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Editorial



In recent years, research managers and librarians have been encouraged to be more ‘open’ in nearly all aspects of their work. Everything has to be open; data is now open, access to articles and journals should be more open, science itself – and by extension the entire academic endeavour – should now be opened up. The last issue of *Realising Research* featured a number of articles on both open access and open science, with the cover asking readers to be ‘open to change’. This issue also covers the concept, with articles about Publishers for Development, online repositories in Africa, and the concept of massive open online grants.

Many of the discussions around the issue tend to focus on *how* to be open, exploring the practical solutions to the challenges that universities and other research institutions face in making their work as open as practically possible. Few discussions give adequate space to exploring *why* we should be opening up our institutional activities – and there are some convincing benefits.

To borrow from Charles Darwin, ‘In the long history of humankind, those who learned to collaborate and improvise most effectively have prevailed’. By working together, an idea can find new applications, new funding opportunities can be highlighted,

further avenues of exploration can be suggested by those who would not normally be involved, and perspectives that would not normally be heard in the academic conversation can be included.

Such collaboration is at the heart of the ACU’s values. We believe strongly in the benefits of innovative higher education, realised through collaboration across borders – be they disciplinary or national. In September, the ACU’s Deputy Secretary General, Dr John Kirkland, spoke at the 2016 conference of the International Network of Research Management Societies (INORMS). The ACU was central to the development of INORMS, bringing together the many regional and national organisations that support the development of research managers. Through such regular, collaborative meetings – and by inviting colleagues from across the world to share their perspectives and experiences – we can find new solutions to the problems we share and build connections to support and improve future projects.

Another aspect of sharing information is the growing practice of benchmarking and comparing organisational activities and practices. The ACU has been at the forefront of benchmarking through our Strategic Management Programme – an eight-month facilitated discussion between senior managers, focusing on key themes in higher education – and through ACU Measures – an annual online benchmarking exercise for university management, which includes research management among its focus areas.

Rather than seeking to rank institutions, ACU Measures helps universities to compare and contrast their practices and policies in a set of common areas, in a confidential and non-competitive way. Through our interactive online platform, users can define their own comparison groups and produce individualised reports, tables and charts, helping them to learn about their performance in a given area or make the case for further resources, staff, or training. In 2016, 190 institutions from 33 countries participated in the exercise, and we encourage those who have not yet taken part to sign up for 2017 by emailing measures@acu.ac.uk

We hope you enjoy this issue. If you would like to contribute to the next one, do get in touch via rki@acu.ac.uk

The ACU Research, Knowledge and Information Community

The ACU Research, Knowledge and Information Community is one of a series of special interest groups known as Member Communities.

Aimed at all university staff who support and encourage, but don’t directly engage in, the research process, the ACU Research, Knowledge and Information Community is open to staff and students at all ACU member institutions, and is free to join. Members receive a biannual magazine – *Realising Research*, regular newsletters, access to online articles and discussion forums, and invitations to future events.

At the heart of the Community is the involvement of its members. We want you to take part and share your experiences and expertise. We’re keen to hear about your work, the current challenges you’re facing, and how your university is working to overcome them. To get involved, visit www.acu.ac.uk/rki or contact rki@acu.ac.uk

Neil Johnson is Membership Engagement Coordinator at the ACU.

Digital research repositories in Africa

Digital repositories offer considerable potential as a means to improve access to research, but how are they working in practice and what are the barriers to their greater use? Here, **Stephanie Kitchen** reports on the findings of a survey exploring the repository landscape in Africa.

Institutional repositories are an increasingly significant component in the provision of academic publication and information resources. They are being developed throughout the world as a consequence of the availability of scholarly resources in digital formats, and in response to open access policies and mandates.

In a joint statement, UNESCO and the Confederation of Open Access Repositories stressed the value of repositories in an open access environment, advocating less focus on developing journals and more on repositories. In contexts where resources for traditional publications are lacking, freely accessible research outputs via such repositories may offer considerable potential.

To gain a better sense of the existing repository landscape in Africa, the International African Institute (IAI) collated and published on its website a list of all known institutional repositories. We then undertook a survey of a selected number. In total, 18 institutions and universities responded, representing about a third of the institutions approached.

Key findings and learning

- **Incentives to deposit can improve staff engagement.** In general, repositories receive more support from the highest level of the university than from academic staff. Policies that incentivise academics to deposit their work – e.g. that require this for assessment, promotion and advancement – improve staff engagement with the repository. This is a key finding of the survey, reflecting general assumptions about the effectiveness of repositories elsewhere in the world.
- **All the university repositories include theses,** both at Master's and doctoral levels. At least 80% require candidates completing Master's or PhD degrees to deposit their theses. In many cases, this is required in order to be awarded the degree.
- **A variety of other material is stored,** including journal articles, reports, and older material produced prior to the creation of the repository.
- **100% of repositories surveyed operate an open access policy,** although several have embargo policies and one does not allow items to be downloaded. The repositories with licensing policies in place mainly use Creative Commons; repositories otherwise endeavour to respect national and publisher copyright policies.
- **Initial findings show considerable usage of the larger repositories.** The University of South Africa, which has one of the largest holdings, reported having logged nearly 10 million full-text views in 2015.
- **When it comes to software, 14 repositories use DSpace, two use Eprints, and two use Greenstone.** Almost a third of the repositories experience problems with software updates when

using new versions of DSpace. Additional IT problems in some countries, including broadband availability and speeds, affect the operation of repositories.

- **Staff numbers within university repositories are usually modest,** involving one or two members of staff. At least a third of the repositories face difficulties with staff shortages and lack of training for staff. Librarians often have to do extra work for the repository; or traditional library staff may not be fully supportive. General training and information sharing about the potential of repositories, as well as specific technical or software training for library and repository staff, therefore emerge as key 'needs' for the sector.
- **Around half the repositories have a preservation plan in place;** others are working on policies.
- **More needs to be done to promote repositories through aggregators and libraries.** While some repositories (particularly in South Africa) are configured to a standard that can be harvested by national, regional, or international repositories, the picture is more mixed overall. Much remains to be done to render repositories more useful as research tools in terms of promoting them through national and international aggregators and libraries, via subject repositories, internet-based indexes, and search engines. More opportunities for repository managers to meet and network regionally and continentally, both in person and virtually, would be a positive step.
- **Greater understanding of the benefits is needed.** Work needs to be done by repository managers, university administrations and leaders, and via scholarly journals, to spread understanding among academics of the potential benefits of repositories. In particular, worries need to be allayed that placing work in a repository might make it more difficult for an academic to subsequently publish their research, as well as fears about plagiarism.
- **Limited funding is the main barrier to digitising materials** produced prior to the creation of the repository. The majority of repositories would, however, like to engage in such retrospective digitisation of hard copy materials.

Numbers of institutional repositories in Africa

Algeria: 1; Botswana: 1; Burkina Faso: 1; Cameroon: 1; Cape Verde: 2; Egypt: 5; Ethiopia: 2; Ghana: 5; Kenya: 16; Malawi: 1; Morocco: 3; Mozambique: 1; Namibia: 2; Nigeria: 14; Senegal: 3; Sierra Leone: 2 (1 of which is not yet live); South Africa: 36; Sudan: 5; Tanzania: 8; Togo: 1; Tunisia: 1; Uganda: 2; Zambia: 1; Zimbabwe: 8 (Total: 122)

Case studies

AAU-ETD – Addis Ababa University Libraries Electronic Thesis and Dissertations Database (Ethiopia)

This repository holds 7,800 items, including doctoral and Master's theses, deposited at a rate of 70%.

There is increasing demand from students and other users to access the database. Recent statistics show a total of 476,485 item views, 638,166 searches performed, and 690 user log-ins.

The repository employs two staff: a digital librarian and an institutional repository manager, responsible for the day-to-day operation of the repository. While support from top levels of the university is considered good, support from external funders and academic staff is perceived as poor.

The lack of budget to digitise the backlog of print theses and dissertations was highlighted as the main issue for the repository.

Bibliothèque Numérique Université Cheikh Anta DIOP (Senegal)

This repository contains 9,134 items, of which 6,569 are theses, 1,524 are articles from researchers and lecturers, and 129 are rare and valuable books (old collections).

All documents are fully accessible and visible, but not downloadable. The deposit of theses in the repository is compulsory.

The main problems are the scarcity of appropriate infrastructure (scanners, servers, etc), lack of training on the preservation of digital documents, shortfall of human resources, and a poor internet connection, which affects speed and uploading processes.

KhartoumSpace – University of Khartoum Repository (Sudan)

This repository contains 19,888 items, of which 11,414 are theses and dissertations, 3,930 are draft or published journal articles, 411 are book chapters or books, and 3,207 are reports. All items are full text.

An open access policy has been prepared for signature by the university vice-chancellor. Copyright policies are published and accessible.

It is estimated that around 60% of theses and dissertations are deposited, and almost all journal articles and book chapters. After a degree is awarded, a thesis must be deposited as an abstract for five years, after which the full text will be deposited by repository staff. As regards other publications, 'no staff member is upgraded unless his/her publications are deposited in KhartoumSpace', which is likely to explain the high rate of article deposits. Support from both academic staff and high-level university administration is given the top rating.

The repository has begun retrospective digitisation of some print theses and other material. This would be expanded with additional funding.

Work needs to be done by repository managers, university administrations and leaders, as well as via scholarly journals, to spread understanding among academics of the potential benefits of repositories.

UnisaIR – University of South Africa Institutional Repository

This repository holds 17,000 items, including theses and dissertations, draft or published journal articles, book chapters or full-length books, reports, and a limited number of research datasets, inaugural lectures, and archival materials. All items are accessible in full text.

Students are required to submit a digital copy of their thesis or dissertation to UnisaIR. The repository has started digitising a number of theses and dissertations preceding the creation of the repository, and this could be expanded with more funding.

The highest level of the university is rated as giving basic/good support (3 out of 5).

Support from academic staff and external

funders is considered poor (2 and 1 out of 5).

The repository uses DSpace, but an external service provider has been contracted to give support. The lack of online storage capacity is an ongoing challenge and the current preservation plan is considered inadequate.

There has been a very high and constantly increasing demand for the resources contained within the repository: during 2015, the repository logged almost 10 million full-text views.

University of Dar es Salaam Research Repository (Tanzania)

This repository holds 1,800 items, with more being uploaded. It includes doctoral theses and Master's dissertations, published journal articles, book chapters or full-length books, reports, conference papers, and conference proceedings. The items are a combination of full text or lists of items held as physical copies.

A process of digitising the university's old research output has started (some items are already stored in the repository) and is ongoing.

There is one person currently working full time on the repository. While support from the highest levels in the university and from external funders is considered very good, the repository does not receive as much support from academic staff. Other problems include irregular electricity supplies and an often slow internet connection.

Stephanie Kitchen is Managing Editor at the International African Institute (IAI), UK.

For more information about the IAI's research in this area, including a list of known repositories in Africa, visit www.internationalafricaninstitute.org/repositories.html

Managing research: whose job is it anyway?

Who is best placed to lead a university's research management office? Is there an advantage to using professional research managers over academics? Here, **Tan Hsiao Wei** and **Bong Yii Bonn**, and **Robin Drennan** (opposite) offer different perspectives.

Research management offices should be headed by academics, but with strong support from professional research managers who have clear understanding of the research world and well developed administrative skills. Academics make good leaders as they engage directly in the core business of a university, thus are able to support researchers appropriately.

At the University of Malaya, research activity has grown exponentially over a decade, especially after being awarded research university status in 2006. In view of this, the university's research management team is expected to show high levels of professionalism, accountability, and efficiency.

In a survey on research management in Malaysian universities conducted in 2015, more than 78% of responding researchers agreed that academics should be appointed as research management leaders. Respondents felt that academics are in touch with research and understand the complexities involved in carrying it out, and are thus better able to facilitate researchers from first-hand experience.

We agree with a point of view proposed by Dr Amanda Goodall, author of *Socrates in the Boardroom: Why Research Universities Should Be Led by Top Scholars*. In her longitudinal data, Goodall found that UK universities improved in performance when they were led by top scholars. Academics make good leaders as 'they create the right working environment, improve job satisfaction, appropriately assess and support, and so forth'.

Expert knowledge is a contributing factor too. When it comes to managing research, academics who are researchers themselves tend to think more holistically about problems and may helpfully influence decision-making priorities. The academic brings a deep understanding of the university's core business to the role, especially in a research university. It also instils confidence in researchers to be led by their peers, as opposed to non-academics who may not completely understand the nature of research.

Having been 'one of them', the academic leader understands the culture and value system of research, and also the incentives and motivation that researchers need. Because of this, academic leaders are more likely to create the right conditions and environment for researchers to soar higher and experience greater job satisfaction.

Although we believe that the research management office should be headed by academics, the support of professional non-academic research managers is essential. Research management is a major task that requires time and specific skills to handle. The key roles of a research manager are to ensure that the research project or programme is on track, to provide researchers with a supportive environment and smooth funding flows, to assist in identifying funding opportunities and research partners, and to provide administrative support. Besides project management, a research manager may also support the university management in areas such as strategic development and research planning. As such, research managers must be highly skilled individuals, with clear understanding of the research world and well developed administrative skills. Skilled or professional research managers are thus able to assist academic leaders and reduce their administrative burden at the same time.

Leadership is about driving people to make good decisions and engaging in doing bigger deals. The right leader helps to release the natural positive energy and inspires members of the research management team. Leaders play a critical role in maintaining the university's quality and managing change. Academic leaders are therefore favourable as they not only need to be deft in managing the current operations in research management, but also able to lead the university – and its researchers – into new directions.

**The academic
brings a deep
understanding of
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the role.**

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Dr Tan Hsiao Wei and **Dr Bong Yii Bonn** are Research Managers at the Institute of Research Management and Monitoring, University of Malaya, Malaysia.

Experience indicates that the role of research manager is extremely diverse. Activities include managing people, money and processes, and demand familiarity with a wide spectrum of knowledge areas. It is argued that the eclectic professional is better placed to deliver than the established researcher with deep but focused knowledge.

For one month, I decided to journal what I do each day at work. To give some context to this quest, I am a research manager at a mid-sized South African university that is proud of its 95-year history of research intensity. The resulting list was so astonishingly long and diverse that even I battled to rationalise all the entries into one coherent job description.

Here are just some of the activities: preparing the university's annual research budget; reading and commenting on the suitability of research proposals in subjects ranging from sociology to particle physics; controlling expenditure in the research support office; encouraging a group of early career academics to write more funding proposals; checking the research budgets of an established entomologist; advising a senior academic on how to deal with a rogue postgraduate student; helping the university's finance division to write their cost recovery policy so as not to alienate the senate; negotiating co-funding deals with another university; editing research reports on behalf of a physiologist (without really knowing what I was reading about); helping the university's lawyers to understand that taking some risk in putting together a research collaboration may be necessary to get the project off the ground; working with the library to collect, analyse, interpret, and report data; chairing a committee that is considering spending a large amount of money in a field I know little about, namely cloud storage of publically-funded research data; mediating an academic dispute between two scholars; advising on the ethics and etiquette of journal authorship; telling a contractor that laying that high-tension cable too close to the electron microscope may well impact on its effectiveness...

I could go on, but only at the risk of boring you. So I have tried to summarise this list into a few overarching categories. These include: managing – people, money and tasks; influencing – people, committees and decisions; supporting – people, processes and organisational entities; and controlling – people, money and processes. A further level of rationalisation leads to three descriptors, commonly used in modern governance parlance: people, profit, and process. Using more colloquial language, the research manager must 'stroke egos', 'count pennies', and 'cajole decisions'.

The right person to deal with this eclectic mix must be versatile and adaptable, a manager and a facilitator, someone who is – above all else – flexible. The ideal person is willing to take the initiative, to venture into the unknown with resourcefulness, gumption, and enthusiasm. Some would say I am describing a 'jack of all trades, master of none'. I agree – but not with the second part. A more appropriate, if less snappy, descriptor would be 'jack of all trades and master of many, with a willingness to learn the rest on-the-job'.

So, is the job best performed by a professional research manager or by an established researcher? Consider, firstly, the possibility that the role is fulfilled by an established researcher. Clearly the person will have a deep understanding of the complexities of the research process. But they have achieved their status of established researcher through focused dedication to their particular knowledge field. They have increasingly narrowed their scope of study so as to progress through the scholarly ranks from undergraduate to graduate student, and from lecturer to professor. To be successful, they come to these collaborations with a deep understanding of their chosen knowledge field.

No, the burden of variety makes it simple for me to argue that the professional is better placed to achieve success in the role of research manager. A professional research manager is someone who has dedicated time and effort to acquiring a wide range of skills, knowledge, and experiences; someone who is interested in the breadth of knowledge, rather than the depth of knowledge. In this case, the oxymoron rings true: a specialist in diversity, an expert in variety.

There is, however, a caveat. Good research management is best performed by a generalist, yes, but by one who understands the intricacies of research. The learn-it-on-the-job attitude needed for successful research management cannot be extended to include learning about research. Reading and watching research can seldom replace doing research when it comes to understanding this most mercurial of endeavours. Thus, the successful research manager must have completed a PhD – the pinnacle research degree – before diversifying into one of the more heterogeneous professions that exist.

In closing, I would encourage academics not to sacrifice their skills, honed over years, to do administration. The world needs every scholar it can get to meet the challenges of the 21st century. Leave the administration to the professionals.

The right person to deal with this eclectic mix must be versatile and adaptable, a manager and a facilitator, someone who is – above all else – flexible.

Dr Robin Drennan is Director of Research Development at the University of the Witwatersrand, Johannesburg, South Africa.

Building capacity in Africa: the Carnegie Corporation of New York

The Carnegie Corporation of New York is America's oldest general purpose grant-making foundation, but also has a portion of its funds earmarked for work in Commonwealth countries. We talk to Program Officer **Andrea Johnson** about the Corporation's work in Africa.

Can you give a quick introduction to the Carnegie Corporation of New York and your work with the Higher Education and Research in Africa programme?

Andrea Johnson: Broadly speaking, the Corporation was set up for the benefit of the peoples of the United States, so the vast majority of our funding is for US issues; but in a second gift that Andrew Carnegie made to the foundation, 7.4% was set aside for the benefit of the peoples of the Commonwealth. Over the years, the board has restricted that primarily to countries of Africa that were part of the Commonwealth as of April 1947 or 1948. So that's where our Africa work comes from. It's a very small piece of where the foundation comes from, but it's a very consistent historical piece.

We've been funding in Africa since about 1926 and, again, we're a general purpose foundation. Education and peace have been our big focus areas historically, but the board – and whoever is president of the Corporation – interpret what that means. We've had several names for our higher education programme, but the current one probably is the best descriptor of what we've been doing since 1997 when our current president joined us – and that's Higher Education and Research in Africa (HERA).

What kind of work is HERA funding at the moment?

Andrea Johnson: Our largest entry point into the higher education research arena, in terms of the amount of money spent, is what we're grandly calling 'Developing and retaining the next generation of African academics'. Working in academia has not always been an attractive option in many African countries and the pipeline of academics entering the profession became very small. Meanwhile, earlier generations of academics are retiring, at a time when universities and university systems are expanding rapidly. So, the sentiment of vice-chancellors and other universities leaders was that a focus on the next generation was an issue they wanted funders to look at.

How do you think universities can align themselves to support early career academics?

Andrea Johnson: I think all universities need to be thinking about what they can do to be more attractive to academics – and that includes early career academics. It's not just a question of asking 'What do we need money for?', it's also about asking 'What are the barriers inside our institution that aren't necessarily financial?' It's about systems – creaky systems sometimes – or a lack of organisation that leads to nobody getting enough or what they need. Or everybody trying to run the same programmes;

universities trying to engage in doctoral education when they really don't have the capacity to do so. And there are all kinds of university policy issues that institutions need to be very clear about. I also think universities need to form more alliances with other institutions. Networks are a way – if there's a network that's doing something that is a priority to your institution, seek to align with that network.

This plays into your work to build research management capacity in Africa. Can you tell us more about this?

Andrea Johnson: Our work on strengthening research management came out of our university strengthening programme. Once we had a range of partners up and running, we could look across them and see what the common issues were. Research management was one of them.

Once that idea – the importance of managing research – was raised with them, they caught on to why they needed to do it, but it's much harder to make it happen. And that's the big lesson that was learned. Your colleague at the ACU, John Kirkland, came up with almost a typology for what it takes to build research management capacity, and the hardest point is to get universities to add this capacity to their internal structures – their human resources structure, their rewards structure, their policy structures, and so on. And that's been our experience. I know a number of funders who are still working in the research management space. While it's easier to train people in proposal writing and things like that, it's very hard to get the structures in place that universities need in order to manage a larger number of research grants, seek funding for research, report in a timely fashion, and all of those things that funders increasingly require – things that are becoming much more important as the number of universities grows and there is more and more competition.

What would you say are the main barriers to building research management capacity? Is it senior management not understanding its value or reluctance from academics?

Andrea Johnson: I do think there's a reluctance on the part of researchers to have a centralised authority. They fear that a research management infrastructure will get in their way, you know – a threat of bureaucracy. And that's because a research management structure can be conducive to work or it can inhibit it. If it's a real awful bureaucracy, I don't blame researchers for getting upset.

For university managers, research management can be another expense that the university has to invest in and many of these universities are public institutions. If you have a relatively new



function like research management, they have to go back to the beginning and think through it: where is this going to sit? Are we going to centralise or decentralise it? What's the career path for people? How are we going to bring them in? What are we going to call them? How are they going to relate in terms of seniority? It's a management exercise and university management is not always what we'd like it to be.

What kind of role do you think open access has in sustainable development and in Carnegie's work in the future?

Andrea Johnson: I had a conversation last week in Nairobi with a grantee – someone who is running a social sciences research programme – who said that you have to be a little careful about insisting on publication in open access vehicles. This is because if you're looking particularly at scholars – early career or even mid career – you have to consider the reward or promotion structure in their institution. Many of the top journals are not actually open access, so you would effectively be saying that you don't want these young people to publish in these top journals because they're not open access. Therefore, we tend not to impose so many restrictions. It's not that we don't have conversations about what's the best way to get the word out about what you're doing, but I don't see us taking that kind of stance where you have to publish open access.

To me, one of the big questions in open access is *how*, and I think, in part, it's just a matter of time. The big journals now, the gated journals that have the highest reputation, didn't start that way. It takes time for a journal to build up their reputation and there's no reason that an open access journal couldn't do the same thing. But I think it takes time and that, to me, is the question: how do you build the reliable quality? Research is showing that even the peer review process can be faulty. It's an insane time out there and if people are questioning peer review processes, and the quality of what is published in some of the top journals is not what it should be, then I think the whole academic publishing system has to be rethought – and that's a tall order.

What are the future plans for the Corporation?

Andrea Johnson: The thematic change that we're moving into is shifting from a strong focus on doctoral training and programmes to thinking about what postdoctoral opportunities look like for our current set of grantees. The PhD can be seen as simply the first step in an academic career – it's certainly not the last step. There's a tendency to think that you do your postdoc – perhaps go away for a year or two and do your thing – and then become an academic. But that's not necessarily what African early career academics need, given that many of them are not early in their career in terms of time, they're early in the sense that they weren't able to get a PhD earlier. So what do you do when the universities in which these people work are not able to release them, especially when they've already been released for doctoral training? What does an African postdoctoral experience look like now, given what's

happening at universities and who the population are that have recently got their PhDs? Not as many of them have come straight through the Bachelor's or Master's system. So we're looking at working with our current grantees on these questions.

Are there any programmes in which ACU members can get involved?

Andrea Johnson: Our work tends to be longer-term because we already have established relationships and investments in place. So there's not much opportunity at the moment.

We do fund two fellowship schemes that are open to scholars in a number of sub-Saharan African countries. The African Humanities Program, managed by the American Council of Learned Societies (www.acls.org/programs/ahp), and the Next Generation Social Sciences in Africa Fellowship Program, managed by the Social Science Research Council (www.ssrc.org/programs/view/nextgenafrica). The latter is part of our 'Peacebuilding in Africa' cross-programme initiative, as is the African Peacebuilding Network (APN), which also offers research and writing fellowships (www.ssrc.org/programs/view/apn). Any African scholar can apply to the APN.

We also support a number of networks, each offering various resources to their member institutions: the Consortium for Advanced Research Training in Africa (<http://cartafrica.org>), the Regional Initiative in Science and Education (<https://sig.ias.edu/rise>), and the Regional Universities Forum for Capacity Building in Africa (www.ruforum.org).

Andrea Johnson is Program Officer for Higher Education and Research in Africa and Peacebuilding in Africa at the Carnegie Corporation of New York, USA.

Library profile: the University of the West Indies

Karen Lequay on the unique nature of the library at the University of the West Indies, and the ongoing development of its digital repository.

The University of the West Indies (UWI) is not a standard university – one institution, spread across 18 English-speaking countries in the Caribbean, most of them relatively isolated island nations. With three main landed campuses – UWI Cave Hill in Barbados, UWI St Augustine in Trinidad and Tobago, UWI Mona in Jamaica – and the new UWI Open Campus, the university has a diverse staff and student body, based in dozens of university buildings across the many islands of the Caribbean. The Open Campus alone has around 44 sites across 13 countries.

The three landed campuses were originally established as part of a single, unified institution, with their construction financed by the national governments of the countries in which they are based. Because of this investment, the campuses inevitably took on more of a national focus, each reflecting the research priorities of their own particular government. This meant that the campuses drifted apart, each developing its own infrastructure (including research support systems), and hampering collaboration between the different libraries.

Physical libraries

The university has 13 physical libraries, each with its own individual collections. Each of the landed campuses has its own

central library, with systems and infrastructures focused on supporting the staff and students within the territory, and each developed with the national research focus in mind.

More recently, however, moves have been made to put a stop to the increase in individualised and unconnected internal processes. The university's new Vice-Chancellor, Sir Hilary Beckles, has made announcements to this effect, putting initiatives in place that will help the campuses to connect and work better together and to share resources more effectively. As with many aspects of university life, this process is being supported by technology.

Building a bridge online

The St Augustine campus began to develop an institutional repository in 2003, but the process was hampered by a number of hurdles. IT students from the university were enlisted to develop a modified version using the DSpace platform, and this soon became known as UWISpace. The library wanted to share this more widely, but was hampered by the IT infrastructure at the time and had to scale down its ambitions.

Eventually, the repository was developed and announced to researchers working on the campus. Our then Vice-Chancellor, Professor E Nigel Harris, was involved in announcing the launch of the repository, supporting the technology from the very top of the institution. Despite this, it simply didn't receive the interest that we had anticipated.

Things have changed during the last decade, however, due in part to increasing awareness of the benefits of open access – benefits which are particularly relevant for the Caribbean islands – and moves towards greater integration between the UWI campuses. As a result, UWISpace is now being developed to include work from other campuses.

While colleagues at St Augustine were developing UWISpace in Trinidad and Tobago, librarians at the UWI Mona campus in Jamaica were developing their own bibliographic database, collecting information about their researchers' publications. This database will be merged with the new repository to create a single, coherent repository across the two campuses, with Cave Hill and the Open Campus then being brought in to the project.

Problems have been encountered with the IT infrastructure, as each campus has an independent system and these are proving difficult to connect effectively. They do connect, but poorly! While previously this has limited the scale of the UWISpace project, this time the redesign of the repository is taking place alongside an expansion of the IT infrastructure across all sites. This upgrade is an essential lifeline for the university's librarians.



The Sidney Martin Library on UWI's Cave Hill Campus, Barbados



The Science Library on UWI's Mona Campus, Jamaica

Reaching out to colleagues

Our experiences have taught us that involving researchers in the development of the repository right from the beginning is key to its success. When creating UWISpace, the librarians developed the software based upon their understanding of the needs of staff and student users. Researchers were not involved directly in the development process and so could not immediately champion its use. Librarians felt that they were offering a plate of wonderful fare, but researchers had no clue what to do with it.

By contrast, when a librarian at the Cave Hill campus invited a consultant to facilitate a discussion about open access and the benefits of an institutional repository, university deans and researchers immediately engaged with the concept and started asking whether such a repository was possible for UWI. We were able to inform them of the upcoming developments and encourage them to include their publications.

By listening to academics, the library can also be one step ahead of trends. For example, a former academic at the university, Dr Lancaster, was a great proponent of open access, having worked with housing datasets for several years. He had a huge amount of information that was being asked for around the world, so he started to establish his own collection. This led to the university's librarians developing the capacity to store datasets and the corresponding metadata, and increasing their skills and understanding to the point where they can now include the university's datasets within the new repository.

Digitise to democratise

Although this technology creates a bridge between the isolated campuses, it only enables the university to share the catalogue that is currently collected in digital form. The university has some excellent physical collections, such as the rare books and maps housed at Mona, and the Eric Williams Memorial Collection at St Augustine, which includes personal papers of the former leader of Trinidad and Tobago.

These cannot be shared as they are. The university, as with many universities at the moment, is undertaking a massive digitisation project, converting the physical collections to digital form and recording the appropriate metadata to enable searches of the collection. This will make the materials available to our researchers, wherever they may be. The digitisation project ties in with wider updates to the libraries' collections, and will hopefully lead to a more connected university – both in terms of its infrastructure but also its ability to collaborate and share resources.

Planning for the future

As the university develops its strategic plans for the years to come, issues relating to the expansion of the library network will be brought to the planning table. The university's librarians intend to promote the importance of the institutional repository at the highest level and press for the necessary resources in terms of finance and staffing.

Library staff across the university's campuses will hopefully join this campaign, promoting the repository to their colleagues, to researchers and students, and to the institution's management. While librarians can sometimes be 'shrinking violets', unwilling or too modest to champion their work and the institution, it's time for librarians to be more vocal when it comes to pressing for policy decisions.

Ultimately, our aim is to champion the great research done in the Caribbean. At the moment, it doesn't get out there enough and we don't fly the flag. The work has impact, but we don't champion it enough. University librarians have a key role to play in promoting research. The institutional repository is a major part of this and librarians will be critical to its success.

Karen Lequay is Campus Librarian, Open Campus Library and Information Services, at the University of the West Indies, Trinidad and Tobago.

MOOGs: revolutionising research engagement and collaboration?

The ability of researchers to share their work with a wider audience is critical in today's academic ecosystem. Yet while communications technology abounds, novel tools to drive wider engagement with research have lagged behind. Here, **Ben McNeil** explores the importance of engagement and introduces a new tool aimed at revolutionising the way research is mobilised and funded.

The world of academic research is at the tipping point of a fundamental shift. For decades, governments and universities have invested trillions of dollars into funding research. Unfortunately, very little has been put towards mobilising that same research to allow anyone to potentially use, collaborate with, or develop it, beyond just a select few individuals or organisations. As scientists and innovators, we are constantly searching for the cutting edge – those tiny details that allow us to advance our work and our field for the betterment of all. However, when we are staring at a fine edge – such tiny details – it is easy to lose sight of the bigger picture and forget the critical importance of sharing and collaborating beyond our discipline. We have been encouraged to focus on connecting our research with only a small, hyper-specialist audience of our peers. While technology and human connectivity accelerate around us, governments, universities, and researchers have not kept up to date with novel tools that could help drive engagement and collaboration for their research.

Taking inspiration in science communication from the likes of the BBC and David Attenborough, we know that research must be more accessible, more relatable, and easier to understand than it is at present, if it is to reach its full potential. Everyone can follow and learn from a good documentary, and with widespread understanding comes a greater collective drive and capacity for change.

While documentaries tend to be easy to understand, most academics will have come across a publication that is too confusing or too far-removed from their own knowledge to really comprehend what it is. Without a proper comprehension of such research, we cannot establish a lasting connection; and without a lasting connection, there is no basis for developing our own ideas and applying them to it. For many of us, we will have felt this about countless papers and articles. Those publications might contain developments and discoveries that are potentially world-changing, but it can be difficult to relate to research in this form. And yet it is still the primary way that research is shared. Academics from other fields, industry partners, or members of the public might never know this research exists, even though it might affect the technology and commodities that they use every day. We are missing so much potential innovation and benefit because of the knowledge gap that has become intrinsic within the sphere of academic research.

'The greatest danger for any bright idea is the danger that it will be ignored.'

(Dr David Hull)

Why is wider research engagement so important?

History has shown us that big breakthroughs often come about through happy accidents (the discovery of radiation or penicillin, for example), but also through multidisciplinary research collaboration. While we cannot anticipate or conceive those accidental breakthroughs, we can actively drive collaboration – and there are huge benefits to doing so. Take the example of Nobel laureates Osamu Shimomura, Martin Chalfie, Roger

Y Tsien, and their work on the green fluorescent protein (GFP). Shimomura, a Japanese marine biologist and biochemist studying jellyfish, discovered the protein and how it worked in 1962, while at Princeton University. However, it was not until 1988 that American neurobiologist Chalfie became aware of Shimomura's discovery and its potential for his own work, after attending a seminar on bioluminescent organisms. Within four years, Chalfie had made significant discoveries of his own into the applicability of the GFP for neurobiology, and in 1996 published his results in one of the most influential molecular biology and genetics papers ever. Tsien, a biochemist, was simultaneously making developments into increasing the strength of fluorescence in these proteins.

Eventually, in 2008, the trio were jointly awarded the Nobel Prize for Chemistry, even though all of them were from different disciplines and none of them had worked together – and despite the fact that the GFP had been discovered 46 years earlier. Today, fluorescent proteins are used every day in laboratories around the world, and are a powerful tool in genetics and other fields. Without collaboration, it took almost half a century to achieve this. This is because the traditional methods of sharing research (which we still use) – publications, seminars, lectures, and direct conversation – are extremely inefficient.

Wider engagement is clearly a powerful fuel for innovation, as it was in the case of the GFP. However, traditional research channels – specialist academic journals and closed research grants – have proven ineffective at driving global research collaboration.

Thinkable was launched to change this, aiming to mobilise research more effectively by allowing non-specialists, industry partners, and the wider public to engage with research and cultivate new relationships to accelerate innovation. The platform is purpose built to allow universities (or any industry partner or donor) to drive research engagement using a new tool called a massive open online grant or MOOG.

What is a MOOG?

Since 2012, massive open online courses (MOOCs) have revolutionised how universities drive learning and engagement to students around the world. MOOCs allow universities to offer online courses to a universal audience, and there are now many MOOC platforms online – some of which host courses that enrol tens of thousands of students at a time. The MOOC has proven an invaluable tool for educating beyond the borders of the university campus, and is helping drive a shift towards making higher learning available for all, regardless of economic or spatial boundaries.

Inspired by this, we at Thinkable coined the concept of a massive open online grant or MOOG – a new way for universities to incentivise, fund, and display research in ways that cross these same boundaries and remove the barriers to engagement and collaboration. Our goal is to empower universities and researchers to reach out to a global audience who can learn about, collaborate with, and fund their research.

A MOOG could be a university research showcase, multi-disciplinary innovation challenge, start-up competition, best paper award, or any type of research fellowship or grant. However, there are two things that make MOOGs unique and set them apart from traditional research grants: First, MOOGs are designed to communicate research in more engaging way – via video, photography, or blog format. Although the original thesis or publication DOI link is shared, researchers involved in a MOOG should communicate their ideas to a broader audience – whether across disciplines, to industry partners, or to the public. This allows for much needed wider understanding and connection.

Second, MOOGs can offer open peer voting or public voting to select the winners. This incentivises researchers to share their work with peers or the public across the world, driving cross-disciplinary learning and collaboration, and allowing new partnerships and funding to cultivate. Furthermore, it allows the public to better understand current research and have a say in what is funded, giving everyone the chance to further the research that is important to them.

Creating opportunities

By providing a novel way to showcase research to a broader audience, MOOGs help us to solve three endemic shortages that have plagued universities and governments:

1. Multidisciplinary collaboration

Within each university lies a vast array of brilliant minds and ideas – from undergraduate students all the way to professors – across hundreds of disciplines. It has traditionally been difficult to drive participation, ideation, and collaboration effectively within a university to seed new partnerships. Thinkable works closely with universities to host open research showcases, or internal innovation challenges, that allow researchers to communicate their research goals or latest publications, find alternative but relevant ideas, and work towards multidisciplinary projects. In doing so, we make it easier for groundbreaking research – like that of the GFP – to flourish.

2. Industry partnerships

Industry engagement with research is often inefficient and difficult to facilitate. Often, research managers must physically set up meetings with research groups and industries to discuss potential partnerships. Thinkable works with universities to manage and host industry-led challenges and invite university researchers to participate and solve them. From these challenges, we have found that lasting partnerships are a natural outcome. Indeed, innovative companies such as Hitachi or Novartis have sponsored research funding challenges to help them source new ideas and partners. We work with research managers to run these industry-led challenges through our platform and invite industry-expert judges to review entries and select winners.

3. Public impact

Each year, researchers from every university publish thousands of new research papers. However, the audience for these articles is often only a handful of specialist peers. The importance of driving public impact and knowledge sharing is critical. Thinkable works with research managers to host research showcases that allow the public to learn from, engage with, and even fund research that is interesting, or matters, to them. While the Thinkable platform makes it easy to bring in a panel of experts to judge a competition, by using a public voting system as well, your researchers must find exciting ways to connect with everyday people – such as creating a short video summary of their work.

Beyond the public voting system, Thinkable successfully ran the world's first open, peer-judged research competition. 'The Sun Foundation's Peer Prize for Women in Science' used a voting system exclusive to verified, published researchers. In doing so, we mobilised a global community of almost 1,500 researchers from 250 institutes around the world.

At present, Thinkable has reached universities and institutions with a membership of 45,000 across all fields of science. But this is just the beginning. The goal is to build an even larger, unparalleled community of researchers and innovators to remove the barriers and bridge the gaps that stand between potential research partnerships that could change the world. With such a community in place, the possibilities are endless.

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Thinkable.org

Opinion: the ‘publish or perish’ game as played in India

The introduction of the Academic Performance Indicators in India sought to increase the quantity and quality of research undertaken in India’s universities, but provoked controversy among those working in the sector. Here, as changes to the indicators are unveiled, **Pushkar** offers his view of their impact on the university landscape, and argues the need for a truly research-enabling environment in higher education.

In 2010, India’s University Grants Commission (UGC) – the government body responsible for the coordination, determination, and maintenance of higher education standards in the country – introduced the Academic Performance Indicators (API) for faculty across all academic institutions directly funded by the central government. These included central universities (institutions established by an act of parliament), about 100 colleges, and scores of other academic institutions including specialised research centres and institutes. With the introduction of the API, academic staff at these institutions were required to undertake research and publish, in addition to their teaching and administrative responsibilities, in order to score points and benefit from the UGC’s Career Advancement Scheme.

The intent behind the API was noble – the UGC and other higher education officials wished to address India’s research deficit. The repeated poor showing of India’s universities in the various world university rankings remains a source of embarrassment for political leaders, policymakers, and growing numbers of the educated middle-class. Among the bigger problem areas, certainly with respect to global university rankings, was and remains low research output. The introduction of the API, it was hoped, would provide sufficient incentive – in the form of promotions and other benefits – for academic staff to take research seriously and to publish scholarly work.

The research deficit in India’s universities

In the pre-API era, research was expected from academic staff based at central universities, other government funded institutions, and postgraduate departments across state universities (those run by India’s state governments). Incidentally, most central universities primarily admit postgraduate students only, meaning their faculty are not ‘burdened’ with undergraduate students.

Colleges focus primarily on undergraduate teaching and, until the arrival of the API, little else was expected from their faculty except teaching and administration. College-based staff were occasionally known to do research. In such cases, those interested in and capable of research were usually hired or promoted to

Hundreds of research-capable members of faculty have abandoned research because they feel demoralised by the erosion of academic culture at their institutions and the lack of recognition and support they receive.

work at postgraduate institutions. As a rule, however, there was no expectation of research from college teachers and many did not obtain or even seek doctoral degrees or publish scholarly work.

The problem with the pre-API system was that postgraduate faculty – at universities as well as specialised research centres – were not producing sufficient quantities of good quality research. Even today, most research and publishing is carried out by a small number of people at an even smaller number of ‘elite’ institutions. The majority of faculty have no interest in research and/or are not suitably trained for it.

It is, however, not entirely fair to blame faculty alone for India’s poor research output. Research funding has never been a priority for the government, and other problem areas –

such as inadequate infrastructure or its maintenance – have persisted even at premier institutions. India still spends less than 1% of its GDP on research – significantly less than in western or many other Asian countries. Private sector contribution is very low. Even worse, good researchers, rather than being rewarded or even patted on the back, are often penalised by those in power at their institutions for doing their job well. It is actually quite remarkable that, despite such adverse conditions, India has made significant progress in some areas.

To address the problem of the research deficit, the UGC needed to target both faculty and administration at academic institutions responsible for research and insist that they create and nurture a research-enabling environment.

A growing culture of research fraud?

As hinted earlier, the first problem – that of creating and nurturing a research-enabling environment – is quite important, and its absence has been debilitating for India’s research output.

Among the big reasons why research output is lagging is that hundreds of research-capable staff – those who are well trained for research or have trained themselves on the job – have abandoned research because they feel demoralised by the erosion of academic culture at their institutions and the lack of



recognition and support they receive. Many feel marginalised at their institutions – especially because they publish in legitimate journals rather than fake or substandard ones. (Fake or predatory journals are open access journals which publish – for a fee – nearly anything and everything that is submitted to them.)

The UGC, and more importantly the government, have been rather casual and slow in addressing the larger problem of the prevailing academic culture, even though – or perhaps because – it is substantially conditioned, even shaped, by the government's choice of academic leadership. It is quite remarkable that the final call on university heads or directors at a number of prestigious institutions is made by the government. This creates a risk that a future academic leader's allegiance to the ruling party, rather than his or her competence, may become the decisive factor in his or her selection. The regularity with which political parties of all stripes have made the wrong choices when in power has certainly contributed to the widespread culture of fraud in Indian's higher education sector.

The post-API publishing deluge

If the first set of problems with the API had to do with their lack of attentiveness to India's academic culture, the second was their insistence on demanding research in an indiscriminate manner from faculty across all kinds of institutions. As noted earlier, in the pre-API era, there was no requirement or pressure on college faculty to publish. The API changed that. Their introduction in 2010 gave a massive boost to fake journals, as faculty across India rushed to publish and benefit from the new rules.

It may not be a complete coincidence that a 2015 study in *BMC Medicine* found that fake journals rapidly and substantially increased their output between 2010 and 2014 – from 53,000 to an

estimated 420,000 articles! The same study found that 27% of fake journals were published from India, which also had the largest share of contributors at 35%. In 2014, the fake journals industry was valued at approximately USD 74 million.

An important reason for the widespread culture of research fraud could also be that a fairly large number of faculty who joined the profession during the 1980s or even the 1990s may not be properly trained for teaching or research, nor interested in either. For them, plagiarism or publishing in fake journals is not a matter of choice. Arguably, however, since 2006, when the government revised salaries upwards quite substantially for the professoriate, the profession has again started to attract bright and hard-working young people.

At the time of writing, the Indian government appears to be close to completing revisions to the API, and teaching may again be accorded priority for college faculty. The government has also set up a committee to prepare a list of legitimate journals. However, the UGC and indeed the government's position – and certainly their actions on matters of plagiarism and other kinds of research fraud – arguably remain ambiguous and biased. Under such conditions, a culture of fraud in academia is likely to persist in the coming years.

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This article draws on several of the author's contributions to *TheWire* (<http://thewire.in>).

All about partnerships

Earlier this year, Publishers for Development's annual conference brought together representatives from the global research and publishing community to explore and promote effective partnerships, as **Neil Johnson** reports.

Since 2000, the Millennium Development Goals have driven international discussions on how to build and support the developing world. After a period of flurried debate in the years leading up to their expiration, the Sustainable Development Goals (SDGs) were adopted in September 2015 to 'promote prosperity while protecting the planet', with redefined priorities which 'universally apply to all'. While higher education was not identified as a core target in and of itself, it can be understood as a means to the ends suggested by many of the 17 goals.

Universities have a number of roles to play in reaching these goals – including the provision of higher level skills for the current and future workforce, and intensive research into the causes of, and solutions to, the challenges facing the world. It is the latter which proves complicated; ensuring that the outputs of university research get to the right people (other academics who can build on the research and policymakers) can be difficult when the paths to publishing can appear to be so complex.

The new goals themselves are too wide reaching and ambitious for one institution, or one sector, to approach in isolation. Partnerships need to be built in order to utilise the available ideas and insights and maximise their impact. Indeed, forming effective partnerships is so integral to the Sustainable Development Goals, it is one of the goals itself.

Publishers for Development

In this context, Publishers for Development (PfD), a collaborative initiative between the ACU and INASP, seeks to bring publishers together with university librarians and their consortia representatives to broker connections and inform better work practices. PfD has been running for eight years now, with an annual conference that serves to bring librarians and publishers together – along with researchers, access providers, and consortium representatives – to brainstorm best practice. These discussions have resulted in five principles of 'responsible engagement' for publishers, which were refined at last year's conference and their benefits discussed at this year's event in June.

Principles for responsible engagement

- Make an effort to understand the country context
- Respect a country's wish to negotiate as a consortium or purchasing club
- Avoid making sudden changes
- Think medium to long term on pricing
- Be realistic about sales expectations



Delegates at the PfD annual conference in June 2016

These principles seek to encourage better working relationships, ensuring that both parties in the partnership are aware of the pressures placed on the other and can adapt their own behaviour accordingly. This year's conference, which took place in Oxford, UK, considered ways of accessing and contributing to published research and, within that context, the best ways to ensure that partnerships with publishers prove effective.

Developing pivotal relationships

Before starting to form external partnerships, it was suggested that organisations need to ensure they have the necessary internal processes in place, if they are to put into practice the lessons learned at conferences or from effective external partnerships. Coordinating what publishers do and how they communicate this was suggested as a starting point, whether by bringing staff together through an advisory group, through a more structured linking of distributed departments, or simply by holding regular meetings for all interested parties. At times, it can seem as though the philanthropic arms of major publishers, for example, are working at odds with the sales and marketing teams.

Collaboration within a university could, similarly, be encouraged, where librarians, academics, management, and central service professionals can work together across campus.

At the heart of PfD, however, is the partnership between academic publishers and research institutions in developing countries – most often represented by library consortia. Such working relations between publishers, most frequently located in the global north, and institutions in the global south can be extremely complicated for publishers to manage. When working with a range of institutions, their libraries, and their staff from around the world, the need to understand the funding and

political context of each region – if not each institution – can seem an impossible task.

Representatives from major international publishers agreed that the most effective way of maintaining these diverse partnerships is by being aware of the contexts which apply. Visiting the countries they work with and meeting partners face-to-face is therefore invaluable. However, it was acknowledged that this is often not possible due to budget and time restrictions, particularly for smaller publishers. The importance of understanding context also featured in later discussions, including the need for knowledge of library consortia and the different roles they may play, as well as of the countries themselves and their varying needs. Understanding contexts helps to generate the trust which maintains such partnerships, whether in supporting consortia links or international research more generally.

This is where PfD's annual meetings play an important part. Many of the publishers who attended the 2016 event remarked on how useful they find the meetings in helping to inform their work. That an annual meeting can have such an impact shows the difficulties faced by publishers in maintaining an up-to-date understanding of their client base. In between meetings, PfD shares information about local contexts through blog posts, newsletters, and one-to-one advice.

Promoting local journals

Such geographically distant relationships are inevitably hard to maintain, which raises the question of whether local publishers could be a viable alternative. Current international perspectives from researchers, policymakers, and publishers continue to be among the most valued aspects of PfD meetings. This year, speakers from Ghana, South Africa, Uganda, and Zimbabwe presented their experiences of research access, giving a personal voice and recommendations on such issues. They highlighted the fact that funding partners and institutional management usually expect researchers to publish their work in internationally recognised journals. While these journals have a wider readership, they can only publish a limited number of articles and are often seen to favour research produced in the global north, thus restricting the dissemination of knowledge produced in developing countries.

For development to be most effective, it needs to be based on research conducted by, and made available to, those in developing countries. One example given of research published in 'northern' journals but which became of wider and immediate relevance was that on Ebola.

While local journals would appear to offer a solution, publishing in them is not recognised in many institutions' promotion criteria due to the journals' lack of reputation and low journal impact factors. Delegates at the PfD meeting suggested that efforts should be made to improve the awareness and reputation of these journals through projects such as the African Journals OnLine (AJOL) project, which facilitates online publishing to 'address inequities and strengthen Southern knowledge sharing systems'. There are similar platforms in

operation in Bangladesh, Sri Lanka, and other regions around the world. It was further suggested that larger publishers could form partnerships with smaller, local journals to help improve their management processes through training and mentoring programmes, thus promoting their inclusion in the criteria used by funders and promotion panels.

It was, however, noted that some larger publishers have also been criticised for their involvement with local journals – a reference to cases where international publishers have simply 'bought out' journals and seemed to asset-strip the smaller partner, thus effectively crippling the national publishing industry. Collaborative partnerships, in contrast, were recommended/advocated; indeed, it was recognised that each party stood to gain substantially from such partnerships.

A group approach

Funding for access to online research literature is dependent, in most cases, on library budgets allocated by their parent institution, which in turn are dependent on national funding priorities. These priorities often disregard or ignore the role that libraries play in supporting research, so funding is often limited.

Negotiating and purchasing through a library consortium results in significant discounts and can be a good way to make the most of often very limited library budgets. Including representatives from government and funding bodies, along with institutional representatives (usually librarians), in truly collaborative discussions about the procurement and provision of research literature could improve understanding of the information provision sector, as well as helping to secure funding.

Some of the publishers present suggested that they could partner with members of library consortia to develop approaches to government departments to seek funding for research information provision. This maintains the role and position of the consortium while looking beyond institutional budgets for funding.

For partnerships to be effective, they need to be efficiently managed and maintained. This requires a commitment of resources, both financial and time, from all partners. Partnerships need to be respected by the management of each organisation involved – with adequate support to ensure that change, when agreed upon, can be enacted. When these elements are achieved, the potential power of partnerships is considerable, whether within publishing and research, or at a global level.

Neil Johnson is Member Engagement Coordinator at the ACU.

To find out more about Publishers for Development and view presentations from the recent conference, visit www.pubs-for-dev.info

Recent publications

A summary of recent titles, compiled by ACU Librarian, **Nick Mulhern**.



Access and Opportunity for All: How Libraries Contribute to the United Nations 2030 Agenda

[International]

Federation of Library Associations and Institutions (IFLA); 2016]

A booklet illustrating what libraries are already doing, at various levels, to support the 17 Sustainable Development Goals, using examples from a range of countries. Concluding recommendations, aimed at policymakers, suggest library partnerships and the inclusion of libraries in development plans, and highlight the awareness-raising role which libraries can have in connecting people with further information about the Goals.

2016 Top Trends in Academic Libraries

[Association of College and Research Libraries (ACRL); 2016]

A biennial survey and report on issues affecting academic libraries, from research data services and digital scholarship, to information literacy and open educational resources. Outreach and engagement are valued in informing library success.

Building on Success and Learning from Experience: an Independent Review of the Research Excellence Framework

[Stern, N.; UK Government; 2016]

A review of the UK's system of research assessment and funding – the Research Excellence Framework (REF) – from its original purpose to the issues it has led to (such as its effects on research and career choices). Reducing the burden of the REF is a 'key aim', particularly as plans for a parallel Teaching Excellence Framework are being developed. Its various overlapping recommendations include emphasising collaboration and redefining impact to include 'public engagement and understanding'.

Concordat on Open Research Data

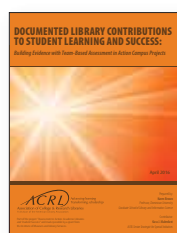
[Research Councils UK; Higher Education Funding Council for England; Wellcome Trust; Universities UK]

A good practice guide agreed between UK research and higher education organisations, which sets out 'clear and practical principles for working with research data'. It aims to make research data (such as statistics, images, transcripts, surveys, and archives) openly available where possible, while conforming with existing legal and ethical frameworks. Good data management, data curation, and accessible/citeable sources are among its ten principles. ('One of the most important principles of research is that all published results should be assessable by others.')

Dakar Declaration on Open Science in Africa

[Council for the Development of Social Science Research in Africa (CODESRIA) et al; 2016]

The Dakar Declaration is the outcome of a CODESRIA-sponsored conference earlier this year and seeks to 'promote and support open science across Africa'. Research infrastructures, assessment systems, publications, and platforms are among the issues it addresses. Integrating open science concepts and practices in university curricula are seen, in conclusion, as contributing to an 'open knowledge and open innovation society'.



Documented Library Contributions to Student Learning and Success

[Brown, K.; Malenfant, K.; ACRL; 2016]

A useful analysis of the impact of academic/research libraries, based on a series of US studies. Information literacy and initial library instruction, academic library partnerships with other services on campus, as well as the use of the library itself, are particular areas used to

demonstrate the benefits of libraries to student achievement. Together they 'consistently point to the library as a positive influencing factor on students' academic success'. Examples from the 'Assessment in Action: Academic Libraries and Student Success' (AiA) project provide valuable evidence of the library being 'increasingly recognized as integral to advancing the academic success of students at higher education institutions'.

DRUSSA Final Benchmarking Report 2016

[Falk, E.; Roberts, L.; Harber, T.; DRUSSA; 2016]

Development Research Uptake in Sub-Saharan Africa (DRUSSA) is a UK-funded project to improve 'research uptake systems' at some 22 partner universities in sub-Saharan Africa. This synthesis of the programme's innovations and lessons over the last five years, which incorporates both quantitative trends and good practice examples, aims to help sustain what it has already achieved and, in part, to 'motivate and inform' future such work. Analysing how research is used – from its strategy, action plans, and processes, to its engagement, communication, and influence – is valuable in itself in suggesting how institutions can define their role and apply what they do. Supportive university leadership, and widening ways of contributing to the 'research agenda-setting process in different ways and at different times', are significant.

European Academies' Statement: Science is Global

[ALLEA; 2016]

A brief statement on the value of international research collaboration, and the benefits of academic mobility and exchange which support this. ALLEA, which represents learned societies and academies in Europe, argues that they 'stand together to support our governments in encouraging our countries and institutions to work in partnership'.

Higher Education Business and Community Interaction Survey

[Higher Education Funding Council for England (HEFCE); 2016]

An annual survey of collaboration between UK higher education and business, with analysis of trends in 'knowledge exchange', including research strategy, contracts, consultancy, and social/ community/cultural activity. ('Total income from collaborative research increased by 9.9 per cent.')

IFLA Guidelines for Continuing Professional Development: Principles and Best Practices

[Varlejs, J.; IFLA; 2016]

Guidance for library and information staff in relation to their roles, and their employers, as well as for relevant professional organisations/programmes. Each principle is set out with reference to a rationale, best practice, and guidelines. The emphasis is on 'ongoing learning that constantly improves knowledge and skills'.

IFLA Reference and Information Services Section (RISS) Statement on Libraries and Development

[IFLA; 2016]

A statement emphasising the role of library and information staff ('the greatest assets of libraries – librarians and library personnel'), while also detailing a few international examples of the reference and information services which support development.



Innovative Strategies in Higher Education for Accelerated Human Resource Development in South Asia: Sri Lanka

[Asian Development

Bank (ADB); 2016]

One of a series of studies from the Asian Development Bank looking at higher and vocational education in south Asia. It usefully contextualises Sri Lanka's higher education system, the issues and priorities it faces, and the good practice and innovations it has adopted. University-industry research collaboration, it acknowledges, is low, as is investment in research and development.

Organizing the Work of the Research Library

[Schonfeld, R.; ITHAKA; 2016]

A study looking at the organisational structures of academic libraries, as they have moved from 'collection-centric operations' to being more integrated with 'research, teaching and learning practices'. Based on interviews with academic library directors in the US, it also incorporates reflections on 'leadership philosophies' (the value of trust, for example). A recurrent theme is 'the need to empower staff throughout the organization and bring focus to strategic priorities beyond operational responsibilities'.

Regional Innovation Ecosystems: Learning from the EU's Cities and Regions

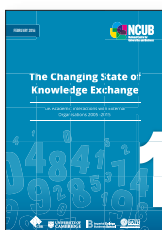
[Committee of the Regions of the European Union; 2016]

Examples of cities and regions in Europe where investment and innovation have contributed to local economies, employment, and sustainable growth; it presents the ways they have done so and the factors which have helped. As such, it is seen as both a good practice guide to, and a way of raising awareness of, what it terms 'pioneering regional innovation ecosystems'.

UK Survey of Academics 2015

[Wolff, C. et al; ITHAKA S+R; JISC; Research Libraries UK; 2016]

The second such survey which, in recording the attitudes and practice of over 6,000 UK academic and research staff, offers a valuable comparative perspective on the current research environment. Responses on the access, use, and practice of research are supplemented by opinion on its dissemination. Among its findings are the interest of academics 'in reaching audiences outside of those in academia with their research', and the 'substantial increase' in the use of institutional and other online repositories. The service, rather than collection-based, roles of the library also have an increasing value for academic staff.



The Changing State of Knowledge Exchange

[Hughes, A. et al; National Centre for Universities and Business (NCUB); 2016]

Comparative analysis of an updated survey of UK academic engagement, covering research commercialisation, partnerships, and impact. Together, these two surveys of academics (2008/2009 and 2015) – which represent the largest such research and knowledge surveys of a national HE sector – give evidence for the 'increasing recognition that the rich resources of the university can be used in a variety of communities and sectors, and address a variety of problems through a wide range of engagement activities'.

A related briefing paper – *Fuelling the Knowledge Economy: How Academics Work with External Partners* – covers motives for, and types of, external engagement, noting that on average academics 'spend four times as much time in research compared to outreach'.

The Economic Impact of Universities: Evidence from Across the Globe

[Valero, A.; Van Reenen, J.; Centre for Economic Performance; 2016]

A discussion paper giving evidence of the link between universities and GDP internationally, and studying some of the ways through which universities may affect growth – human capital, innovation, and democracy among them. It concludes that there is 'robust evidence that increases in university presence are positively associated with faster subsequent economic growth' and that the benefit of universities 'spills over to neighbouring regions'. Better data, including on business-university links, would nevertheless help in clarifying how these impacts work.

University Knowledge Exchange Framework: Good Practice in Technology Transfer

[McMillan, T. (chair) HEFCE; 2016]

This UK-based review of technology transfer argues that universities should pursue the 'most appropriate route to impact' for their particular research or technology, highlighting the value of 'distinctive innovative approaches' in developing entrepreneurial ecosystems.

The publications round-up, including links where available, is also available at www.acu.ac.uk/rki



ACU Measures

The ACU's annual online benchmarking exercise for university management – ACU Measures – will open for data collection on 1 February 2017.

ACU Measures is a unique opportunity for member institutions to benchmark their performance in key areas of university management in a confidential and non-competitive way.

In order to benchmark, you first need to participate – the more institutions taking part, the better the benchmarking will be.

Rather than seeking to rank institutions, ACU Measures helps universities to compare and contrast their practices and policies with their peers, supporting senior university management in decision-making and strategic planning. ACU Measures enables you to:

- Benchmark your institution's performance over time and demonstrate the impact of managerial changes
- Learn about performance in a given area
- Define your own comparison groups and produce individualised reports, tables, and charts
- Use the results to make a case for resources, staff, or training
- Share experiences and good practice with international colleagues
- Identify which issues are specific to your institution, as opposed to national or regional

ACU Measures covers four areas: **institutional profile**, **academic salaries**, **research management**, and **gender**.

Data is collected online and benchmarked using the ACU Measures platform. We require only one response per area, per institution. Every member vice-chancellor is invited to nominate colleagues to complete the respective sections of the survey by contacting measures@acu.ac.uk

Benchmarking will open in July 2017 to all registered users.

To take part, visit www.acu.ac.uk/measures or email measures@acu.ac.uk