup>. It is a positive and progressive bill that would give scientists and authors more control over their work, and they would be able to put copies of their manuscripts into institutional repositories without ceding permissions. There has been a surprising amount of

<sup>60</sup> <https://www.howcanishareit.com/>

<sup>61</sup> [https://static.pmg.org.za/2/220608B13D-CopyRight-2017\\_Final.pdf](https://static.pmg.org.za/2/220608B13D-CopyRight-2017_Final.pdf)

<sup>62</sup> <https://www.parliament.gov.za/national-council-provinces>



opposition to the bill, even by scientists and academics,<sup>63</sup> and Ms Nicholson encouraged them to re-read the bill to better understand what it offered.

Dr Nkealah asked for clarity on copyright arising out of students' work, such as theses and dissertations. Ms Nicholson responded that most institutions in South Africa claimed ownership of the intellectual property of their postgraduate students, which she felt should belong to the author. UCT is one of the few institutions where students retain the copyright to their own work and provide the university with a non-exclusive licence to allow certain actions with regard to the work.

Ms Ina Smith asked Dr Goveas to comment on a quote made by Prof Tobias Schonwetter in an email communication which reads as follows: "As for a declaration in support of a CC BY-NC-SA licence, I am from an open access point of view, always sceptical of the 'NC' element, because it significantly hampers, in my opinion, the dissemination of content. Yes, under the CC BY licence, commercial data bases can get the open contents and sell them because according to the CC-BY licence this is allowed. But how successful would such a strategy be from a commercial point of view, if the same content was shared elsewhere and available for free?"

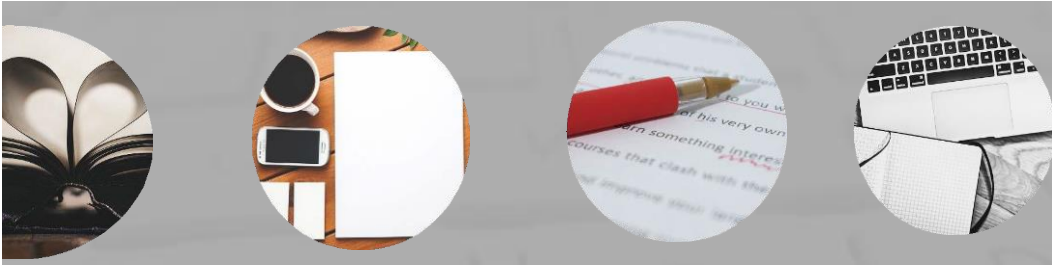
Dr Goveas said that when a system is used to police the scientific community that has not originally been devised for the science community, it would always be problematic. The scientific community should consider the number of universities that claimed credit for research performed by scientists. Science is being shifted from the publisher to the universities, which is an issue that the open access movement needs to raise. Far more needs to be done to empower the researcher.

## **SESSION 2 (Facilitator: Prof David Walwyn, Committee on Scholarly Publishing in South Africa member)**

Prof David Walwyn is a Professor of Engineering and Technology Management at the Graduate School of Technology Management at the University of Pretoria. His research interests cover sustainability transitions, particularly with respect to the associate systems of energy and mobility. He is the associate editor of the *International Journal of Information Technology and Management (IJITM)*. Prof Walwyn is also a member of the CSPiSA.

---

<sup>63</sup> "For further discussion on the anticipated implications of the Bill for universities, see: Tomaselli, K. (2022). The 2022 Copyright Amendment Bill: Implications for the South African universities' research economy. *Communicare: Journal for Communication Studies in Africa*, 41(2), 14–33. <https://doi.org/10.36615/jcsa.v41i2.147>. Also see: Karjiker, S. (2022). A rejoinder to Keyan Tomaselli's "The 2022 Copyright Amendment Bill: Implications for the South African universities' Research Economy". *Communicare: Journal for Communication Studies in Africa*, 41(2), 4–6. <https://doi.org/10.36615/jcsa.v41i2.2241>. Also Beiter, K. D. (2022). A reply to Keyan Tomaselli's "The 2022 Copyright Amendment Bill: Implications for the South African universities' research economy". *Communicare: Journal for Communication Studies in Africa*, 41(2), 7–11. <https://doi.org/10.36615/jcsa.v41i2.2242> Beiter, K. D. (2022). A reply to Keyan Tomaselli's "The 2022 Copyright Amendment Bill: Implications for the South African universities' research economy". *Communicare: Journal for Communication Studies in Africa*, 41(2), 7–11. <https://doi.org/10.36615/jcsa.v41i2.2242>



## Ensuring a quality review for a research article (Dr Caradee Wright, South African Medical Research Council)

Dr Caradee Wright is a Chief Specialist Scientist at the South African Medical Research Council (SAMRC) and hold a PhD in Public Health. Dr Wright leads the Climate Change and Health Research Programme. Her research focus on environmental health in Africa with a focus on understanding climate change and health impacts to inform interventions. Dr Wright is an author of the Africa Chapter of the Intergovernmental Panel on Climate Change Assessment Report 6 Working Group II Report and a member of the World Health Organization's Air Quality Guidelines Development Group.

Dr Wright's presentation provided advice for reviewers, and she suggested that editors include reviewer guidelines on their websites. Such information is especially helpful for young emerging researchers who have not performed reviews previously. The presentation was developed together with early career researchers, whom Dr Wright mentored and supervised.

Prior to commencement of the review, it is essential for a reviewer to formulate a plan in order to write a quality reviewer report that would be of use to the editor and author. Reviewers should first reflect on their role as a reviewer, and then read the manuscript; consider the quality and novelty of the research; provide constructive feedback; and ultimately create a review report that would help to inform the associate editor's or editor's decision about the work.

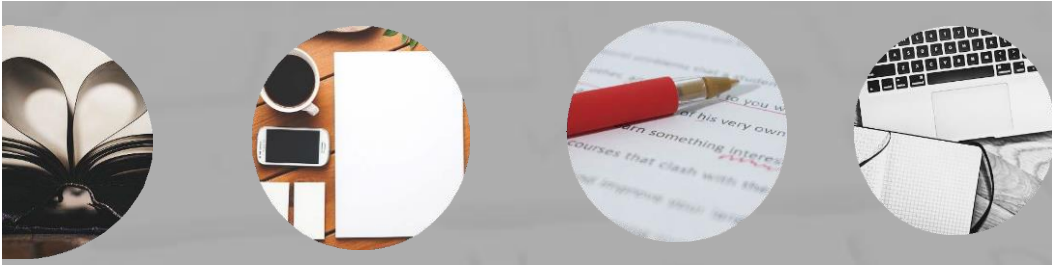
The review process has multiple stages. The first step is to read the entire manuscript and to jot down initial thoughts. The overall quality of the manuscript and whether the contents match the scope of the journal should be assessed. During the first read through, Dr Wright recommended that reviewers ask themselves the following questions:

- Is there a coherent story and what is it trying to say?
- Are they enjoying reading the manuscript, irrespective of the quality of the science, or is it disjointed and poorly written?
- How many times do they feel agitated while reading the manuscript due to grammar and spelling issues, abbreviations that are not explained, or the thread being difficult to follow?
- How many times do they ask a question of the manuscript that is not answered as reading progresses?

After reading the entire manuscript, the next step is to read it again, but to start with the results, then the aim, objectives, abstract and conclusion. The results need to align with the aim and objectives of the manuscript, and to be drawn together succinctly in the results, discussions, conclusions of the abstract, and in the final conclusions of the paper. For example, if a new idea is introduced in the conclusion based on the literature and not the study findings, there is a disjuncture and lack of a coherent thread.

The third step is to begin a draft report file. The editor would indicate whether the review report should be written up online or uploaded as a document. Dr Wright recommended the latter option as being safer in terms of not losing any work. If reviewers are required to answer specific questions, those should be made known to them in advance, or a report template could be provided. By this stage, a reviewer should have a good sense about the quality of the manuscript. If the manuscript is well written and well-constructed, it makes the





review process much easier. In the event of a more negative review, a reviewer needs to give as much information as possible to editors in order for them to provide guidance to authors. A difficult review takes a great deal of time. Dr Wright felt that incentives to reviewers from journals are a good idea, even in the form of discounted access to a database for a period of time.

The structure of the review report could be free or according to specific journal requirements. If a document is required in addition to, or in place of online comments, some guidance to early career researchers on how to structure a report is important. The following structure is recommended:

- A summary and overall impression of the research: This shows that the reviewer had read the manuscript and understood what the researcher was trying to achieve. Positive comments should be made first, and followed by more negative comments, if any.
- Evidence and examples: This section should be separated into major and minor issues, specified by page number and line number. Lack of page numbers makes the reviewer's job more difficult.
- Any other points the reviewer wish to make.

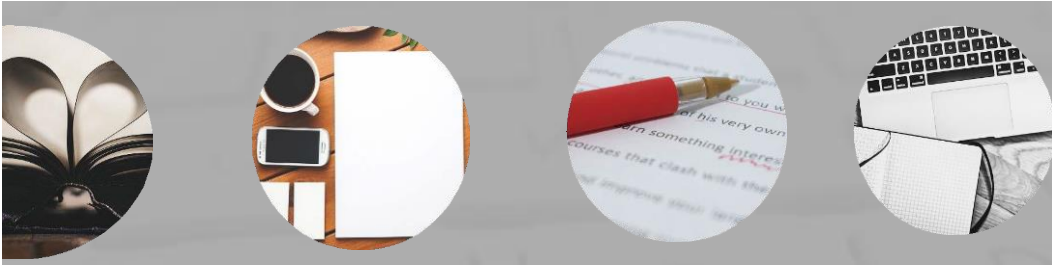
Example format of a peer review report:

- Title and authors
- Summary: A short summary of the study findings with a comment on whether the findings are sound, novel or interesting.
- Major essential revisions: These are issues that are so important that the authors have to address them, because they affect the validity or interpretation of the study.
- Minor essential revisions: These are issues that are important, and the authors should address them, because they are good practice, are field specific requirements, or part of internationally accepted conventions for reporting scientific research.
- Discretionary revisions: These are revisions that would improve the manuscript, but are not essential for the validity or interpretation of the study.
- Confidential comments: This section is where concerns could be raised about the ethics of the study, or any information shared with the editor that the reviewer does not want the authors to see.
- Recommendations: This is an important section in which the reviewer indicates to the editor whether the manuscript should be rejected, accepted without further revision (rare) or could be published after revision.

Many early career researchers are unaware that they could include confidential sections in the review report that only the editor would see. When the same change is required throughout a manuscript, it is only necessary to state the required change once, with an instruction that the change should be applied through the manuscript. If a change is required in the results, an instruction would be included to ensure that the amendment feedback through to the discussion where necessary. There is no specific length for a review report, but reviewers should try to be as concise as possible. Dr Wright has written reports from one page in length to five, or more.

Review do's and don'ts.

- Don't use expletives or offensive language.
- Don't be self-promoting of your own references.
- Don't 'attack' the authors; do provide constructive criticism.
- Do give concrete steps for how to improve the manuscript.



- Don't disclose your identity in your report.
- Don't be a copy editor.
- Do imagine that you are receiving this review for one of your manuscripts.

Although editors are aware of the different types of peer review processes, it is useful to early career researchers to have the types and definitions available on the journal website. Types included: single blind peer review; double blind peer review; open peer review; collaborative peer review; third party peer review; post-publication peer review; and cascading peer review.

Performing peer reviews helps reviewers to keep up to date with the literature in their fields of expertise. In some cases, peer review is a performance review obligation. Peer reviewing supports the scientific community and helps editors and associate editors to perform their work.

### **Peer reviewer capacity building (Prof Bob Mash, African Journal of Primary Health Care And Family Medicine)**

Prof Robert Mash is a Distinguished Professor and Executive Head of Family and Emergency Medicine, and Head of the Division for Family Medicine and Primary Care in the Faculty of Medicine and Health Sciences at Stellenbosch University. He is the President of the South African Academy of Family Physicians and editor-in-chief of the African Journal of primary health care and family medicine (PHCFM).

Peer reviewer capacity is a problem in Africa. There is a lack of established researchers available to perform reviews. Most available reviewers are early career researchers or clinician scientists. As a result, there is a large variance between reviewers in terms of review quality, and poor gatekeeping of scientific standards. The feedback and guidance is sometimes irrelevant, vague or unhelpful, which frustrates and demotivates authors.

Peer reviewers need to be capacitated to perform better reviews. Prof Mash applied the COM-B framework for behaviour to peer review in order to interrogate ways to improve reviewer capacity and review quality. The COM-B model stipulated that in order for behaviour to occur, three factors needed to be present: capability, opportunity and motivation.

The capability required to perform a peer review is extensive. A reviewer needs to understand the journal requirements; understand the role of the reviewer and any ethical issues; and be knowledgeable about the study field and topic. Additionally, a reviewer needs to be able to critically appraise the science and methods; critically appraise the scholarship and argumentation; provide relevant constructive feedback; and align the feedback with the recommendations.

In terms of opportunity, a reviewer needs to have sufficient time to review articles. The process needs to be as easy as possible, as is the use of any technology. Peer review should be included in an academic's job description. Journals needs to appreciate and occasionally incentivise peer reviewers to a greater or lesser extent, and research databases needs to formally acknowledge peer reviewing, for example ORCID<sup>64</sup> and the Web of Science.

---

<sup>64</sup> <https://orcid.org/>



In terms of motivation, as the work is voluntary, reviewers need to be made aware of the advantages of peer reviewing. Performing peer reviews is a mutually beneficial obligation to the discipline and other researchers; helping to develop a reviewer's research skills and scholarship; contributing to the reviewer's academic *curriculum vitae* (CV) and career pathway; keeping researchers up to date with other research in their field of interest, earning CPD points; and in some cases, reducing APCs.

Creation of the 'ideal' peer reviewers requires careful selection of reviewers; training and mentoring; and formative assessment and feedback. Selection of peer reviewers could take place in a number of ways, such as utilising established researchers known to the editors; drawing candidates that are unknown to the editors from an author database; inviting applicants and reviewing applicants' CVs; and matching reviewers' expertise with submissions.

Training of peer reviewers could take place within professional networks, at academic conferences and via formal training courses. The PRIMAFAMED<sup>65</sup> is a primary care and family medicine network for sub-Saharan Africa. They ran an e-workshop on peer reviewing to try and build on the peer reviewer base. Workshops on peer reviewing have been held at national and regional conferences. There are formal peer review training courses on offer, such as Publons™ (which joined Clarivate's Web of Science), the local Foundation for Professional Development (FPD)<sup>66</sup> and Enago<sup>67</sup>. Prof Mash integrated mentoring of peer reviewers into formal higher education in the Master of Philosophy course. Students learn about critical appraisal, and as their final assignment, they have to peer review an article. Some journals offer mentoring of peer reviewers, through programmes such as 'Mastering your Fellowship' in the SAFPJ, which is aimed at Masters students who have to do critical appraisal as part of their course. The PHCFM Journal offers mentoring to peer reviewers. The editorial board agreed to mentor one to two people each year.

In terms of formative assessment and feedback, some reviewers are scored. The PHCFM performed their own internal scoring of reviewers. A score of less than three out of five means that the reviewer is unlikely to be invited to conduct another review. Feedback is provided to reviewers on all reviews and not just their own review, which provides an opportunity for self-reflection and benchmarking. Some journals publish a peer review report alongside the reviewed article, along with the reviewer's name, and invited feedback from readers.

## Discussion

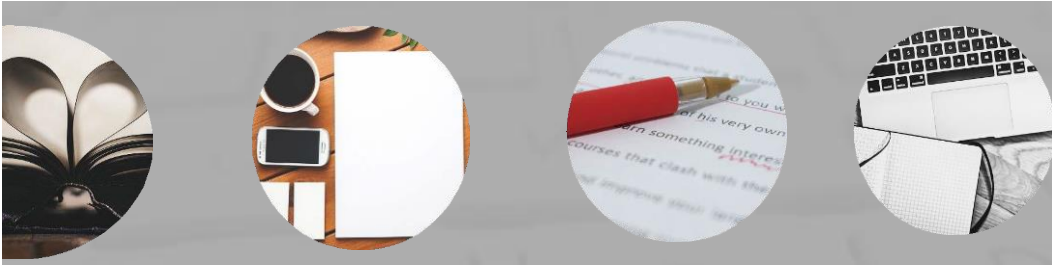
Prof Walwyn asked Dr Wright how long it took her to complete a review report. Dr Wright replied that it depended on the length on the manuscript. A manuscript that is eight to ten pages when published, would take her about one day to review. A less experienced reviewer would take longer.

Dr Julie Grant asked about the value of reviewers being willing to re-review papers following revisions on the journal on which she is managing editor. When reviewers were unwilling to re-review, an alternative reviewer is approached. In some cases the new reviewer provided a different set of revisions, sometimes contradictory to the initial reviews, which was very frustrating for the author who had addressed all of the initial requested revisions.

<sup>65</sup> <https://primafamed.sun.ac.za/>

<sup>66</sup> <https://www.foundation.co.za/courses>

<sup>67</sup> <https://www.enago.com/learn/courses/becoming-a-peer-reviewer/>



Dr Wright recalled a journal where a manuscript went through eight rounds of review performed by multiple reviewers. Each reviewer requested new changes, which had made the process very frustrating. A reviewer could not be forced to re-review a paper, but a culture of reciprocity needed to be cultivated. Some journals ask up front whether a reviewer would be willing to re-review the same paper should it be required. Dr Wright felt that if the reviewer said that they would not be willing to re-review up front, possibly they should not be used to conduct the review.

Prof Mash said that the ideal situation was for the reviewer to review the same manuscript after their suggested revisions had been made, particularly if their initial recommendation had been for the paper to be resubmitted for review. He had encountered an assistant editor who sent every manuscript back to reviewers, even after minor revisions, which was problematic. After a 'resubmit for review' decision, the expectation was that the reviewer would re-review the paper, but that should probably be made explicit to reviewers at the outset. His journal flagged reviewers who might need to do a re-review, and did not allocate them to another review in order to prevent them having to do two reviews at once.

Ms Veldsman wondered whether paying reviewers would result in a higher availability of reviewers, and whether it would be ethical to do so. Dr Wright felt that paying reviewers should never be an option, and that reviewing was part of academia.

Prof Walwyn referred to a book edited by Prof Jonathan Jansen titled '*On Becoming a Scholar: What Every New Academic Needs to Know*'<sup>68</sup>, which included a section written by Prof Jansen on academic duty. Prof Walwyn wondered whether a broader discussion was required around what was meant by academic duty or academic citizenship, whether it had been lost over time, and what the role of a public intellectual was. In his experience as a sub-editor, it was increasingly difficult to get reviewers. He wondered how the culture of academic citizenship could be strengthened.

Prof Mash felt that being a peer reviewer was part of being an academic. The majority of his peer reviewers were clinician scientists. He had recently listened to a podcast on the business of publishing and how the profit margins for the publishers could be as high as 40%, partly because reviewers worked for free.

Dr Wright said that apart from some exceptions, a review would take a few hours. She referred to people agreeing to review a manuscript outside of their expertise, and she had noticed that several journals now included a question to the reviewer about whether they were able to assess the methodologies and statistics of the manuscript, and answering was compulsory. Reviewers should not take on manuscripts that were out of their depth or field.

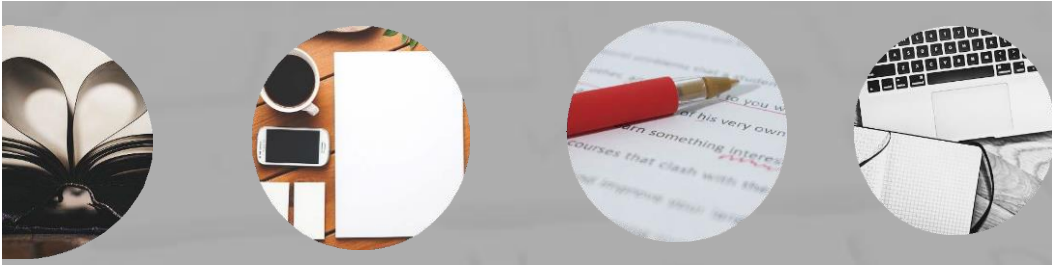
Prof Walwyn asked about correlations in terms of the number of reviewers available and the quality of the reviews. Dr Wright responded that since the start of the COVID-19 pandemic, she had seen a rise in poor quality reports and a significant reduction in people who were prepared to conduct reviews.

Prof Mash referred to incentives, and said that those did not necessarily have to be monetary incentives, but, for example, a reduction in APCs.

Dr Wright said that at the MRC it was mandatory to only submit articles to OA journals, which

<sup>68</sup> <https://www.africanminds.co.za/on-becoming-a-scholar/>





meant that authors incurred APCs. Discounted APCs for an author's next submission would be helpful.

Prof Walwyn wondered whether any reviewers stipulated that they would only review articles for OA journals. That was a position that he might consider in future. Prof Mash was not aware of such cases, but had not specifically asked that question of reviewers.

Ms Katherine Malan's journal, the South African Computer Journal, was open access with a R6 000 APC. She was also the associate editor for a large Elsevier<sup>69</sup> journal that received huge numbers of engineering and artificial intelligence applications. The editing team consisted of several associate editors, all dealing with 16 articles at a time. She had encountered reviewers refusing to review journal articles for Elsevier due to the publisher's policies.

Prof Mash said a number of platforms allowed links to an academic's peer review work, such as ORCID, Web of Science, Publons, and others.

Prof Walwyn asked whether anyone paid any attention to those links. Prof Mash believed that people did notice the links. If a person was applying for academic promotion, those links added to the weight of a CV, and showed that the applicant was recognised and had made a contribution to science. The more prestigious the journals the better.

Ms Blanche Pretorius said that the South African Journal of Occupational Therapy (SAJOT) sent out reviewer certificates and awarded CPD points to reviewers, which seemed to be a sufficient incentive. The incentive had been very well received, particularly by young researchers, who included the certificates with their CVs for promotion purposes.

Prof Mash said that certain professions are obligated to have a specific number of CPD points per year. In medicine one has to have 50 continuing education units (CEUs) per year. Awarding those points for peer reviewing was an effective incentive.

Prof Walwyn was intrigued that Dr Wright's first step in the conducting of a review – 'read the manuscript' - had to be spelled out. He had assumed that reading of the manuscript would be implicit. Dr Wright replied that frequently reports were received in which it was obvious that the reviewer had only performed a cursory read of the manuscript or had skipped large parts of it.

Prof Ramrathan said that the importance of reading of the article properly was substantive. He had witnessed reviewers commenting on omissions in manuscripts, where the information had been clearly provided. He referred to the topic of incentivisation, and said that any move toward monetary incentives would be disastrous for journal editors. It was extremely costly to publish articles and increasingly institutions were not contributing sufficiently to allow authors to publish. Additional expenses to the cost of publishing would be untenable for journals. He agreed with certification, and said that UKZN considered peer reviewing experience as a requirement for the consideration for professorship or associate professorship. Dr Wright added that the SAJS had a 'peer reviewer of the year' award, which was a positive way to acknowledge a peer reviewer's hard work.

Prof Mash's talk was less about incentivising peer reviewing but about capacitating peer

---

<sup>69</sup> <https://www.elsevier.com/en-xm>



reviewing, and ensuring quality reviews, and he invited feedback from meeting attendees. He wondered whether there was a need to be more proactive in offering mentoring and feedback to reviewers. Prof Walwyn said it would be interesting to perform some statistics on database of reviewer ratings to identify the characteristics of good reviewers in order to make better reviewer selections.

Prof Mash said that some publishers based ratings on the speed with which a reviewer completed a review as opposed to the quality of the review. He also wondered whether reviewers who obtained unfavourable ratings should be abandoned or helped to improve.

Dr Wright said that when she received a review report, she asked three questions: Was the review completed on time? Was the review sufficiently detailed? Was the review of value?. Sometimes review reports were received that were so low in quality that she spent substantial amounts of time trying to improve the review report prior to sending it to the author.

### **SESSION 3 (Facilitator: Prof Caroline Ncube, Committee on Scholarly Publishing in South Africa member)**

Prof Caroline Ncube is an NRF-rated researcher and held the DST-NRF SARCHI Research Chair in Intellectual Property, Innovation and Development at the University of Cape Town.

#### **Struggles faced by editors of journals in South Africa (Prof Phillip de Jager, Committee on Scholarly Publishing in South Africa member)**

Prof Phillip de Jager is an associate Professor in the Department of Finance and Tax at UCT. His research interests are in bank capital, corporate finance, and research about research. He is an associate editor of the Journal of Accounting in Emerging Economies (JAE), Meditari Accountancy Research Journal (MEDAR), and the South African Journal of Accountancy Research (SAJAR).

Prof de Jager's presentation was based on an item that had been discussed at the NSEF meeting of 2021 titled 'Unpacking the question of whether or not research can be fun.' The panel consisted of Prof de Jager, Prof Caroline Ncube, Prof Warren Maroun and Prof Tomaselli. It was agreed that for research to be a sustainable exercise, it needed to be fun. Some of the themes that were raised were the need for a research community, which in Southern Africa is relatively small, and the need for a sense of purpose. A classic question was raised during the discussion: 'Who will pay for you to have the fun?'

The CSPiSA and ASSAf wants to support a vibrant and sustainable journal ecosystem, which needs to be fun, but also had to be paid for. A two-pronged approach was planned. Work was being done to formulate an ASSAf statement. The statement would be communicated to university administrators and managers, and would recommend the inclusion of editing functions in academic performance appraisals. The statement would be followed by a survey of NSEF members. The aim of the survey is to set benchmarks against which managers could assess performance by considering a researcher's activities and experiences against those benchmarks.

To address the question about who would pay for research to be fun, the first step is to analyse the minutes of the NSEF meeting of 2021, and to allocate the points that were raised to different categories: acknowledgement of work done by editors; a lack of financial



resources; sourcing willing reviewers; and the purpose of South African journals. Universities are paid for the papers published by academics, but the money does not necessarily flow into the journal ecosystem. The previous year's discussion had concluded that there was a great deal of value added to research by the editing function, not just in terms of language and grammar, but also in terms of establishing a research ecosystem, and adding a sense of belonging and purpose to the research endeavour. The main topic that was raised during the previous year's discussion was the acknowledgement of work done by editors, as illustrated by the following quotes taken from the minutes:

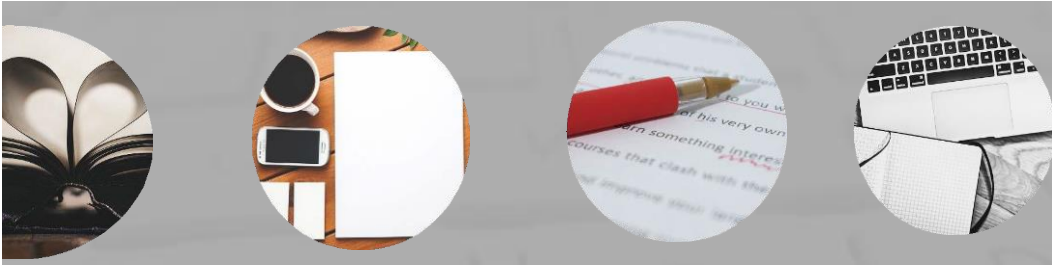
- "The participants were in agreement that time spent on running a journal was not recognised as part of the academic workload, but cut deeply and broadly into editors' teaching and research load, and that more lobbying was required around this important issue that should be addressed with management structures at universities across the country";
- "Just to note that editing/researching as a 'fun' activity and getting paid or KP recognition (as discussed earlier) are not mutually exclusive";
- "My line managers still sees the 'job' an editor does as something you can do on a Saturday between two rugby matches".

ASSAf and CSPiSA wants to support editors in obtaining the recognition that they deserve, and believe that the sustainability of the system depends on it. Prof de Jager was interested by the earlier presentation that defined knowledge and research findings as public goods. No one could be excluded from using public goods, but someone has to pay for them. Prof de Jager suggested that universities should pay for research and editing activities, because there is a 'goal congruence' that is unique to South Africa, between editors, individual academics and universities. The goal congruence occurred on two levels. Accountants appreciated the fact that the work of editors supported the university in obtaining funding, but editors also supported universities in terms of the 'knowledge project', which is the original purpose the university. The objectives of a university need to be about both the academic project and about obtaining funding. South Africa's subsidy scheme is unique in that both the academic project and universities' income is dependent to a large extent on the editing function and the journal ecosystem.

The purpose of academic journals is scholarly communication; to serve as a filter for errors; to uphold the peer review system; to keep a record of scientific advances; and to communicate scientific advance to readers. An additional purpose is group formation, in that a new scientific breakthrough could cause an entire group to deviate from the mainstream. Universities need to pay for academic publishing because they receive most of the benefits. Additional purposes for African journals, and specifically South African journals, were raised from earlier presentations in the present meeting, which are to:

- Combat 'helicopter science' (Dr Alice Gibson)
- Speak truth to power:
  - Encourage freedom of speech and thoughts (Dr Nosipho Mngomezulu)
  - Create space for alternatives to 'facsimile science' (Dr Seán Muller)
  - Add non-conforming opinions to the mainstream (Dr Pierre de Villiers).

A statement was compiled by Prof Leslie Swartz, Prof Robin Crewe and Prof de Jager. The statement was shared with the ASSAf's CSPiSA who requested revisions. The CSPiSA would address those by December 2022, after which the statement would go to the ASSAf Council for comment and approval. The next ASSAf Council meeting was scheduled for February 2023. Completion of the statement was hoped for by June 2023. The statement is aimed at the academic infrastructure and management. It speaks about the academic project, and



about the money that flows from editing functions and journals. Suggestions were made such as including editing work in performance appraisals. For example, to become a professor, it is expected that the applicant should be an editor of a journal. It is hoped that the statement, together with the findings of the survey of members of NSEF would culminate in a paper in the SAJS.

The purpose of the survey will be to set benchmarks for editing activities within the South African context. Possible questions to be included in the survey are:

- Which South African universities included editing of journals in performance appraisal? Where and how?
- Which South African universities included review of papers in performance appraisal? Where and how?
- Was editing a research activity or a social responsibility activity?
- What activities did an editor engage in to publish a paper? How long did each activity take? Did it make sense to think of those activities on a per paper basis?
- Review activity was easy to measure. How many papers should be reviewed per year by a lecturer/senior lecturer/associate professor/professor to be active in the field?
- Should an academic be promotable to professor without having edited a journal?
- Should an NRF rating of C, B or A be possible without editing experience?

CSPiSA felt that recognition of the work of editors is extremely important to both the knowledge project and income of universities, and it was hoped that the statement and survey would advance that cause. Prof de Jager welcomed feedback and suggestions.

### **Development of editors and assistant editors (Prof Labby Ramrathan, Journal of Education)**

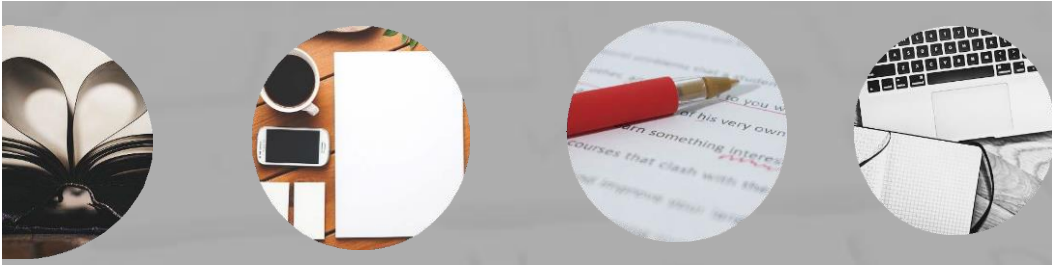
Prof Labby Ramrathan is a Professor at the School of Education at the University of KwaZulu-Natal and a NRF-rated researcher. He has recently assumed the role of editor of the Journal of Education (JoE), and is co-editor of the Springer series on Key Thinkers in Education and the Alternation African Scholarship Book Series (AASBS).

Prof Ramrathan's presentation was based on his early experiences of being an editor and the issues that he had to grapple with. He hoped that sharing his experiences would help to support young editors to become more efficient and to produce journals of high quality.

For those aspiring to become editors of a journal, credibility is important. Presence as a scholar, researcher and author are all factors that adds weight to the editorial stance. Initially there is the excitement of being recognised as someone who would be able to lead a journal. That excitement soon dissipates in the face of the daunting amount of work and accountability issues, amongst others. Editing adds substantially to the already large academic workload that come from being part of a university, such as academic teaching, research, supervision, and community engagement. Being a journal editor is a 'way of life' and requires a significant workload re-organisation.

Accountability issues can be substantial. If the journal is part of a professional organisation, university, or funding agency, there is 'upward' accountability. As part of an editorial team, all members are accountable to their colleagues. There is also accountability to authors. When authors submit papers, they frequently expect an almost immediate response. Once acknowledgement of the acceptance of the article has been received, authors continue to actively monitor publication progress. Additionally, there is accountability to the readers





and the scholars as the recipients of the knowledge. Published content have to fit into the different discourses and debates that are unfolding within a particular field.

Frequently articles are received that do not fit within the scope of the journal. Editors need to have a deep understanding of the scope of the journal, and not only consider what was written in a submission, which might only consist of a paragraph or two, but how what was written expanded into the wider scholarship world and research domain. Editors need to understand the content's implications, links and interrelationship with other knowledge fields or domains, and other geographical contexts.

When Prof Ramrathan became an editor of JoE, he did not simply follow what was done before, but considered what value he could add, and looked at ways to create his own identity as an editor through the work he did and his engagements with the accountability structures. Decisions about changes, new directions and new perspectives could not be made unilaterally, but have to be put to the editorial committee and editorial board. An editor needs to constructively engage with other team members to produce a journal that is current and forward looking, and that responds quickly to unfolding issues. A substantial challenge was the submission of waves of articles on a particular focus area, such as COVID-19. Some articles made different arguments, but many were simply descriptive. It was important to not only sift through the high volume of submissions, but also to know when to end the cycle of publications for a particular focus area and to create space for new ideas.

JoE is an open access journal and online publication. Editors should not rely on technical assistance to understand the online system. They need to understand the system extremely well, as they would be the ones receiving queries. As part of his training and development, Prof Ramrathan ensured that he understood the online platform extremely well. All of the processes took place online, from submission to publication. The various online platforms are competitive, and updates emerge almost monthly. It is important to be aware of the updates and how to implement them. Updates are costly and create financial challenges, especially for OA journals that have minimal APCs.

As an editor, Prof Ramrathan aimed to read almost every article that was submitted, which could run into the hundreds annually. It is impossible to read all of the articles in any depth, and he had to find ways to manage the reading process and perform quick reviews. He decided as quickly as possible whether the article was located within the focus of the journal. He then considered what ideas were being built up or extended, or whether the paper was a critique of papers published in a journal previously. Recency of information is important. An article published in 2022 might include references publications from 2010 or 1990, for example. Those might be important seminal works, but when all of the literature is outdated, it becomes a concern. Of particular interest were articles that dealt with topical or current issues; had national, global, or sectoral interest; and contained innovations in terms of ideas and methodologies.

After articles have been sent off for review and returned, editors have to manage and mediate reviewers' comments, which could be harsh. Sometimes the comments do not align with the issues that have been presented in the paper but are personal in nature. An editor needs to consider how the reviewer's comments addressed and responded to the title and purpose of the paper; the coherence and clarity of focus; logical development from purpose to conclusion; the adequacy and recency of the literature; methodology; clarity and relevance of the claims and arguments; evidence supporting the claims and



arguments; coherence between focus, claims, evidence and conclusion; and technical details relating to language, writing styles, paragraphs, subsections and references. After consideration of the reviewer's comments, the editor needs to mediate between the reviewer and author. The endeavour has to be taken seriously with cognisance of the fact that reviewers perform their work on a voluntary basis.

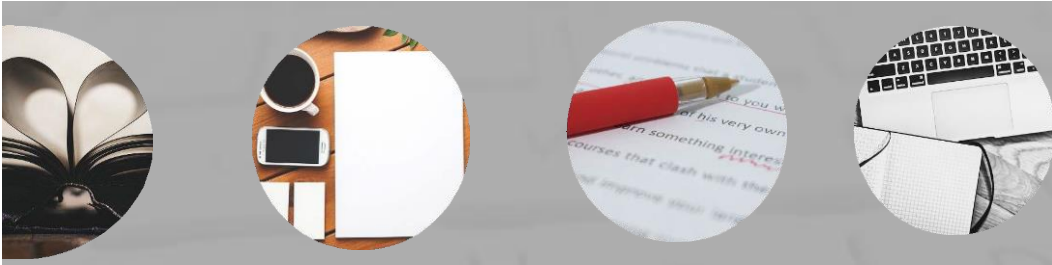
Authors also need support, guidance and care prior to the review process. There is a growing early career researchers group that editors need to harness and support through the publication process. When reading an article, Prof Ramrathan performed a quick backward mapping process to obtain a sense of the purpose of the article, and identified the three or four things the author was trying to say; the author's explanation as to how they have arrived at those three or four things; the methodology used and evidence provided; the paper's location within the current discourse, as identified through a literature review; the identified body of knowledge the paper was contributing to; the contextualisation of the paper in terms of background, relevance and interest; and the coherence between the purpose, claims, evidence, literature and conclusion. After a quick read of an article, Prof Ramrathan determined whether the article could be sent on for review or returned to the author to address any substantive issues that have been identified. Editors also need to pay attention to the academic writing; sentence, paragraph and section construction; subsection headings; strength of arguments; evidence provided; personal experience; empirical evidence; the literature review, and the introduction and conclusion.

It is useful to keep track of key data metrics, such as submissions, downloads, citations, and author frequency. These metrics help to locate a journal in terms of its contributions to the knowledge production system and dissemination of information. Editors also need to keep track of journal finances, in terms of the costs of publishing, copy editing, and administrative and technical support. In terms of peer reviews, there is an available pool of reviewers, but concerns have been raised about their experience, relevant knowledge, and exposure to the discourse of reviewing. Even when reviewers have agreed to complete a review within the time frame, delays occur. After review comments have been addressed, journals have to decide to what extent they checked the revised versions.

The presentation concluded with advice to prospective editors. Prior to becoming editors or assistant editors, candidates should be part of the editorial committee, be active researchers and scholars, and earn credibility institutionally and within the research community. On becoming editors or assistant editors, candidates should work collaboratively and not rush to conclusions, especially when dealing with complex issues. Prof Ramrathan suggested the introduction of short courses for editors, something which ASSAf could take forward. There was no need to create accredited courses, as there were already many platforms available on which activities could be set up for developing editors.

## Discussion

Prof de Jager said that there was a wide variety in how the editing function have been dealt with by institutions. The ASSAf statement and survey would provide the various institutions with sight of what was happening in the market. In terms of whether universities should bear the cost, his argument was that universities should bear the human time cost. It is natural for them to encourage their academics to pursue and build the infrastructure that all would utilise. A comment in the chat forum indicated that as publishers also benefited from the system, they should carry some of the publishing costs. He did not have a firm view on the



matter, but Prof Tomaselli has been writing on that topic and might wish to contribute.<sup>70</sup>

Prof Ramrathan had to develop speed reading in order to perform his role as editor. He gave several workshops on writing for publications across several institutions. He picked up on key elements very quickly when reading an article. When he was a student, his professor said that initially it would take two hours to read an article, but Prof Ramrathan had to aspire to read it within 20 minutes. He did not only read the articles submitted to perform quality assurance, but to see the kind of articles being received and how best to organise them as the publication unfolded. Submissions to journals were increasing. Over the past year the JoE received over 200 articles.

Prof de Jager said that In the business school community, there is the Australian Business Deans Council (ABDC) that performs journal ratings, and there is also a UK version. One of the journals he was involved with was re-ranked from the lowest quality category to the second highest quality category. As a result, submissions went up significantly. To deal with that increase, the journal split the workload. There was still only one editor who served as the first receiving point for a submission, but the associate editor pool was substantially expanded. That receiving editor performed a quick scan to assess whether the article aligned with the journal's purpose, and which associate editor would be most suited to the paper. Decisions on acceptance or rejection were left to the associate editor. Prof de Jager asked whether the best time to expand a team was in anticipation of growth, or only once high submission volumes occurred.

Prof Ramrathan said that as soon as the JoE had become Scopus listed, the international submissions increased substantially, despite the journal being mainly focused on South African education issues. In terms of the 'when' and 'how' of team expansion, education was a multidisciplinary area. The publication trends in the field of education have to be monitored, and the publisher has to be sufficiently flexible so as to be able to recruit people quickly. Fortunately, JoE is part of the South African Education Research Association (SAERA)<sup>71</sup>, and they have access to over 500 memberships of the association. That pool of people could be called upon and utilised on an ongoing basis.

Prof Mubangizi asked Prof de Jager and Prof Ramrathan for their views on limiting the window period for submissions as a way of managing high volumes, for example, allowing submissions during January to March for a June issue, and during July to September for a December issue.

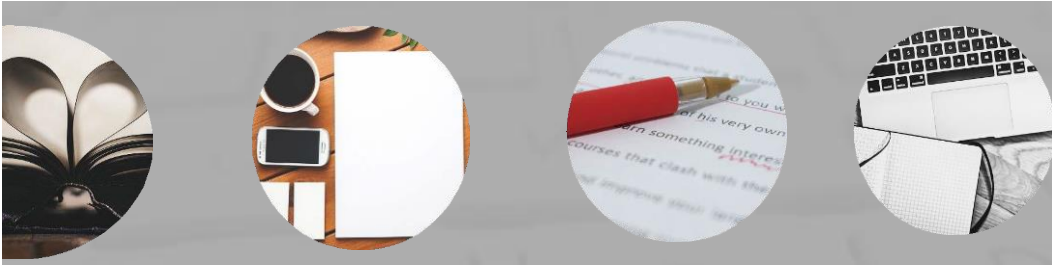
Prof Ramrathan responded that the online system platform that JoE use makes it very difficult to manage a limited window period. A notice was posted in December stating that no articles would be attended to between 15 January and 15 February, but it would be difficult to stop submissions during particular periods.

Prof de Jager said that one difficulty in stating that submissions were open for the next issue, was that the review process might not be completed in time. Some papers were processed

---

<sup>70</sup> See e.g., Tomaselli, Keyan G.. 'Twelve Years Later: Second ASSAf report on Research Publishing in and from South Africa (2018)': Some issues arising. *S. Afr. j. sci.* [online]. 2020, vol.116, n.1-2 [cited 2023-04-13], pp.1-3. Available from: <[http://www.scielo.org.za/scielo.php?script=sci\\_arttext&pid=S0038-23532020000100015&lng=en&nrm=iso](http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0038-23532020000100015&lng=en&nrm=iso)>. ISSN 1996-7489. <http://dx.doi.org/10.17159/sajs.2020/6537>.

<sup>71</sup> <https://www.saera.co.za/>



within a couple of months, and some went through multiple review iterations and could take a year or more to be published.

### **Closure (Prof Keyan Tomaselli, Committee on Scholarly Publishing in South Africa chair)**

Prof Tomaselli was pleased with the meeting attendance numbers, which had averaged at 80 over the two days. However, there are 323 registered journals, some of which have up to three officers participating, which meant that non-participation by many of the journals is an issue. When ASSAf organised face-to-face meetings in single venues, up to 200 editors would participate at a time, including at times the production editors of the university presses that issued journals, and it is important to regain that level of buy-in. Late November is an extremely busy time for academics, and Prof Tomaselli suggested to the SPP that the 2023 meeting be scheduled no later than mid-October.

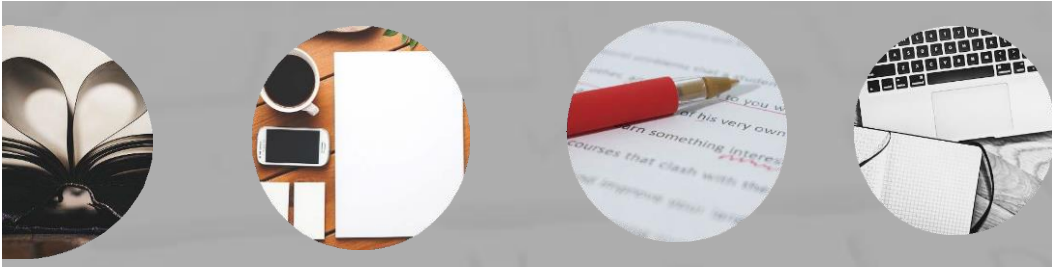
Many of the issues discussed at the meeting have already been debated quite extensively by a number of journals, especially the SAJS, which covered science, epistemology, readerships, peer review, the DHET research economy, academic citizenship, copyright and IP issues, publication ethics, NRF ratings, best practices and others. Prof Tomaselli encouraged all NSEF members to read the SAJS journal, which is open access, and to contribute to the debates. The SAJS has become the template against which journal panels evaluated other journals, using a system drawn up by Prof Wieland Gevers and Prof Robin Crewe. Prof Tomaselli was excited by the research project and survey being undertaken by the CSPISA. The opinions and experiences of all of the editors would be included. Once the final report has been signed off by the ASSAf Council, the NSEF would have the 'symbolic' power to deal with university administrations and to present ASSAf's position on scholarly editing.

The DHET system, for all its flaws, is an efficient system. DHET is managed by four staff members in Pretoria, compared to the NRF ratings system which have 40 officers in Pretoria, in addition to all the panels. DHET disbursed R2.5 billion plus per year through the universities for publication output. The journals therefore have a responsibility to build capacity and innovation, and not to mimic the same article over and over again. As Dr Muller has said, scientific revolutions are not incentivised, but occurred as a result of academics doing their work.

In terms of who paid the money and where the money went, there is a leakage out of the publishing value chain, and the journals covered that cost. It cost an international journal about \$3000–5000 USD to produce an article by the time it has gone through all the production processes, copy editing, type setting, marketing etcetera. All of that work has to be paid for. The local journals perform all of that work themselves.. There are so many demands on an editor's time over and above their academic work. A budgeting model is required that allows academics to be editors without also having to be copy editors, type setters and marketers. The journals are not included in the DHET disbursements into the publication value chain. The money goes into the universities, who then pressure authors to work with editors to produce a product after hours without paid overtime. All players are implicated in the relations of exploitation and production, and there are benefits and consequences.

Prof Tomaselli thanked members of the ASSAf Committee, Prof Thokozani Majozi and Prof Igle Gledhill, co-chair of the Committee. Prof Gledhill raised an important question at the





meeting about what constituted art and what constituted science. DHET delegates were present at the meeting, including Mr Chief Mabizela, who gave a presentation at the meeting. ASSAf has been in close contact with Mr Mabizela and DHET, and has regularly debated the various issues to try and deal with the loose ends and contradictions faced by authors, editors and publishers. Prof Tomaselli found the NSEF meeting immensely successful. Prof Tomaselli encouraged input from NSEF members, who could contact him through the ASSAf office. He thanked all participants, speakers and facilitators. He thanked the SPP, saying he could not overemphasize their professionalism, effort and dedication to science and scholarship in South Africa.



## APPENDIX 1: LIST OF ACRONYMS

AAM	Author Accepted Manuscript
APA	American Psychological Association
APC	Article Processing Charge
ASSAf	Academy of Science South Africa
CAJ	Clean Air Journal
CC BY	Creative Commons Attribution
CPD	Continuous Professional Development
CSPISA	Committee on Scholarly Publishing in South Africa
DHET	Department of Education Training
DOI	Digital Object Identifier
DSI	Department of Science and Innovation
FADA	Faculty of Art, Design and Architecture
ICMJE	International Committee for Medical Journal Editors
ILAM	International Library of African Music
ISC	International Science Council
JoE	Journal of Education
MOU	Memorandum of Understanding
MS	Microsoft
NACA	National Association for Clean Air
NIPMO	National Intellectual Property Management Office
NRF	National Research Foundation
NSBPF	National Scholarly Book Publishers' Forum
NSEF	National Scholarly Editors' Forum
OA	Open Access
OJS	Open Journal Systems
PHCFM	African Journal of primary health care and family medicine
POPIA	Protection of Personal Information Act
ROSS	Research Outputs Submissions System
RRS	Rights Retention Strategy
SAAFP	South African Academy of Family Physicians
SACJ	South African Computer Journal
SAFPJ	South African Family Practice Journal
SAJS	South African Journal of Science
SAJSM	South African Journal of Sports Medicine
SAMRC	South African Medical Research Council
SciELO	Scientific Electronic Library Online
SPP	Scholarly Publishing Programme



STEAM	Science, Technology, Engineering, Arts and Mathematics
ToR	Terms of Reference
UCT	University of Cape Town
UJ	University of Johannesburg
UKRI	United Kingdom Research and Innovation
UKZN	University of KwaZulu-Natal
VoR	Version of Record
Wits	University of the Witwatersrand
WoS	Web of Science



## APPENDIX 2: LIST OF PARTICIPANTS

### DAY 1

#	First Name	Last Name	Organization	Journal Title
1	Alice	Gibson	Joint Information Systems Committee (JISC, UK)	None
2	Alison	Sussex	Write Connection (Scribe)	None
3	Andries	Van Aarde	AOSIS Publishing	<i>HTS Theological Studies</i>
4	Anna	Oksiutycz	University of Johannesburg	<i>Communicare: Journal for Communication Studies in Africa</i>
5	Arun	Nair	NCDOH	<i>South African Family Practice journal</i>
6	Aryan	Kaganof	Africa Open Institute	<i>Herri</i>
7	Ashley	Gunter	University of South Africa	<i>South African Geographical Journal</i>
8	Sarah	Bansilal	University of KwaZulu-Natal	<i>African Journal for Research in Mathematics, Science, and Technology Education</i>
9	Bernadine	Benson	University of South Africa	SAMAB
10	Blanche	Pretorius	South African Journal of Occupational Therapy	<i>South African Journal of Occupational Therapy</i>
11	Caroline	Ncube	University of cape Town	<i>South African Journal of Intellectual Property Law</i>
12	Cecilé	Olivier	Central University of Technology	<i>Journal for New Generation Sciences</i>
13	Christa	Rautenbach	North-West University	<i>PER / PELJ</i>
14	Christopher	Stein	University of Johannesburg	<i>South African Journal of Pre-hospital Emergency Care</i>
15	Clinton	van der Merwe	University of Pretoria	<i>Journal of Geography Education in Africa (JoGEA)</i>
16	Corrie	du Preez	University of ZuluLand	<i>Journal of Consumer Sciences</i>
17	Damien	Tomaselli	University of Johannesburg	<i>Communicare: Journal for Communication Studies in Africa</i>
18	Danielle	Nel-Sanders	University of Johannesburg	<i>Administratio Publica</i>
19	Danny	Fourie	Stellenbosch Theological Journal	<i>Stellenbosch Theological Journal</i>
20	Denise	Nicholson	Scholarly Horizons	None





#	First Name	Last Name	Organization	Journal Title
21	Elizabeth	Henning	University of Johannesburg	<i>SA Journal of Childhood Education</i>
22	Erika	Janse van Rensburg	Sabinet	None
23	Estelle	Botha	Education Association of South Africa	<i>South African Journal of Education</i>
24	Eugene	Baron	University of the Free State	<i>Missionalia</i>
25	Gerald	West	University of KwaZulu-Natal	<i>Journal of Theology for Southern Africa</i>
26	Graham	Glover	Rhodes University	<i>South African Law Journal</i>
27	Hanlie	Moss	North-West University	<i>South African Journal for Research in Sport, Physical Education and Recreation</i>
28	Heather	Acott	Electoral Institute for Sustainable Democracy in Africa (EISA)	<i>Journal of African Elections</i>
29	Hester	van Biljon	Occupational Therapy Association of South Africa	<i>South African Journal of Occupational Therapy</i>
30	Hilande	Mampuru	University of Johannesburg	<i>Health SA Gesondheid</i>
31	Idah	Makukule	Department of Higher Education and Training	None
32	Igle	Gledhill	University of the Witwatersrand	None
33	Ilse	Ilse Muller	University of South Africa	<i>Journal of Literary Studies</i>
34	Ina	Smith	Academy of Science of South Africa	<i>Khulisa Journals</i>
35	Ina	Wolfaardt-Gräbe	SA Academy of Science and Arts/SA Akademie vir Wetenskap en Kuns	<i>Tydskrif vir Geesteswetenskappe</i>
36	Jacomien	van Niekerk	University of Pretoria	<i>Tydskrif vir Letterkunde</i>
37	Jeanne	Grace	University of KwaZulu-Natal	SAJRSPER
38	Johannes	Smit	University of KwaZulu-Natal	<i>Alternation</i>
39	John	Pettifor	SAMA publications	<i>South African Journal of Child Health</i>



#	First Name	Last Name	Organization	Journal Title
40	Joleta	van Wyk	AOSIS Publishing	None
41	Julie	Grant	University of Johannesburg	<i>Critical Arts</i>
42	Kabelo	Kaapu	University of Limpopo	None
43	Katherine	Malan	University of South Africa	<i>South African Computer Journal</i>
44	Kelley	Moult	University of Cape Town	<i>South African Crime Quarterly</i>
45	Keyan	Tomaselli	University of Johannesburg	<i>Critical Arts</i>
46	Klaus	von Pressentin	University of Cape Town	<i>South African Family Practice</i>
47	Kunle	Oparinde	Durban University of Technology	<i>African Journal of Inter/Multidisciplinary Studies</i>
48	Labby	Ramrathan	University of KwaZulu-Natal	<i>Journal of Education</i>
49	Laetus	Lategan	Central University of Technology	<i>Journal for New Generation Sciences</i>
50	Lara	Paul	None	None
51	Lauren	Dyll	University of KwaZulu-Natal	<i>Critical Arts</i>
52	Lee	Watkins	International Library of African Music/Rhodes University	<i>African Music</i>
53	Lelani	Oosthuizen	University of the Free State	None
54	Leora	Farber	University of Johannesburg	None
55	Lieketseng	Ned	Stellenbosch University	<i>AJOD</i>
56	Linda	Fick	Academy of Science of South Africa	<i>South African Journal of Science</i>
57	Lorette	Jacobs	University of South Africa	<i>Mousaion</i>
58	Louise	Van Heerden	Academy of Science of South Africa	<i>SciELO SA</i>
59	Lourens	Erasmus	Southern African Institute of Government Auditors (SAIGA)	<i>Southern African Journal of Accountability and Auditing Research</i>
60	Lyzette	Hoffman	University of the Free State	<i>Acta Theologica</i>



#	First Name	Last Name	Organization	Journal Title
61	Maarman	Tshehla	University of KwaZulu-Natal	<i>Journal of Theology for Southern Africa</i>
62	Mahlubi	Mabizela	Department of Higher Education and Training	None
63	Magick	Maphanga	Academy of Science of South Africa	None
64	Marie	Reyneke	Electoral Institute for Sustainable Democracy in Africa	<i>Journal of African Elections</i>
65	Marieke	Burger	University of Johannesburg	<i>Communicare</i>
66	Marni	Bonthuys	University of the Western Cape	<i>Tydskrif vir Nederlands en Afrikaans</i>
67	Martin	Laubscher	University of the Free State	<i>Acta Theologica</i>
68	Mathabo	Khau	Nelson Mandela University	<i>Educational Research for Social Change</i>
69	Mias	De Klerk	Stellenbosch University	<i>South African Journal of Business Management</i>
70	Mike	Lambert	University of Cape Town	<i>South African Journal of Sports Medicine</i>
71	Mmaphuthi	Mashiachidi	Academy of Science of South Africa	None
72	Mohau	Moja	Academy of Science of South Africa	None
73	Nadia	Grobler	Academy of Science of South Africa	<i>South African Journal of Science</i>
74	Na-iem	Dollie	Centre for Education Rights and Transformation	<i>Education as Change</i>
75	Naomi	Nkealah	University of the Witwatersrand	<i>Imbizo: International Journal of African Literary and Comparative Studies</i>
76	Natalie	Swanepoel	University of South Africa	<i>South African Archaeological Bulletin</i>
77	Nkosinathi	Madondo	Mangosuthu University of Technology	None
78	Neil	Eccles	University of South Africa	<i>African Journal of Business Ethics</i>



#	First Name	Last Name	Organization	Journal Title
79	Ngoako	Marutha	University of South Africa	<i>Journal of the South African Society of Archivists</i>
80	Nosipho	Mngomezulu	University of the Witwatersrand	None
81	Peet	Venter	University of South Africa	<i>Southern African Business Review</i>
82	Petra	Dijkhuizen	New Testament Society of Southern Africa	<i>Neotestamentica</i>
83	Phil	van Schalkwyk	North-West University	<i>Literator</i>
84	Philip	Machanick	Rhodes University	<i>South African Computer Journal</i>
85	Phillip	de Jager	University of Cape Town	None
86	Pierre	de Villiers	AOSIS Publishing	<i>JIR</i>
87	Rebecca	Garland	University of Pretoria	<i>Clean Air Journal</i>
88	Rene	Smith	University of the Witwatersrand	None
89	Reneilwe	Pila	Academy of Science of South Africa	None
90	Robin	Crewe	University of Pretoria	None
91	Ronelle	Carolissen	Stellenbosch University	<i>Psychology in Society (PINS)</i>
92	Rosemary	Gray	English Academy of Southern Africa	<i>English Academy Review: A Journal of English Studies</i>
93	Seán	Muller	University of Johannesburg/JIAS	None
94	Sheldon	Dudley	Dept of Forestry, Fisheries and the Environment	<i>African Journal of Marine Science</i>
95	Stephen	Kruger	University of Johannesburg	<i>Journal of Transport and Supply Chain Management</i>
96	Sumaya	Laher	University of the Witwatersrand	None
97	Sunday	Olaniran	University of South Africa	<i>Journal of Law Society and Development</i>
98	Sunel	van Rensburg	Sabinet	None
99	Susan	Veldsman	Academy of Science of South Africa	None
100	Takalani	Mashau	University of Venda	<i>Journal of Educational Studies</i>





#	First Name	Last Name	Organization	Journal Title
101	Tamsyn	Sherwill	Water Research Commission	Water SA
102	Teresa	Dirsuweit	University of South Africa	None
103	Theophilus	Adédòkun	Durban University of Technology	<i>African Journal of Inter/Multidisciplinary Studies</i>
104	Thokozani	Majozi	University of the Witwatersrand	None
105	Thomas	Pooley	University of South Africa	<i>Muziki: Journal of Music Research in Africa</i>
106	Trevor	Hill	University of KwaZulu-Natal	<i>Transactions of Royal Society</i>
107	Wadesango	Newman	University of Limpopo	<i>African Perspectives of Research in Teaching and Learning</i>
108	Walter	Ntuli	Department of Higher Education and Training	None
109	Wieland	Gevers	University of Cape Town	None
110	Wikus	van Zyl	UJ Press	<i>Journal for the Study of Religion</i>

## DAY 2

#	First Name	Last Name	Organization	Journal Title
1	Alison	Sussex	Write Connection (Scribe)	None
2	Alna	Beukes	University of the Free State	<i>Acta Structilia / Town and Regional Planning journal</i>
3	Andries	Van Aarde	AOSIS Publishing	<i>HTS Theological Studies</i>
4	Anita	Cloete	Stellenbosch University	<i>Stellenbosch Theological Journal STJ</i>
5	Anna	Oksiutycz	University of Johannesburg	<i>Communicare: Journal for Communication Studies in Africa</i>
6	Arun	Nair	NCDOH	<i>South African Family Practice journal</i>
7	Bernadine	Benson	University of South Africa	SAMAB
8	Blanche	Pretorius	SAJOT	<i>South African Journal of Occupational Therapy</i>
9	Bob	Mash	Stellenbosch University	PHCFM
10	Burger	Mariekie	University of Johannesburg	<i>Communicare: Journal for Communication Studies in Africa</i>
11	Caradee	Wright	South African Medical Research Council	None
12	Caroline	Ncube	University of Cape Town	<i>South African Journal of Intellectual Property Law</i>



13	Cecilé	Olivier	Central University of Technology	<i>Journal for New Generation Sciences</i>
14	Christopher	Stein	University of Johannesburg	<i>South African Journal of Pre-hospital Emergency Care</i>
15	Clinton	van der Merwe	University of Pretoria	<i>Journal of Geography Education in Africa</i>
16	Corrie	du Preez	University of Zululand	<i>Journal of Consumer Sciences</i>
17	Danny	Fourie	Stellenbosch Theological Journal	<i>Stellenbosch Theological Journal</i>
18	David	Walwyn	University of Pretoria	None
19	Denise	Nicholson	Scholarly Horizons	None
20	Elizabeth	Henning	University of Johannesburg	<i>SA Journal of Childhood Education</i>
21	Erika	Janse van Rensburg	Sabinet	None
22	Estelle	Botha	University of Pretoria	<i>South African Journal of Education</i>
23	Eugene	Baron	University of the Free State	<i>Missionalia</i>
24	Gallant	Matizirofa	University of Pretoria	None
25	Gerald	West	University of KwaZulu-Natal	<i>Journal of Theology for Southern Africa</i>
26	Graham	Glover	Rhodes University	<i>South African Law Journal</i>
27	Hanlie	Moss	North-West University	<i>South African Journal for Research in Sport, Physical Education and Recreation</i>
28	Heather	Acott	Electoral Institute for Sustainable Democracy in Africa (EISA)	<i>Journal of African Elections</i>
29	Hedding	David	University of South Africa	None
30	Hester	van Biljon	Occupational Therapy Association of South Africa	<i>South African Journal of Occupational Therapy</i>
31	Igle	Gledhill	University of the Witwatersrand	None
32	Ina	Smith	Academy of Science of South Africa	<i>Khulisa Journals</i>
33	Ina	Wolfaardt-Gräbe	SA Academy of Science and Arts	<i>Tydskrif vir Geesteswetenskappe</i>
34	Jacomien	van Niekerk	University of Pretoria	<i>Tydskrif vir Letterkunde</i>
35	Jeanne	Grace	University of KwaZulu-Natal	<i>SAJRSPER</i>
36	Jenice	Goveas	International Science Council	None
37	Johannes	Smit	University of KwaZulu-Natal	<i>Alternation</i>
38	John	Pettifor	SAMA publications	<i>South African Journal of Child Health</i>



39	Joleta	van Wyk	AOSIS Publishing	None
40	Julie	Grant	University of Johannesburg	<i>Critical Arts</i>
41	Kabelo	Kaapu	University of Limpopo	None
42	Katherine	Malan	University of South Africa	<i>South African Computer Journal</i>
43	Kelley	Moult	University of Cape Town	<i>South African Crime Quarterly</i>
44	Keyan	Tomaselli	University of Johannesburg	<i>Critical Arts</i>
45	Klaus	von Pressentin	University of Cape Town	<i>South African Family Practice</i>
46	Kobus	Maree	University of Pretoria	<i>African Journal of Career Development</i>
47	Kruger	Stephen	University of Johannesburg	<i>Journal of Transport and Supply Chain Management</i>
48	Kunle	Oparinde	Durban University of Technology	<i>African Journal of Inter/Multidisciplinary Studies</i>
49	Labby	Ramrathan	University of KwaZulu-Natal	<i>Journal of Education</i>
50	Laetus	Lategan	Central University of Technology	<i>Journal for New Generation Sciences</i>
51	Lauren	Dyll	University of KwaZulu-Natal	<i>Critical Arts</i>
52	Lelani	Oosthuizen	University of the Free State	None
53	Lieketseng	Ned	Stellenbosch University	<i>AJOD</i>
54	Linda	Fick	Academy of Science of South Africa	<i>South African Journal of Science</i>
55	Louise	Van Heerden	Academy of Science of South Africa	None
56	Lourens	Erasmus	University of South Africa	<i>Southern African Journal of Accountability and Auditing Research</i>
57	Lyzette	Hoffman	University of the Free State	<i>Acta Theologica</i>
58	Maarman	Tshehla	University of KwaZulu-Natal	<i>Journal of Theology for Southern Africa</i>
59	Mampuru	Hilande	University of Johannesburg	<i>Health SA Gesondheid</i>
60	Maphanga	Magick	Academy of Science of South Africa	None
61	Martin	Laubscher	University of the Free State	<i>Acta Theologica</i>



62	Mathabo	Khau	Nelson Mandela University	<i>Educational Research for Social Change</i>
63	Mias	De Klerk	Stellenbosch University	<i>South African Journal of Business Management</i>
64	Mike	Lambert	University of Cape Town	<i>South African Journal of Sports Medicine</i>
65	Mmaphuthi	Mashiachidi	Academy of Science of South Africa	None
66	Mohau	Moja	Academy of Science of South Africa	None
67	Mubangizi	Betty	University of KwaZulu-Natal	<i>African Journal of Governance and Development,</i>
68	Nadia	Grobler	Academy of Science of South Africa	<i>South African Journal of Science</i>
69	Na-iem	Dollie	Centre for Education Rights and Transformation	<i>Education as Change</i>
70	Naomi	Nkealah	University of the Witwatersrand	<i>Imbizo: International Journal of African Literary and Comparative Studies</i>
71	Natalie	Swanepoel	South African Archaeological Society	<i>South African Archaeological Bulletin</i>
72	Nathi	Madondo	Mangosuthu University of Technology	None
73	Newman	Wadesang o	University of Limpopo	<i>African Perspectives of Research in Teaching and Learning</i>
74	Ngoako	Marutha	University of South Africa	<i>Journal of the South African Society of Archivists</i>
75	Nomanesi	Madikizela-Madiya	University of South Africa	<i>International Journal of Educational Development in Africa</i>
76	Peet	Venter	University of South	<i>Southern African Business Review</i>
77	Petra	Dijkhuizen	New Testament Society of Southern Africa	<i>Neotestamentica</i>
78	Phil	van Schalkwyk	North-West University	<i>Literator</i>
79	Phillip	de Jager	University of Cape Town	None
80	Pierre	De Villiers	AOSIS Publishing	<i>JIR</i>
81	Rebecca	Garland	University of Pretoria	<i>Clean Air Journal</i>
82	Renate	van Dijk-Coombes	University of Pretoria	<i>Journal for Semitics</i>
83	Reneilwe	Pila	Academy of Science of South Africa	None





84	Robin	Crewe	University of Pretoria	None
85	Rosemary	Gray	English Academy of Southern Africa	<i>English Academy Review: A Journal of English Studies</i>
86	Sarah	Bansilal	University of KwaZulu-Natal	<i>African Journal for Research in Mathematics, Science, and Technology Education</i>
87	Sheldon	Dudley	Department of Forestry, Fisheries and the Environment	<i>African Journal of Marine Science</i>
88	Sumaya	Laher	University of the Witwatersrand	None
89	Sunday	Olaniran	University of South Africa	<i>Journal of Law Society and Development</i>
90	Sunel	van Rensburg	Sabinet	None
91	Susan	Veldsman	Academy of Science of South Africa	None
92	Tamsyn	Sherwill	Water Research Commission	<i>Water SA</i>
93	Teresa	Dirsuweit	University of South Africa	None
94	Teresa	Coutinho	University of Pretoria	<i>SA Journal of Science</i>
95	Thokozani	Majozi	University of the Witwatersrand	None
96	Thomas	Pooley	University of South Africa	<i>Muziki: Journal of Music Research in Africa</i>
97	Trevor	Hill	University of KwaZulu-Natal	<i>Transactions of Royal Society</i>
98	Wellington Didibhuku	Thwala	University of South Africa	<i>Journal of Construction Project Management and Innovation (JCPMI)</i>
99	Wieland	Gevers	University of Cape Town	None