Developing Publication Capacity: An Integrated Model for an Inclusive Academy

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The importance of publishing research articles in internationally refereed academic journals is well-recognised, and recent worldwide emphasis on the assessment of research outcomes has added new significance to this practice. The pressure to publish can be viewed both as a driver of action, and as a focus of academic investigation in its own right. There is a growing literature on the topic, much of it focussing on helping those outside the international academy, especially in periphery contexts, to gain access to it – for the benefit of both individual scholars and the academy itself. However, given that what any researcher sees is necessarily determined by where they stand, we argue that the picture as currently presented lacks appropriate complexity and sufficient acknowledgement of the role of the viewer.

In the interest of promoting an inclusive academy, one that seeks not to exclude but to encourage participation from diverse locations and perspectives, we propose a multi-faceted model for developing publication capacity that takes into account three diverse sets of participants: a) the academic gatekeepers and commercial interests which control the practice of academic publishing; b) the authors of submitted manuscripts, in all their variety, and c) those supporting the authors, as mentors, teachers, supervisors or other providers of advice. We explicitly acknowledge our own point of entry for analysis as located within a collaborative and language-based approach, while also suggesting a range of other possible entry points. The paper concludes with recommendations for advancing inclusive publication practices, through policy making, professional development and research.