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INCREASING SCHOLARLY WRITING FROM SOUTH-EAST ASIA: STRATEGIES FOR STRENGTHENING DIVERSITY IN HIGHER EDUCATION

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ABSTRACT

The publication is critical for academic credibility. Yet there is a lack of diversity in scholarly publications, and many scholars struggle to succeed in academic publishing. Publication and citation rates are dominated by particular individuals, institutions, countries, and blocs of countries. But, while methods for success in the "publication game" are known, they are less accessible to all cohorts. The purpose of this research was to develop and promulgate methods for improving publication rates across more diverse academic communities, including, but not limited to, those academic communities associated with this conference. The research used two complementary methods for knowledge development and consolidation often used in the applied social sciences: (1) environmental scanning; and (2) the Delphi technique. Environmental scanning is used when information is scattered widely. We used the Delphi technique to consolidate the knowledge of the authors, all of whom have worked as authors, editors, and reviewers, and who between them have over a thousand publications with over 13,000 citations. We grouped the skills required to increase publication rates into six interrelated categories: (1) writing volume; (2) writing quality; (3) collaborative publications; (4) institutional responsibilities; (5) publication strategies; and (6) diverse authorial voices. Each category was further expanded with tactics that can be adapted for workshops on academic writing. Academic writing requires particular skills and the discipline to practice these skills. The skills for academic writing can and must be made accessible across all cohorts if we are to achieve diversity in academic publications.

Keywords: Academic writing; Delphi technique; Diversity; Environmental scanning; Publishing

Background and literature review

To be successful, the modern academic requires several sets of skills. Being an expert in one's domain, demonstrated through a doctoral thesis, is not enough. A publication record is a must. Publish or perish. Back in 1947, before most of us were born, Alan C. Lloyd (1947) described the phrase "publish or perish" as "that neat little slogan", writing:

> *To college teachers it is a cliché that describes an irksome policy of their institutions: before winning promotion in professorial rank[,] candidates for chairs must demonstrate their ability to contribute to the professional thought of their field.* (p. 21)

Lloyd eloquently captured a common perception of the academic community – that publication is an irksome, bureaucratic, institutional requirement – of little real value or merit. But this belittlement of academic publishing has led to a reluctance to acknowledge explicitly that academic publishing is a critical and sophisticated scholarly skill that must be deliberately nurtured and encouraged if it is to flourish.

We thus see a substantial diversity in publication rates across the world (Figure 1). As is to be expected, countries that: (1) are First World; (2) have English as their primary language; and (3) have a concentration of academic publishing companies have a high number of publications. But two anomalies are worth noting – China and India: less developed countries where English is not the primary language can also succeed.

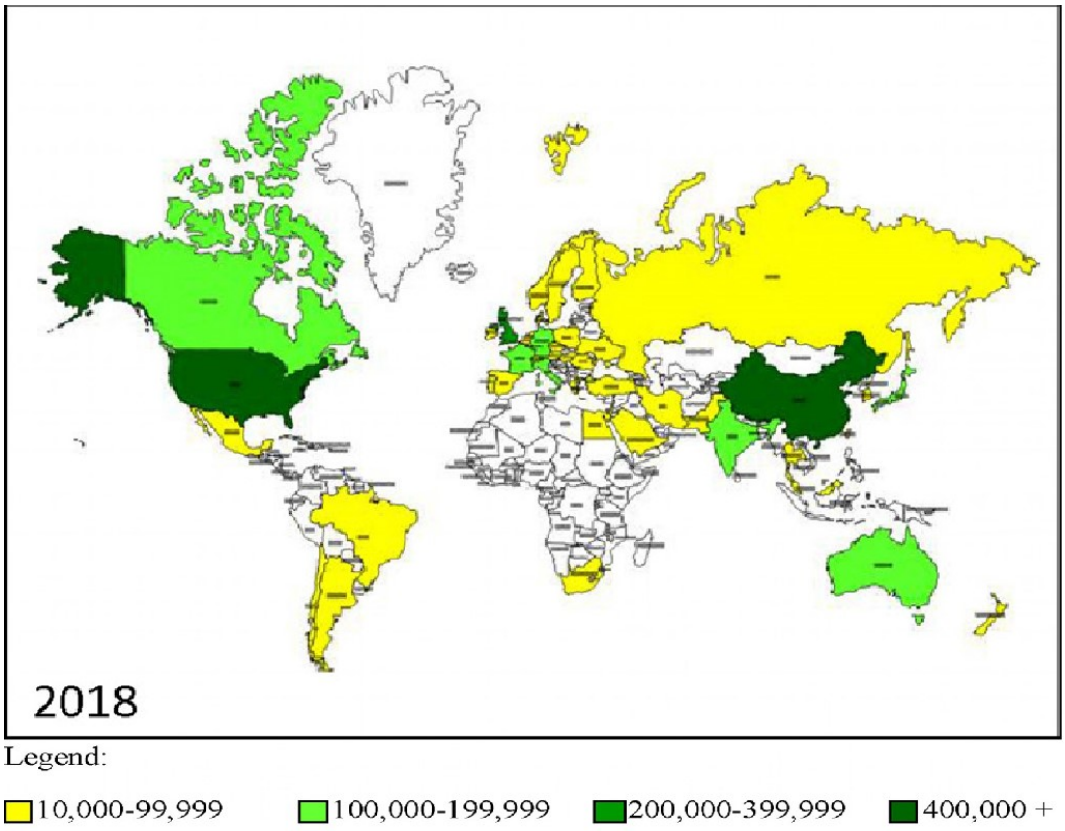

Figure 1: Number of academic publications in 2018 by country. Reproduced from To and Yu (2020, p. 6).

But then, Lloyd (1947), an editor, continued to describe a crucial benefit of academic publishing:

> *To editors, however, the publish-or-perish admonition has a different meaning: that ideas that are not published soon perish. To them, ideas are the most precious things in the world, and they know them to be the most perishable. Blossoming suddenly, they bloom brilliantly for a moment or a day or a week. And then they fade and perish ignominiously and fruitless unless they are safely planted on paper where, forever and ever, they can resuscitate us and our colleagues and our readers.* (p. 21)

Furthermore, as Steven Johnson (2011) wrote in the book *Where Good Ideas Come From*:

> *Encouragement does not necessarily lead to creativity. Collisions do – the collisions that happen when different fields of expertise converge in some shared physical or intellectual space. That's where the true sparks fly. (p. 163)*

If nations want to innovate, not only do they need to foster and capture their ideas, but also ideas need to *collide*. There must be a diversity of ideas. The domination of publications by a few countries not only exacerbates differential progress but also, without a diversity of voices, there are fewer *collisions.* Therefore increasing the publication success of academics in low publishing

countries will not only help to improve innovation in these countries but also enhance the diversity of voices and thereby increase the innovation-producing collisions on a global scale.
More broadly, our understanding of diversity is framed partly by an earlier publication by two of the authors with a different co-author (Bowser, Danaher, & Somasundaram, 2007), where diversity was conceptualized as being interdependent with, rather than as necessarily being oppositional to, commonality. This conceptualization constructs diversity as contextualized, dynamic, and shifting, rather than as essentialized or ossified. From this perspective, diversity represents a richness of highly varied experiences and worldviews that extend our understandings of the world and one another.

Yet that earlier paper (Bowser, Danaher, & Somasundaram, 2007) also noted the continued politicization of diversity that positioned it as being antagonistic, and sometimes as a perceived risk and threat, to commonality. This positioning was theorized in terms of "the [dominant] discourses of neoliberalism, marketization, economic rationalism, and corporate managerialism" (p. 670), and was illustrated concerning Australian higher education:

This application of these dominant discourses aligns easily with a reductionist and homogenized approach to commonality, where sameness and standardization are highly prized and are dramatically disconnected from notions of diversity, where the focus is on celebrating multiplicity and fostering difference. This dynamic tension between commonality and diversity is revealed in ongoing debates around such 'hot topics' in Australian contemporary universities as academic integrity, generic skills, graduate attributes, and information literacy. It is manifested particularly strongly in the teaching and learning of variously marginalized or minority groups who fall outside a homogenized view of university students and who are often positioned 'off the radar' concerning a narrow and reductionist approach to commonality. In short, the diversity of and within these groups renders them problematic about the commonality of a neoliberal and marketized system of higher education. (p. 670)

Elsewhere, the complexity (or perhaps the diversity) of diversity generated the concept of super-diversity (Vertovec, 2007; see also Grzymala-Kazlowska & Phillimore, 2018), in recognition of the increasing range and reach of diversity in multiple forms. Furthermore, diversity can be seen as facilitating a bridge between mainstream society and various forms of otherness and conceptions of "the Other" (Baider & Kopytowska, 2017). By contrast, discourses of diversity can paradoxically work to replicate the otherness of particular minorities by exaggerating their difference from the ideals of the center and the mainstream (Åberg, 2020).

This broader scholarly literature accentuates the complexity and diversity of contemporary understandings of diversity, and also of the contextualized and contested character of different accounts of diversity. Furthermore, diversity emerges from this account as a politicized phenomenon (Gress & Shin, 2020), with varied viewpoints about its relevance and utility as an

analytical lens being aligned with particular positions to the commonality–diversity continuum introduced above (Bowser, Danaher, & Somasundaram, 2007).

Against this backdrop, this research, therefore, sought to promote the diversity of ASEAN academic voices by explicating the skills required to publish academic work. The skills required for successfully publishing academic work are quite complex and demanding. But the science of learning has matured rapidly in the last two decades (Somasundaram, 2018; Somasundaram et al., 2019), and complex skills, even the so-called 'soft skills, can be mastered. We describe three requirements for systematically mastering complex skills. Scholars who wish to explore the science further are welcome to follow the citations provided. The first requirement is to deconstruct the skills systematically into their elementary components. The second requirement is to practice these skills deliberately. The third requirement is persistence. The three requirements are each described in further detail below:

(1) For a complex skill to be systematically and deliberately mastered, the skill must be first broken down into individual elements so that each element can be understood and practiced, first the individual element by itself, and then the integration of that element with other elements (Gobet et al., 2001; Oakley, 2014, 2017; Oakley & Sejnowski, 2014; Sala & Gobet, 2017). For example, one can learn to swim by jumping into the water and thrashing around. But systematic swimming lessons consist of separately learning and practicing arm, feet, and breathing elements and then putting them together. In educational instructional design theory (Dick et al., 2014; Kirschner et al., 2006; Somasundaram et al., 2006), clarifying the scope and depth of what is to be learned is called a curriculum. The primary goal of the research presented by this paper was to develop such a curriculum.
(2) Deliberate practice (Ericsson, 2008; Ericsson et al., 1993) is not simply rote repetition, but rather a process of continuous improvement, of consciously looking for and correcting mistakes. Feedback, whether from a software grammar checker, a reviewer, or a colleague, needs to be actively sought and appreciated. (However, feedback should not be automatically accepted as correct. The authors of academic papers are by no means neophytes and are well on the way to being experts in their own right. The reviewer may well not understand the point being made, and the issue may be simply one of making the writing simpler and easier to understand.)
(3) Developing competence in a complex skill is a long, hard journey. Two tactics to make the journey easier and more pleasant are: (a) to habituate the tasks involved; and (b) to restructure activities so that their results are positive/successful rather than negative/painful (Ariely, 2016; Kim et al., 2016; Wood et al., 2021; Wood & Rünger, 2016).
    a. Habituating tasks can be achieved through activities like having a regular writing schedule and having checklists so that one moves quickly and easily from one task to the next.

b. A common problem faced by writers is writer's block: starting a writing session determined to write a particular number of words, and then finding that words refuse to flow. A reframing tactic is to set the goal as writing for a particular length of time, known as the Pomodoro technique (Gobbo & Vaccari, 2008; Oakley & Sejnowski, 2014). Rewarding oneself with a piece of chocolate will cement the association of writing with pleasure. True, one may not have achieved many words on paper, but one has practiced the skill of writing and associated it with a pleasurable activity. Another common cause of pain is the inevitable rejection letter from reviewers. However, it should be remembered that the reviewer provides valuable feedback, and one still has a complete paper that can be quickly modified and resubmitted to a different journal.

We describe the methodology that we used to develop the curriculum in the next section (Section 2). In Section 3, we present the curriculum in detail. When discussing specific elements of the curriculum, we sometimes also discuss common tips for making the practice of the skills easier and pleasanter. The final section of the paper (Section 4) provides a summary and makes key recommendations.

Research methodology

Most research focuses on a single narrow topic – what Ernst Boyer (1990), in an influential monograph on the academic profession, called the "*scholarship of discovery*" (p. 17). The primary goal of this research was to develop a curriculum, and the development of curricula is a common task in education. Educators typically develop criteria by reviewing comparable curricula and discussions between subject matter experts (both academics and industry practitioners). We used analogous methods employed by researchers in the applied sciences for integrating complex, multidisciplinary issues where practical outcomes are required: environmental scanning (Gordon & Glenn, 2009; Voros, 2003); and the Delphi technique (Vernon, 2009).

Environmental scanning can be compared to the scholarship of integration version of a literature review. While a literature review provides a narrow exploration distilled primarily from peer-reviewed scholarly articles, environmental scanning explores a wide range of resources: workshops, blogs, books, podcasts, and email subscriptions, to name a few. The disciplines scanned are also broad: this paper drew from research into motivation, habituation, and creativity. And, like a good literature review, critical analysis and interpretation are important, perhaps more so because the breadth of material is large. While the scholarship of discovery gains its strength from a narrow, deep foundation, the scholarship of integration gains its strength from a broad and well-connected platform.

The Delphi technique draws knowledge by building consensus from practicing experts. Three authors, each experienced in academic publishing, reviewing, and publishing, collaborated in

writing this paper. Among us, we have over a thousand publications with over 13,000 citations. We each separately identified 30 topics to be covered in a curriculum on academic writing specifically targeting ASEAN authors. The three lists were collated, and collaborative analysis resulted in their being categorized into six groups. The full list and the six categories are reproduced in Table 1. As expected, there were many similarities in the items that the authors identified, and many items fell into more than one category. The authors then wrote composite descriptions of each category, as well as illustrative examples of accompanying strategies (Section 3).

Table 1: Full list of items identified and their associated categories

Author 1	Category	Author 2	Category	Author 3	Category
writing quantity - park at the top of a hill	1	Capacity building	1, 2, 3, 4, 6	Language, non-native English writers/speakers (English as a second language)	1, 2, 5, 6
- snack writing	1	Collaborative capital	1, 2, 3, 4, 6	Inadequate training/workshops	1, 2, 5, 6
- write, not edit	1	Communitarianism	4, 6	Communication skills	1, 2, 5, 6
- Pomodoro technique	1	Communities of practice	1, 2, 3, 4, 6	Argumentative confidence	1, 2, 3, 5, 6
writing quality - audience, easy to read for the reader	2	Cosmopolitanism	4, 6	Peer feedback and assessment	2, 3, 5, 6
- ABT method	2	Discourse communities	2, 3, 4, 6	Need for collective studies	2, 3, 5, 6
- easy to read	2	Diverse forms of knowledge	2, 3, 4, 6	Lexicogrammatical issues	1, 2, 5, 6
vary sentence length	2	Counternarratives	2, 6	Discourse structure	1, 2, 5, 6
Structure paragraph – most remembered idea at end of the paragraph, beginning context	2	Forms of capital	4, 6	Cultural differences	3, 5, 6
connect sentences, warn of changes	2	Ecologies of practice	2, 4, 6	Less rich vocabulary	1, 3, 5, 6
Researchgate	5	Economies of performance	2, 4, 6	Presentation of ideas	1, 2, 3, 5, 6
copyright	4, 5	Ethics of authorship, reviewing and editorship	2, 3, 4, 6	Competent use of English	1, 2, 5, 6
ORCID iD	5	Global English	2, 5	Bilingual educational system	1, 2, 5, 6
Google Scholar	4	Globalisation	3, 4, 5,6	Situation in other parts of the world	3, 4, 5, 6
DOI	4, 5	Indigenous knowledges	2, 3, 6	Conducive environment for research	1, 5, 6
journal ranking	4, 5	Localization	3, 4, 5, 6	Heavy teaching loads	1, 5
racehorse stable	5	Neocolonialism	4, 6	Poorly paid teaching job (needs second job)	1, 5
collaboration	1, 2, 3, 6	Neoliberalism	4, 6	Lack of qualified researchers	2, 5, 6
writing club	1, 2, 3, 6	Networks and partnerships	3, 4, 6	Inadequate flair with the English language	1, 2, 5, 6
offer to peer review, edit	1, 2, 3, 4, 6	Participatory action research	3, 4, 6	Critical analysis and questions	2, 3, 5, 6

constructive criticism	2, 3, 6	Peer feedback	2, 3, 5, 6	Intellectual thumbprint	1, 5, 6
managing citations	1,2,5	Postcolonialism	4, 6	Sociocultural writing practice	1, 3, 5, 6
choosing a journal to publish in	5	Pluralingualism	3, 4, 6	Afraid of being less appealing in global contexts	1, 3, 5, 6
responding to reviewers	2, 5	Researcher self-efficacy	2, 3, 6	Not strictly required for academic job	1, 5, 6
self-cite	5	Scholarly voice	2, 3, 6	Unsatisfactory level of English proficiency for crucial problems	1, 2, 5, 6
self-plagiarism	2	Self-determination theory	3, 6	Use of social media and the internet	4, 5
slice and dice	1	Self-regulated learning	1, 2, 6	Lack of self-promotion	4, 5
how to choose collaborators	1, 2, 3, 6	Southern theory	1, 2, 3, 6	The misconception in identifying gaps in the literature	2, 3, 5
mind-map	1, 2	Writing circles	1, 2, 3, 5, 6	Rarely pose challenges to others' work	2, 3, 5
project manage	1, 2, 3, 6	Writing tribes	1, 2, 3, 5, 6		
process versus project goals	1, 5				
motivation	1				

These are qualitative social science methods. The social sciences recognize that there are differences between people and between communities and that no single tactic works in all circumstances. The purpose of this paper was to assemble a toolbox for academic writers. It is for the readers to decide which tools work best for them in different situations, and to adapt and modify the tools to make them their own.

Analysis and results

The data presented in Figure 1 about publication rates had two weaknesses that the authors wanted to address. Firstly, the data did not focus on ASEAN countries, and secondly, rather than total publications per country, the ratio of publications to population size is a more meaningful indicator of a country's publication success. Such analysis creates very different results (Table 2). No longer are the United States and China leading; rather, the northern European countries lead. In the SEAAIR community, Singapore performs extremely well. With almost 200 countries in the world, just making it onto the list is an accomplishment.

Table 2: The number of articles listed in Scopus per 1000 population (2018). Selected countries. Data sourced from To and Yu (2020) and Population Reference Bureau (2018).

Rank	Country	Papers /1000 pop.	Rank	Country	Papers /1000 pop.
1	Switzerland	5.76	29	Japan	1.06
4	Australia	4.40	30	Malaysia	1.02
7	Singapore	3.97	33	Iran	0.74
9	New Zealand	3.47	34	Russia	0.70
11	United Kingdom	3.24	38	China	0.43
13	Hong Kong	3.11	42	Thailand	0.29
20	United States	2.12	46	Indonesia	0.13
25	South Korea	1.66	47	India	0.13
26	Taiwan	1.57	48	Pakistan	0.10

Writing volume

Academic writing is not only hard work; it is also painful. Academic writing requires the writer to be willing to accept substantial criticism and frequent failure (some journals reject more than 90% of submissions). Furthermore, an article can rarely be completed in a single, marathon session. Writing an article may take several months. It is useful therefore to recognize the writing of a full-length article as one skill and to identify that ensuring that the article is of good quality is a separate, distinct skill.

Once the distinction between writing volume and writing quality is acknowledged, then achieving writing volume becomes much easier. A busy academic needs to find sufficient time to write. Three tactics are often used. "Snack writing" is using short gaps in one's schedule for writing, such as when a student does not show up for a meeting. A second tactic is marathon sessions, such as clearing a weekend for a concerted effort. A third, and perhaps the most reliable, a method is to have a regular, ring-fenced schedule – time set aside in a weekly schedule used exclusively for academic writing. Writing is a skill. Regular practice and habituation make it easier[2]. Whatever method(s) that one uses to allocate time will depend on personal preferences and circumstances, but writers need to monitor that they are productive and to change the methods if they do not work. Having small rewards at the end of every writing activity also helps to reduce the subconscious reluctance to write.

Some individuals find it useful to set outcomes-based targets: targets such as the number of words written in a day or to complete a section by the end of the week. Outcomes-based targets make it

[2] Completing a thesis substantially improves one's writing skills. But, if not continued, the skill starts to fade. Taking a break after thesis submission is understandable, but the longer that one delays getting back to academic writing, the more of the hard-earned skill that will be lost.

easier to ensure that the desired outcomes are achieved, and targets also motivate. However, targets can also cause anxiety and, when not reached, a sense of failure. Process-based targets, such as working for a particular length of time (Cirillo, 2006, 2007), can also be successful.

Writing requires making and traveling along with connections. It is somewhat similar to getting a stone rolling – effort and physical energy are required to start a movement, but, once some momentum is obtained, then continuous movement is easier. The goal is therefore to sit and start writing some words, even if the words are later discarded[3]. Another tactic for achieving starting momentum is to end each writing session with a note on what should follow – a technique sometimes eloquently described as "parking at the top of a hill". Editing – correcting written work – halts the flow of ideas. Some writers, therefore, separate the writing and editing process – first getting the words down on paper, and without worrying about spelling and grammar, and then editing as a distinct, later process.

There are now many tools that can be used to aid writing. They do, however, require an investment in learning to use the tool properly – an investment that will be richly rewarded the more that one writes. The most important tool is one's word processor. Modern word processors have a lot of useful functionality. One often underused function in word processors is styles. Some tools, such as bibliography managers, are separate software that can integrate with a word processor. Other (academic) writers are a useful source of information about the different tools available.
Writing volume – getting the requisite number of words down – is itself a distinct task, a task that the brain often avoids because it is difficult and is associated with unpleasant events. Recognizing the subconscious barriers to writing helps to develop methods for overcoming the reluctance to write – tactics such as small rewards and parking at the top of the hill. Writing becomes easier the more that one writes.

Writing quality

Humans have two ways of thinking, and writing quality requires using both ways. One way of thinking, sometimes called "focused thinking", is when the brain is concentrating on a particular job. The other type of thinking, sometimes called "diffuse thinking", occurs when the mind is not focused, and quite different thoughts arise from the subconscious. Diffuse thinking is particularly important for creativity. The free, 12-hour, online course "Learning how to learn" (Oakley & Sejnowski, 2014) describes these ways of thinking, and how to use their respective strengths to become more productive.

[3] This technique is captured by the slogan of a sporting goods company: "Just do it". Maria Gardiner, an academic coach, called it "Assuming the position" – sitting in front of the computer with the document open.

Writing quality can be separated into two elements: scholarly quality; and communication quality. Scholarly quality is the value of the research, in terms of both the originality of the information being presented (the novelty) and the rigor with which the information was constructed (the methodology). Both the novelty[4] and the methodology should be clearly described in the paper.

Poor communication quality is a common reason for a paper being rejected. Good communication quality requires the material being: (a) easy to read; and (b) engaging for the reader. Humans did not evolve to read – reading is an artificial and difficult activity that we have learned to do automatically through decades of practice. Reading requires the brain to follow a mental train of thought created through processing individual letters into words and sentences. The reader's brain is working hard. Understanding how the brain works give many clues about how to write so that the material is easy to read (Douglas, 2015).

(a) Easy to read

Ease of reading can be addressed at four structural levels: (1) the whole paper; (2) sections and paragraphs; (3) sentences and phrases; and (4) words and punctuation.

(1) A clear structure is a backbone for communicating a clear flow of ideas, and initially outlining a detailed structure is useful to clarify the flow and speed of the writing. Almost invariably, the structure of the abstract should align with the structure of the full paper.

(2) Sections and paragraphs group the paper into related sets of ideas. While the reader is usually expected to read a paper from the beginning to the end, the writer need not write from beginning to end. Some writers find it more effective to write whatever section of the paper appears clearest and easiest at that time. However, to write discontinuous sections requires a detailed outline to have been completed – otherwise, the writer ends up with a jigsaw puzzle of sections to put together. Working on different sections at the same time helps to utilize the diffuse thinking capability of the brain. The diffuse thinking capacity of the brain is subconsciously working through the issues in the different sections. When it reaches a clear resolution, writing down that resolution clears that issue, and allows the brain to work on other issues. The purpose of the section or paragraph should be made clear at the beginning, in the first sentence or two. It is the end that is most remembered. Therefore effort should be put into ensuring that the end communicates what the writer wants the reader to remember.

(3) Sentences and phrases communicate ideas and their relationships. The main object of a sentence should be introduced early in the sentence. For example, "Running after the ball, I tripped and fell" is harder to understand than "I tripped and fell while running after the ball". The importance of the relationship between ideas – the narrative, the flow – is often under-appreciated by writers.

[4] An important part of a literature review is to provide information about novelty.

(4) Words capture the ideas, while words and punctuation communicate the relationships between ideas. Numbering ideas improves clarity. Terms such as "however", "but" and "by contrast" are especially valuable since they prepare the reader for a conflicting idea. Another issue is to use the same words when discussing an item – for example, using the word "country" in one sentence and "nation" in another reduces clarity. Words like "it" and "they" can confuse – especially if the subject to which they are referring were introduced two or more sentences earlier.

(b) Interesting to read

Making a paper easy to read can help to make it more interesting, but an article that is too easy to read can lead to boredom. The trick is to get the balance right. For example, shorter sentences and paragraphs make the paper easy to read. So mixing short sentences and paragraphs with longer, well-structured sentences and paragraphs helps to provide variety and interest.

We like stories and narratives, and the academic writing book *Houston, we have a narrative* (Olson, 2015), by a professor of marine biology turned Hollywood screenwriter, promoted a writing technique called "the And-But-Therefore (ABT) sequence" for creating both flow and interest. First, the writer establishes context (This *and* that). Then the writer creates tension – a problem - *but*. The final step is to release the tension with a solution – the climax – *therefore*. ABT is the structure of a research paper – a context, a problem, and a solution. But the same structure works for individual paragraphs. For writers grappling with how to structure their paragraphs, the ABT sequence provides an easy style that maintains readers' interest.

Unfortunately, some of the writing elements that create interest have restricted opportunities in academic writing. Academic writing is often expected to be dry and stilted. But colorful phrases and similes can liven up an article. And using memorable analogies to make points help these points to stick in the reader's memory. We become emotionally engaged when the narrative is about people, but using the pronouns "I" and "we" to describe the research as a journey by the authors is frowned upon in some disciplines. Humour, another useful writer's tool, is also frowned upon in academic writing. The use of graphics and color creates difficulty in print publishing (see Figure 2).

Collaborative publications

Several of the topics to be included in an academic writing curriculum for ASEAN authors were related to collaborative publications. While acknowledging that disciplinary norms vary considerably about whether publications are generally written individually or in teams, our own experience, both within our scholarly team and in our respective academic groups, is that publication collaborations can be highly motivational and productive, as well as effective in helping to build research skills and researcher efficacy alike.

Separately, we generated several topics that clustered around the category of collaborative publications. These topics included "collaboration" and the "collaborative capital" presumed to develop from such collaboration. "How to choose collaborators" was considered a crucial issue, given the importance of identifying co-authors with whom one could develop deep understandings of the shared subject matter, and also given that sometimes co-authors become close colleagues and even friends. Two specific strategies for facilitating collaborative publications were "Communities of practice" and "writing club". "Sociocultural writing practice" signified a recognition that academic writing environments that align directly with the social and cultural dimensions of such practice are more likely to enhance the attitudes and attributes needed for publication collaborations to thrive. Finally, "Communitarianism" highlighted the importance of the underlying ethos of such collaborations, which are more sustainable if the underpinning values are experienced as being empathetic, reciprocal, and trusting, rather than reflecting competitive individualism and wholly pragmatic and provisional alliances.

Institutional responsibilities

High publication rates by staff have a substantial impact on a university's reputation. One reason that Australia ranks fourth in publications (see Table 2) is that the Australian government both measures and rewards universities for publications. Universities and faculties in turn provide incentives and training courses to boost publications. Research students are a very valuable resource, and Australian universities and supervisors are good at working with students to boost publication rates. Most Australian research students will complete their doctorates with several publications, sometimes written in collaboration with their supervisors. The students achieve credibility for their thesis and a publication record to kick-start their future careers.

Figure 2: Academics can take personal responsibility for improving academic writing within their academic community. Adapted from Flagg (1916)

Academic institutions are unusual organizations in that they have a highly educated workforce. Furthermore, individuals have a relatively high degree of autonomy compared to other organizations. Academics can themselves (see Figure 2) organize writing clubs (Cahusac de Caux et al., 2017), writing workshops and seminars, or in-house publications. Organizing publications, either books or journal articles, is an excellent way of boosting both local skills and publication outputs. Editing and reviewing articles also improve my skills. It is important, though, for editors to ensure that chapters and articles are picked

up in academic search engines[5], as well as to ensure that each chapter or article has a digital object identifier (DOI) (Chandrakar, 2006). Reputable publishers have even created DOI entries for their older articles, written before the DOI system was established.

Publication strategies

There is a wide range of opportunities for academic publishing. Conference proceedings, journals, book reviews, book chapters, textbooks, and books for the public are just some examples. There is a ranking among these, and, with journals, in particular, some are more prestigious than others. A widely accepted measure of an academic publication is its citation rate (the number of times that a publication is cited by other researchers). Choosing where one is published makes a difference to its citation rate: being published in a journal that is widely read increases the likelihood of being cited. To ensure that one's articles and citations are all picked up, authors should maintain a consistent spelling of their names in their publications. Creating and using an ORCID iD are more recent tactics for maintaining a consistent identity. Many journals and book chapters require payments[6]and providing a copy of one's work with open access increases reader access[7]. Writing an article is hard work, and a little effort paid to ensure that it is read and cited is worthwhile.

There are many stages in writing an article: having an idea, growing that idea through reading and thinking, undertaking a literature review, undertaking any necessary physical research, writing, selecting a publisher, sending the paper off for peer review, and waiting for a response, making required changes and even after acceptance – waiting for publication. Productive writers have several articles on which they are working concurrently, from ideas being allowed to mature to work waiting to be published. When one article hits a delay, they have another article on which they can spend time. They are like a racehorse stable manager, with several horses in the stable at various stages of readiness to race. And, just as not all racehorses are suited to all races, the writer selects the journal with care. Not all articles can or will make the top international journals. But every article contributes to both publication output and the development of one's skill.

Diverse authorial voices

We contend that the strategies for increasing scholarly writing from South-East Asia being canvassed in this paper are likely to have the concomitant benefit of strengthening diversity in higher education, in that region specifically and also globally. This is because writing of all kinds, including academic writing, invariably reflects the writers' experiences and perspectives, and there is a considerable variety of such experiences and perspectives both among and within South-East

[5] Academics can themselves ensure that their works appear in Google Scholar searches by creating profiles for themselves in Google Scholar and entering the article details.
[6] Publishers often copyright the work, but may permit authors to publish earlier versions of the publication.
[7] Authors can establish a profile in the academic repository Researchgate, and upload documents to it.

Asian countries. Furthermore, we assert that that variety is crucial for widening the range of authorial voices, and thereby for enhancing the exchange of scholarly ideas in and across disciplines of knowledge.

A number of the topics that we generated separately referred to the existence and importance of diverse authorial voices from multiple angles. For instance, there was a recognition of "Cultural differences" among academics from different backgrounds, and also of the specific worldviews associated with "Indigenous knowledge" that in turn contributed to a broader phenomenon of "Diverse forms of knowledge". Strategically, we affirmed the "Need for collective studies" that would focus explicitly on varied points of view about a particular research subject, and we considered that developing "Argumentative confidence" is an effective writing technique for maximizing academic authors' conviction of the strength of their scholarly voices while also being attentive to the voices of other writers. Philosophically, "Cosmopolitanism" highlights the broader and global scholarly community to which individual academic voices are contributing, while "Plurilingualism" celebrates the distinctive intellectual capacities of scholars who can switch between languages, and hence share the respective insights of each language. Finally, "Counternarratives" emphasize the politicized character of promoting diverse scholarly voices, which can sometimes be applied to challenging and even transforming otherwise dominant modes of thinking and understandings of the world.

Creating diverse authorial voices requires collaborations that demand superior interpersonal (Patterson, 2012) and project management (Office of Government Commerce, 2002, 2017) skills. These skills can be developed using the same techniques used to develop writing skills: establishing a curriculum, deliberate practice, and persistence.

Summary and Recommendations

Publishing regularly is essential for academics who want to build their reputation. Research and its dissemination are also vital for the intellectual, social, and economic growth of a country. In this paper, we described academic writing as consisting of six broad sets of skills. Academic writers are like master builders, skilled in bricklaying, carpentry, plastering, painting, plumbing, and landscaping. This paper has provided selected toolboxes or sets of tools. It is up to the individual writer to choose the right tool for each task, to practice using each tool, and to add new tools to her or his current toolbox. If we do not use a tool, our ability to use the tool becomes rusty. We are all capable of becoming master builders. Complex skills can be mastered by deliberate practice (practice with identifying weaknesses and improving on them) and persistence (structuring the environment so that activities are habituated and pleasurable).

Our analysis found that diversity (diverse authorial voices) is an important category in its own right, and inter-connects with many of the other categories. Building diversity is like blending metals to create superior alloys: it requires understanding the strengths and weaknesses of the

different elements, and superior skills to bind the components together successfully. Individuals *are t*he institutions to which they belong, and individuals can act to improve the institutional promotion of diversity. Specific recommendations to promote ASEAN voices being heard are:

1. Use ORCID iDs in local publications. ORCID iDs demonstrate awareness of the international best practice and improve citation rates.
2. Establish Digital Object Identifiers (DOIs) for all journal articles, book chapters, and conference proceedings. DOIs also demonstrate awareness of the international best practice and improve citation rates. The more highly cited journals have even gone back and created DOIs for older articles published before DOIs became the norm.
3. Include citations from ASEAN journals. Including citations of local literature demonstrates to the editor and reviewers that the authors have engaged with the journal's and other local literature and have conducted a comprehensive literature review.
4. Improve interpersonal skills. Though traditionally considered soft skills, interpersonal skills can be learned by the same process of breaking them down into elements, deliberate practice, and persistence.
5. Improve project management skills.

Academic writing is a difficult skill. Achieving writing expertise is not a destination, but a journey that can be enjoyed for its sheer pleasure. For the individual, academic writing also provides a permanent legacy. Our work may not be the work of a giant like Aristotle or Einstein, but each published piece is at least a small contribution that will live forever and help to build the future. This century is the century of Asia, and ASEAN academics have the opportunity to give voice to the deep and rich diversity that is Asia.

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