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Chapter 3

Representation of academics from developing countries as authors and editorial board members in scientific journals: does this matter to the field of development studies?

Abstract

Patterns of publication in the field of development studies are examined, based on analysis of the affiliations of authors and editorial board members for a sample of 10 'well-known' (Sumner and Tribe, 2009: 32) academic journals. Data were collected from the Web of Science (WoS) database for the period 2012-2014 and from journal websites. Some 43% of the authors of the 2112 articles in the sample are located in the USA and UK, 43% are from other developed countries, while only 14% are from authors in developing countries. Of the 329 editorial board members, 62% are located in the UK and the USA, 31% are from other developed countries, while only 9% are located in developing countries. From the perspectives of equity, responsibility and diversity, and in recognition of the endogenous nature of the development process, the field of development studies should make efforts to address this underrepresentation of academics from developing countries as authors and editorial board members.

3.1 Introduction

The issue of the representation of authors and editorial board members from developing countries has important implications for development studies which aims, with the knowledge it generates, to make a contribution to development. There have been widespread public discussions about how research is accessible to academics in developing countries *after* publication (see, for example, Harle, 2009; Kirsop and Chan, 2005; Cockerill and Knols, 2008) but much less attention has been paid to how these academics participate in academic journals as authors and editorial board members. A scientific analysis of this phenomenon offers a number of challenges, one of which is the fact that the pattern of academic publishing is too familiar. As Bourdieu argues, undertaking a scientific analysis of the academic world requires that the research:

exoticise the domestic, through a break with his [/her] initial relation of intimacy with modes of life and thought which remain opaque to him [/her] because they are too familiar. (Bourdieu, 1988: xi)

Dahdouh-Gubas et al. (2003) have analysed the representation of authors from least developed countries in the publication of peer-reviewed articles across a wide range of scientific disciplines. They considered 2798 articles from the Current Contents database which comprise research carried out in 48 least developed countries. Some 70% of these papers did not have co-authors from the developing country itself, constituting ‘an unjustifiable underrepresentation of co-authorship with research institutes from least developed countries’ (Dahdouh-Gubas et al., 2003: 338). This percentage was variable with life sciences having a much higher rate of collaboration with scientists in least developed countries (65%) than basic and applied sciences (27%) and social and human sciences (5%) (Dahdouh-Gubas et al., 2003: 334). Dahdouh-Gubas et al. explain the difference between disciplines by arguing that life sciences have a higher level of collaboration with local Ministries of Health and hospitals while social and human sciences have a higher level of ex-situ research, although respondents did not consider that ‘field work alone does not qualify as authorship’ (2003: 338). Despite evidence of the exclusion of authors from least developed countries, questionnaire results indicated that the vast majority of corresponding authors were in favour of collaboration and classified their research as ‘development cooperation’ (Dahdouh-Gubas 2003: 336). Dahdouh-Gubas et al. argue that ‘answers on the survey questions are strongly skewed towards the socially or politically acceptable principles, but that the actions that should accompany such principles are skewed towards the opposite’ (2003: 336).

Against this background, this paper provides a description of the extent to which academics, located at institutions in developing countries, feature as authors and members of academic boards in a sample of academic journals in the field of development studies. This is an important issue which has, to the best of the authors’ knowledge, never been described before in detail, although there are studies which consider the representation of authors from developing countries in the social sciences (see, for example, Mweru, 2010) and beyond (Dahdouh-Gubas et al., 2003). Burgess and Shaw (2010) employed social network analysis (SNA) to investigate editorial boards of the 40 ‘top journals’ in the management field from the perspective of the values of transparency and equity within a social network. Mirroring the

findings of Lee (1995), Burgess and Shaw (2010) provide evidence of domination of editorial boards by male academics from a limited number of disciplines and a limited number of institutions, predominantly universities in the USA. In particular, they argue that women and academics at non-elite institutions are marginalised in the publication process. In this paper, we use both methods – an analysis of the geographical and institutional location of authors using bibliometric data and a social network analysis of the editorial board members – to provide evidence of the level of representation of academics from developing countries as authors and editorial board members for journals in the field of development studies. In the case of editorial boards, we are also able to consider the representation of women. Given that women and gender are at the heart of development studies, the representation of women in editorial boards might also be seen as a litmus test for the inclusive approaches to publication more generally.

3.2 Development and development studies

Development of developing countries has been defined in many different ways but we propose to use the following definition because of its emphasis on local, endogenous development: ‘... the result of the synergy among millions of innovative initiatives people take every day in their local societies, generating new and more effective ways of producing, trading, and managing their resources and their institutions’ (Ferreira, 2009: 99). In this local, endogenous process, knowledge has a key role because it is at the basis of innovation. Indeed, according to Brown (2011), the resolution of development problems requires knowledge from many different levels within society in a set of nested multiple knowledges: individual, community, specialist (or professional), organisational and holistic. One subset of specialists comprises academics, namely researchers and teachers based at universities and research centres, who are creating knowledge to address development problems in the field of development studies.

Development studies, like the management field examined by Burgess and Shaw is: ‘an academic area composed of a variety of fields and disciplines with different, sometimes entwined, histories but which are also aggregated for purposes such as allocation of research funds and research assessment’ (2010: 629). Researchers in development studies aim to ‘make a difference’ and their research aims to be instrumental in contributing to development (Sumner and Tribe, 2009) as do the journals in this field as is illustrated by this statement from the ‘Aims and scope’ of the journal, *World Development*:

Our goal is to learn from one another, regardless of nation, culture, income, academic discipline, profession or ideology. We hope to set a modest example of enduring global cooperation through maintaining an international dialogue and dismantling barriers to communication. (World Development, no pagination)

Despite these good intentions, publication of research from the field of development studies is taking place against a background in which science is dominated by a small group of developed countries.

3.3 Methodology

3.3.1 Research questions

This paper considers the geographical location of editorial board members and authors in the field of development studies with a view to considering the representation of academics from developing countries and, where possible, women. It is based on analysis of the 329 affiliations of editorial board members and authors of 2112 articles in 10 journals over the 2012-2014 period. A three year period appeared to provide a better sample for analysis because it would provide a greater overall picture than one year only which might be heavily influenced by Special Issues and, practically, because the search machine on the Web of Science (WoS) website makes analysis of three years feasible.

Our research sub-questions comprise:

1. What is the pattern of country location of editorial board members in the sample journals? Is this pattern similar for all journals?
2. What is the pattern of gender representation on the editorial boards? Is this pattern similar for all journals?
3. To what extent are the academics in the editorial boards dispersed over a number of different countries, especially developing countries? Is this pattern similar for all journals?
4. Which institutions are most frequently represented in the editorial boards?
5. What is the pattern of country location of authors? Is this pattern similar for all journals?
6. To what extent are academics located in developing countries present as authors?
7. Which institutions appear most frequently as author locations?

3.3.2 Units of analysis

3.3.2.1 Selection of journals

To select journals for analysis, we used the selected list of 'well-known journals' (Sumner and Tribe 2009: 32). Of these 14 journals, some 10 are to be found in the WoS database and form the basis of our sample of journals because this database makes it possible to analyse author locations. Thus, *Development*, *Forum for Development Studies*, *Oxford Development Studies* and *Development in Practice* are not included in our sample.

3.3.2.2 Developing countries

In order to decide whether the countries in which academics are located can be considered as developed or developing, it is necessary to use a recognized typology of these countries. For the purposes of this study, the Human Development Index (HDI) 2014 categories were employed. The HDI divides countries into four categories: 49 countries with Very High Human Development (VHHD), ranked 1-49; 54 countries with High Human Development (HHD), ranked 50-102; 42 countries with Medium Human Development (MHD), ranked 103-144; and 42 countries with Low Human Development (LHD), ranked 145-187. These categories are based on indices concerning life expectancy at birth; mean years of schooling; expected years of schooling; Gross National Income (GNI) per capita; GNI per capita rank minus HDI rank; and non-income HDI. For the purposes of this study, developed countries are defined as those with either a VHHD or HHD Index totalling 103 countries, and

developing countries are those with a MHD or LHD Index, totalling 84 countries. Although this paper recognises that the use of the terms, ‘developing’ and ‘developed countries’ is pragmatic, basing these definitions on the Human Development Index does avoid one negative aspect of this designation, namely a focus only on economic elements.

3.3.2.3 Author locations

The location of academics in terms of institutional affiliation and country are analysed in this study. Given the mobility of the international labour force, this does not necessarily imply that the author is a national of that country. Indeed, a number of the academics affiliated with institutions in developed countries are nationals of developing countries, and vice versa. In this sense, country location is being used as a proxy. Although this might be seen as a weakness of the methodology, it has also been used in similar studies (see, for example, Burgess and Shaw, 2010; Ozbilgin, 2004) and it also relates to fundamental issues of exogenous and endogenous development which have been discussed by Mansell (2010). Knowledge institutions, particularly the universities and research institutes, should contribute to the endogenous development of their societies.

3.3.2.4 Data collection

Data on editorial board members was collected from the websites of the 10 journals in March-April 2015. All members of the academic editorial teams were included. The roles had different titles (for example, Editor, Editor-in-Chief, Editorial Board, International Advisory Board) for different journals. On average, each journal had 30 members of the academic editorial team (see Table 3.1). In this table, we also list the abbreviations of the names of the journals which are used in Figures 3.1 and 3.2. Two journals had more than 40 members of the academic editorial team (*Canadian Journal of Development Studies*, *Development and Change*) while one had by far the smallest number of editorial team members at 17 (*Economic Development and Cultural Change*). These 329 editorial team members yielded 327 country locations because two board members had affiliations with no clear location.

To analyse the editorial board data, we used the social network analysis methodology employed by Burgess and Shaw in their analysis of editorial boards in the management field. Data collection and preliminary analysis were conducted in Excel, and then further analysis was carried out in Netdraw and UCINET (Borgatti, Everett and Freeman, 1999) with two-mode affiliation data converted into single mode. The three two-mode matrices are individuals affiliated to journals (through editorial board membership), individuals affiliated to organizations (through employment) and journals linked to organisations (through the organisational affiliation of the editorial board member).

Data on authors were collected in March 2015 from the WoS database, covering the three years 2012-2014 for the 10 journals as can be seen in Table 3.2. Only articles were included in the data; other documents such as editorials and book reviews were excluded. This is because articles are subject to peer review and this is not the case for all other documents. Some of the journals publish more articles annually and these contribute a higher proportion to the data set (see Table 3.2). In particular, the largest journal, *World Development*, produced 28.6% of all

articles, compared to the smallest, *Progress in Development Studies*, with only 2.9% of the total. In total, the 10 journals published 2112 articles in the 2012-2014 period.

Table 3.1 Overview of editorial boards of the 10 sample journals

	Abbreviation	Total number of board members	% of all board members
<i>Economic Development and Cultural Change</i>	EDCC	17	5.2
<i>Journal of Development Studies</i>	JDS	40	12.2
<i>Development and Change</i>	D&C	48	14.6
<i>World Development</i>	WD	31	9.4
<i>Third World Quarterly</i>	TWQ	34	10.3
<i>Canadian Journal of Development Studies</i>	CJDS	54	16.4
<i>Development Policy Review</i>	DPR	27	8.2
<i>Journal of International Development</i>	JID	22	6.7
<i>European Journal of Development Research</i>	EJDR	24	7.3
<i>Progress in Development Studies</i>	PiDS	32	9.7
		329	100.0

Source: Authors

Table 3.2 Overview of articles included for the author sample

	2012	2013	2014	Total	% of total articles
<i>Economic Development and Cultural Change</i>	26	27	24	77	3.6
<i>Journal of Development Studies</i>	113	110	101	324	15.3
<i>Development and Change</i>	56	59	59	174	8.2
<i>World Development</i>	182	189	232	603	28.6
<i>Third World Quarterly</i>	102	108	109	319	15.1
<i>Canadian Journal of Development Studies</i>	30	34	32	96	4.5
<i>Development Policy Review</i>	38	44	44	126	6
<i>Journal of International Development</i>	73	63	63	199	9.4
<i>European Journal of Development Research</i>	40	47	46	133	6.3
<i>Progress in Development Studies</i>	18	19	24	61	2.9
	678	700	734	2112	100

The author data were collected using the WoS database which makes it possible to analyse the datasets of journals individually and combined, based on publication years, institutional affiliation of authors, and country location of authors. This data was then downloaded into Excel for analysis.

The search engine on the WoS website provides country location of authors as a percentage of the total number of articles (2112) instead of the percentage of 2599 author locations which gives the impression that author locations are even more concentrated. In our data analysis,

author locations are calculated as a percentage of all author locations. In addition, we also found some inconsistencies in the data on institutional location. For example, the overview of institutional locations put the University of London first with 115, just ahead of the World Bank with 100 author affiliations. However, a number of colleges of the University of London (see, for example, London School of Economics and Political Sciences with 38, the School of Oriental African Studies with 25, and King’s College London with 18) had additional entries. When these were taken into account, the University of London System became the most prolific institution with 244 author locations, some 11.6% of the total. Corrections were also made for a number of other institutions to yield the final list. One of the peculiarities of the WoS data is that country location for the UK is provided separately for England, Scotland, Wales and Northern Ireland. For the purposes of this analysis, they were combined to create data for a ‘UK’ category.

3.4 Results

3.4.1 Pattern of country location of editorial board members

Editorial board members are predominately located in the UK (125) and the USA (78). Together, these two countries account for 61.7% of all country locations of editorial board members. There are, however, differences between the journals. A number of editorial boards are dominated by US academics (*Economic Development and Cultural Change*, *World Development*) and others by UK academics (*Journal of Development Studies*, *Third World Quarterly*, *Development Policy Review*, *Journal of International Development*, *Progress in Development Studies*). The journals *Development and Change* and *Canadian Journal of Development Studies* show different patterns: *Development and Change* has no dominance of a single country with 12 of the 48 (25.0%) from the UK, 11 (22.9%) from the USA and 13 (27.1%) from the Netherlands. Of the 54 editorial team members of the *Canadian Journal of Development Studies*, some 19 (35.2%) are located in Canada. As will be discussed below, the patterns of country location are strongly linked to the countries in which the journals were originally founded and their links to learned societies.

Table 3.3 Gender representation on editorial boards

	Male		Female		Total	
	No	%	No	%	No	%
Economic Development and Cultural Change	15	88.2	2	11.8	17	100.0
Journal of Development Studies	33	82.5	7	15.5	40	100.0
Development and Change	31	64.6	17	35.4	48	100.0
World Development	23	74.2	8	25.8	31	100.0
Third World Quarterly	28	82.4	6	17.6	34	100.0
Canadian Journal of Development Studies	37	68.5	17	31.5	54	100.0
Development Policy Review	20	54.1	7	25.9	27	100.0
Journal of International Development	11	50.0	11	50.0	22	100.0
European Journal of Development Research	17	70.8	7	29.2	24	100.0
Progress in Development Studies	26	81.3	6	18.8	32	100.0
	231	70.2	98	29.8	329	100.0

Source: Authors

3.4.2 Patterns of gender representation

Editorial boards are primarily composed of men. Of the 329 board members, some 231 (70.2%) are men (see Table 3.3). Only the *Journal of International Development* has an editorial board composed equally of men and women.

3.4.3 To what extent are the editorial board members dispersed over a number of different countries, especially developing countries?

Given that the editorial boards are dominated by academics based in the USA and the UK, all boards have multiple numbers from these countries. On average, 9.9 countries are represented on each editorial board which, in practice, means 7.9 countries other than the UK or the USA. On average, each board has 2 members of the 33 from developing countries. Given the multiple appearances of a number of countries (China, India, South Africa and Zimbabwe), only 10 countries are represented. Of these, only three fall within the LHD category: Bangladesh, Uganda and Zimbabwe. However, there is difference between the journals: *Economic Development and Cultural Change* and *Canadian Journal of Development Studies* having no members from developing countries while 6 developing countries are represented on the Editorial Board of *Development and Change* (Bangladesh, China, India, Palestine, and South Africa) and *Development Policy Review* (Bolivia, Ghana, India, South Africa and Uganda).

3.4.4 Which institutions appear most frequently in editorial boards?

The top 12 institutions, together account for 32.2% of all editorial board members (see Table 3.4). All of these institutions have two or more editorial board memberships. The most prolific is the University of London System with 37 memberships (10.3% of the total) which includes, among others, a number of prominent institutions: London School and Economics and Political Sciences (10 board members), the School of Oriental and African Studies (8), Royal Holloway College (5) and Goldsmiths College (3).

The top institutions and the journals are linked by multiple connections in a social network as can be seen in Figure 3.1. Following the methodology developed by Burgess and Shaw (2010) this shows how the journals and institutes with a high number of editorial board members are linked to each other in a social network.

3.4.5 The pattern of country location of authors

Authors are generally located in developed countries (see Figure 3.2). Most of the authors are located in the USA (22.3%) and the UK (21.1%). The top 10 country author locations are responsible for 70.1% of all locations. All of these, with the exception of India with 56 author locations (2.2% of the total), are developed countries.

Almost all of the journals are dominated by authors located in the USA and the UK, as can be seen in Figure 3.2. In most journals, locations in the USA and the UK together amount for more than 40% of all locations; on average, they provide 41.1% of all authors. There are two exceptions. The *Canadian Journal of Development Studies* only has 16.5% of authors from the UK

and the USA, and is dominated instead by Canadian authors who make up 46 (40.0%) of the 115 author locations. The *European Journal of Development Research* has a lower level of US authors (10.2%) and together the USA and the UK account for 32.9% of all author locations. *Economic Development and Cultural Change* has the highest level of USA-UK dominance, together accounting for 53.1% of the 111 author locations. However, in this case, the dominance is predominantly by US author locations, accounting for 48 (43.2%) of the total.

Table 3.4 The top 12 institutions in terms of their editorial board members

Institutions	Country location	EDCC	JDS	D+C	WD	TWQ	CJDS	DPR	JID	EJDR	PDS	Total	%
University of London System	UK		3	5	1	7	8	1	2	1	9	37	11.2
World Bank	USA	1			2						1	4	1.2
University of Oxford	UK				1			1	1			3	0.9
University of Manchester	UK		3			1			2	1		7	2.1
University of California System	USA	3	2	1	2		1		1		2	12	3.6
IFPRI	USA		1						1			2	0.6
University of Sussex	UK		2	1	2					2	1	8	2.4
University of Copenhagen	Denmark		1			1			1			3	0.9
University of East Anglia	UK		3							1	1	5	1.5
Michigan State University	USA			1	3			1				5	1.5
Erasmus University Rotterdam	Netherlands			10			2		1	1		14	4.3
Cornell University	USA		2		2		1	1				6	1.8
		4	17	18	13	9	12	4	9	6	14	106	32.2

Source: Authors

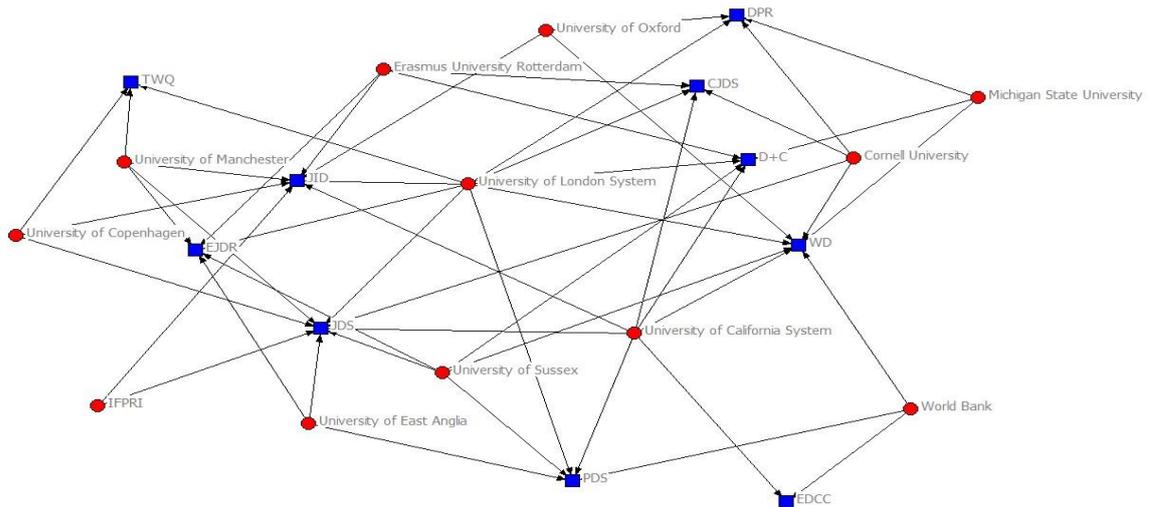


Figure 3.1 Links between the top 12 institutions and the editorial boards of the 10 journals

Source: Authors

3.4.6 To what extent are academics located in developing countries present as authors?

Some 354 (13.6%) of author locations are in developing countries. Of these, 126 (4.3%) are from 22 LHD developing countries and 228 (5.6%) from 20 MHD developing countries, leaving in total 42 developing countries which are not represented at all.

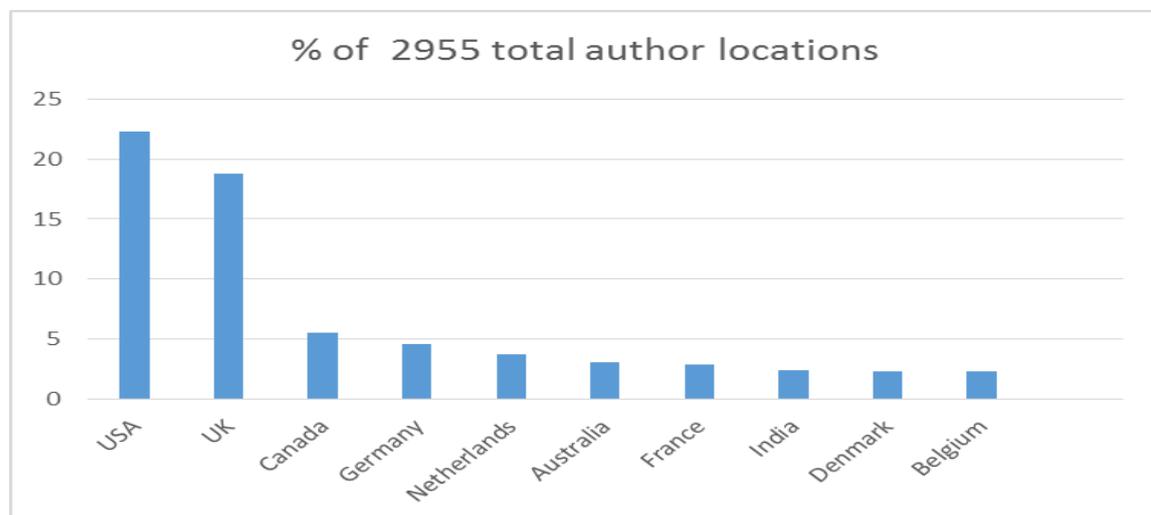


Figure 3.2 Author locations by country for 10 journals for the 2012-2014 period

Source: Authors

India, South Africa, (MHD countries), Ethiopia and Kenya (LHD countries) are the developing countries with the most author locations. The proportion of developing country authors varies between journals to a certain extent from 5.0% for *Third World Quarterly* to 16.3% for the *Journal of International Development* (see Figure 3.3). Generally, the proportion of MHD countries is higher than LHD ones with the exception of the *Development Policy Review* which has a higher level of author locations from LHD countries. One journal, *Economic Development*

and *Cultural Change* published no articles in the study period from authors located in countries with a LHD.

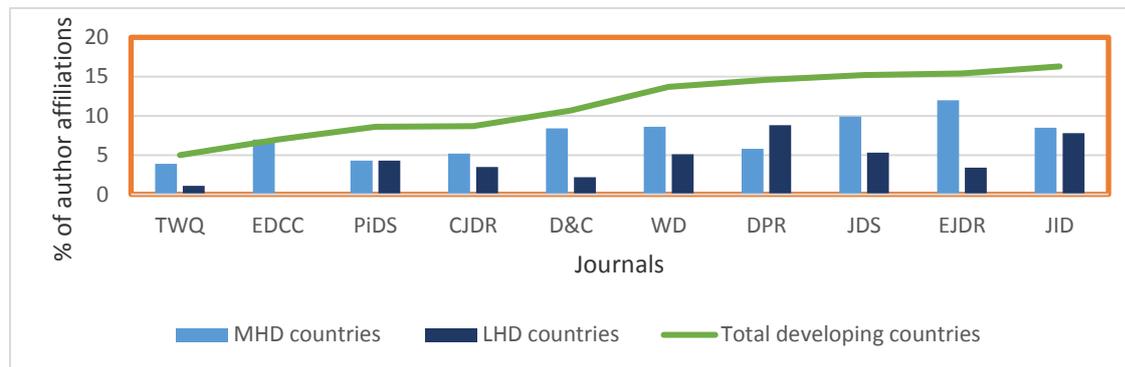


Figure 3.3 Percentage of total author locations from developing countries, presented as MHD, LHD developing countries and total developing countries (combining MHD and LHD countries) for 2012-2014 per journal.

Source: Authors

3.4.7 Patterns of institutional affiliation of authors

The most prolific institution is the University of London System, followed by the World Bank, and the Universities of Manchester and Oxford. Most of the top institutions are located either in the UK or the USA, although there are two institutions from the Netherlands (Erasmus University Rotterdam and Wageningen University Research Centre), and one from Denmark (University of Copenhagen), Belgium (KU Leuven), Germany (Kiel Institute) and Sweden (University of Gothenburg). Together, the 20 top institutions account for 988 author locations, almost (38.0%) of all author locations. The top 12 institutions account for 847 author locations, representing 32.6% of the total. The most prolific institution is the University of London with 244 author locations, representing 9.4 of the total.

3.5 Results and discussion

In general terms, we establish for development studies journals, as Graham et al. (2011: 14) for the sciences as a whole, ‘a staggering amount of inequality in the geography of the production of academic knowledge’ with academics in developing countries, as both members of editorial boards (8.5% of editorial board members) and authors (13.6% of author locations), playing a marginal role. Indeed, there appears to be a certain amount of general symmetry between the editorial boards and the author locations. The dominance of developed countries as both editorial board members (91.5%) and authors (84.6%) is visible across the board for all journals. In many cases, this amounts to a dominance by the UK and the USA: the UK has dominance in terms of editorial board members compared to the USA, while the USA has a slightly greater share of the author locations than the UK, although the difference is small. This dominance is a reflection of the dominant institutions which are located in these countries with the University of London System being responsible for the most editorial board members (37) and author locations (244). In terms of efforts to address gender, we only have evidence from the editorial boards because data on gender cannot be automatically generated by the WoS database. This leads to the conclusion that only in the case of two journals has gender

equity in representation (*Journal of International Development, Canadian Journal of Development Studies*) been taken into account.

On the basis of the evidence presented above, we conclude that academic knowledge production in the 10 journals in our sample is dominated by the top institutions in developed countries and, certainly on the basis of the editorial board membership, by men. We consider that the pattern we have revealed here as it relates to authors – which is fairly similar across all journals – is the result of very complex processes which are active at a systemic level and are affecting many more academic fields than development studies (see, for example, Dahdouh-Gubas et al., 2003). Critical processes comprise dominance of the publishing industry and academic institutions of the developed world, the dominance of the English language in academic communications, and the severe challenges facing universities and research in many developing countries. Given this background, it is not really surprising that academics in developing countries are not poorly represented. However, the next issue to consider is whether this is an issue that matters in the field of development studies.

From the perspectives of equity, responsibility and diversity, this lack of representation of academics from developing countries can be seen as a serious issue for development studies. There is increasing recognition of the importance of the ethical value of equity to development. Equity has become the central goal of many development agencies and is based on the ‘moral equity that people should be treated as equals’ and it has a number of implications for development, namely that there should be equal life chances for individuals, equal concern for people’s needs and also the need to establish a meritocracy, based on fair competition (Jones, 2009: vi). According to Sumner and Tribe (2009: 46) development studies needs to be more concerned with guiding principles and they cite Pham and Jones’ four dimensions of social justice related research including the need for ‘self-reflexivity in the research process’ (Pham and Jones, 2006: 2-3; 5). However, this discussion generally relates to the relationship between the researcher and the researched and has not yet been extended to consider the nature of academic knowledge production.

Jazeel and McFarlane argue that responsibility is ‘a key rubric’ through which development researchers are framing their practice and research (2010: 109) and responsibility was one of the key foci of the 2014 conference of the European Association of Development Policy Research and Training Institutes (EADI). For Jazeel and McFarlane, responsibility comprises ‘the challenge of responsible knowledge production’ and relates to the political effects of academic knowledge produced in a context where ‘colonial and Eurocentric power relations pose real dilemmas for researchers conducting work on and in the global South but located in EuroAmerican research institutions’ (2010: 110). Although Jazeel and McFarlane focus on the limitations of abstraction and representation as they relate to the responsibility of researchers in the research process *before* publication, they do argue that the concept of responsibility has considerable implications for the academic field in the publication process:

Assemblages of journals, citation patterns, unequal distributions of academic resources – whether in finance, cultural capital or infrastructural capacity – as well as regimes of graduate and staff training, constitute the bricks and mortar through which research is

conceived, conducted, produced and reviewed... These institutional limits raise a range of questions about how researchers in relatively privileged environs (in global North or South) might channel resources, capacity, training and research questions to / with colleagues who regularly drop off or are actively removed from the academic map. (2010: 121)

Against this background, we consider that responsible, more equitable knowledge production should involve greater cooperation with colleagues in developing countries, increasing their visibility in journals of development studies. This is also consistent with McKinnon's statement that development researchers need to give 'ethical priority to the needs, desires and perspectives of the local people and avoid doing any harm through their innate power and privilege' (2011: 39, cited in Harcourt, 2016).

In addition to arguments of responsibility and equity, there is also an argument which relates to the extent to which development is an endogenous or exogenous process. If we accept the definition that development is something which societies need to do for themselves, and that external forces can only have a limited role to play, then development studies and the journals in this field – and other research focused on 'target countries' as defined by Dahdouh-Gubas et al. (2003) – can only make a limited contribution to development if they do not work at making a more concerted effort to include colleagues from developing countries in their research as equal partners and co-authors. As Ozbilgin asks: 'How far does continuing to exclude those regions, which are already underprivileged, from academic imagination contribute to the vicious cycle of their poverty?' (2004: 216).

Although it is possible to argue that the relative absence of authors from developing countries is due to systematic issues which journal editors could, in the future, make efforts to address from the perspectives of equity and responsibility, the argument related to editorial board members is slightly different. Editorial board members are being actively chosen rather than being generated from a more mechanical process of peer review. The lack of representation of academics from developing countries and women on editorial boards indicates that diversity and equality are probably not playing a role in the appointment of editorial board members.

3.6 Conclusions

In this study, we have established that academics in developing countries are marginalised in academic knowledge production as both authors and members of editorial boards. We consider that responsible, more equitable knowledge production should involve greater cooperation with colleagues in developing countries, increasing their visibility in journals of development studies. Although it possible to argue that this pattern is due to systemic factors, the far higher level of collaborations within the life sciences and medicine, identified by Dahdouh-Gubas et al. (2003), leads us to conclude that development studies can learn from these other disciplines. According to Dahdouh-Gubas et al. (2003), collaboration within the life sciences is higher because it involves official collaborations with local hospitals and Ministries of Health (2003: 338) and because it involves more research on location in developing countries. Another explanation is that the life sciences, and particularly the medical field, have more formal regulations about authorship, such as the guidelines published by the

International Committee of Medical Journal Editors (ICMJE). The ICMJE is a small working group of general medical journal editors whose participants meet annually to develop recommendations for the conduct, reporting, editing and publication of scholarly work in medical journals. This leads us to the final conclusion that development studies should also consider basing its research on a more equitable, responsible model of research, founded on structural collaboration and partnership, rather than what may be a more observer-object relationship. The field might also consider developing guidelines for the conduct, reporting, editing and publication of scholarly work in the field of development studies and in developing countries. A body such as EADI would be in the position to develop such guidelines in cooperation with journal editors.

In many areas of scientific endeavour, new approaches to research are being developed, such as transdisciplinary research which involves collaboration with multiple stakeholders, such as citizens and patients (Defila and Di Giulio, 1999; Bunders et al., 2010). According to Regeer and Bunders, transdisciplinary research can be defined as ‘an umbrella term for interfaces in which different actors generate socially robust knowledge in meaningful interactions in order to contribute to solving unstructured problems’ (2009: 47). At the same time, within the field of international development, there is a call for breaking down the knowledge silos between development research and the field of development practice. For example, Duncan Green, previous head of research at Oxfam, has argued:

We have the development practitioners, who can’t afford £2,000 for a journal [subscription] and academics, who are working separately. Once those silos have been broken down, we will understand what academics are doing much better and academics will be speaking to our kind of needs much more. There will be a dynamic process where the research will become more useful as well as more accessible. (Jha, 2012: no pagination).

In addition, commentators on the field of development practice are calling for more intra- and inter-organisational learning to improve development projects and programmes (see, for example, Valters, 2015) and for ‘a more nuanced and more applicable set of knowledge for development policy action and change’ (Harcourt, 2016: 172). Against this background, a new approach to knowledge production within journals in the field of development studies would not be out of place.