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Higher Education Teachers' Role in Publishing Scientific Journals in Education

A atuação do professor do magistério superior na editoração de periódicos científicos da área educação

La labor del profesor universitario en la edición de revistas científicas del área de educación

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Abstract: Scientific articles are published daily in the country's journals; however, there are diverse adversities that challenge the teams working in university scientific publishing. This qualitative research, conducted with editors of journals in the field of education in Brazil, aimed to identify the factors that influence the editorial work performed by these professors and describe their editorial practices. The research involved a literature review and the application of an online questionnaire to 150 national journals between November and December 2022, with a total of 44 valid responses, including editors from all regions of the country. The results indicate the profile of the editors, stratifying three dimensions: sociodemographic-scientific profile, the process of institutionalization of journals, and the impacts of qualification on the improvement of the journals. The research revealed that the editor's work is fundamental to ensure editorial quality and improve the relevance and longevity of the journal, although becoming an editor can be a challenge, especially in the institutionalization process. The results contribute to the improvement of scientific journals and the appreciation of the editors' work.

Keywords: Challenges of scientific publishing. Scientific publishing. Teacher editor of a scientific journal.

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Resumo: Diariamente são publicados artigos em periódicos científicos do país; entretanto, diversas são as adversidades que desafiam as equipes que atuam na editoração científica universitária. Esta pesquisa qualitativa, realizada com editoras/es de periódicos da área de educação no Brasil, teve como objetivo identificar os fatores que influenciam o trabalho de editoria realizado por esses professores e descrever suas práticas editoriais. A pesquisa envolveu revisão de literatura, aplicação de questionário online a 150 periódicos nacionais entre novembro e dezembro de 2022, com um total de 44 resultados válidos, com a participação de editoras/es de todas as regiões do país. Os resultados indicam o perfil das/os editoras/es, estratificando três dimensões: perfil sociodemográfico-científico, processo de institucionalização dos periódicos e impactos da qualificação para o aperfeiçoamento das revistas. A pesquisa revelou que o trabalho de quem editora é fundamental para garantia da qualidade editorial e melhoria da relevância e longevidade da revista, embora tornar-se editor/a possa ser um desafio, especialmente no processo de institucionalização. Os resultados contribuem para o aprimoramento dos periódicos científicos e para a valorização do trabalho das/os editoras/es.

Palavras-chave: Desafios da editoração científica. Editoração científica. Professor(a) editor(a) de periódico científico.

Resumen: Diariamente se publican artículos en revistas científicas del país; sin embargo, son diversas las adversidades que desafían a los equipos que trabajan en la edición científica universitaria. Esta investigación cualitativa, realizada con editores/as de revistas del área de educación en Brasil, tuvo como objetivo identificar los factores que influyen en el trabajo editorial realizado por estos profesores y describir sus prácticas editoriales. La investigación incluyó una revisión de literatura y la aplicación de un cuestionario en línea a 150 revistas nacionales entre noviembre y diciembre de 2022, con un total de 44 resultados válidos, con la participación de editores/as de todas las regiones del país. Los resultados indican el perfil de los/as editores/as, estratificando tres dimensiones: perfil sociodemográfico-científico, proceso de institucionalización de las revistas e impactos de la calificación para el perfeccionamiento de las revistas. La investigación reveló que el trabajo de quien edita es fundamental para garantizar la calidad editorial y mejorar la relevancia y longevidad de la revista, aunque convertirse en editor/a puede ser un desafío, especialmente en el proceso de institucionalización. Los resultados contribuyen al mejoramiento de las revistas científicas y a la valorización del trabajo de los/as editores/as.

Palabras clave: Desafíos de la edición científica. Edición científica. Profesor(a) editor(a) de revista científica.

1 INTRODUCTION

The work of higher education professors is generally limited to teaching activities, which include, above all, teaching, but also other occupations involving research and university extension, as well as other academic duties inherent to the exercise of management, advisory, leadership, coordination and assistance in the institution itself, in addition to other obligations provided for in current legislation (Brazil, 1987).

However, the existing prerogative allows each institution, based on its own statutes and rules, to delimit and define a variation of how this work is included within the teaching tasks, to allow teachers to decide whether to carry out these activities, without, however, any training (or requirement to do so) or preparation for mastering them.

Based on the assumption that the activities carried out by higher education teachers as part of their professional practice are not restricted to teaching (or research and extension) or institutional management activities, this study includes the editing of scientific journals as an offshoot (or sub-activity) of academic/administrative occupations, which

require knowledge specific to the role/work, but which are not directly linked to the didactic and technical knowledge (professional skills) required of them.

As Barbosa and Mendonça (2016) point out, there are not enough studies in the literature that discuss the training of higher education teachers to work in institutional management, even though they are increasingly forced to perform administrative functions (in addition to academic management activities), given the precarious state of public higher education institutions and the consequent devaluation of administrative staff (Calazans, 2020; Barros, 2021) who could perform administrative management activities. At the same time, the growing (and silent) implementation of the outsourced workforce (Mancebo; Júnior; Léda, 2016; Mancebo; Júnior; Oliveira, 2018) no longer meets institutional needs in terms of carrying out tasks and routines that are fundamental to its core activities.

Thus, the main objective of this study is to demonstrate the conditions surrounding the process of becoming an editor of a scientific journal, as pointed out by the professors who took part in the research. To this end, the research question is based on the following concern: what are the challenges faced by professors in higher education when they take on and carry out their work as editors of scientific journals in the field of education in Brazil?

Therefore, the data presented here is the result of the responses obtained through an electronic questionnaire applied to these professionals who work as editors of journals in the field of education, in the five regions of Brazil. The research was approved by the Ethics Committee of the State University of Southwest Bahia - UESB, under CAAE number 60422722.2.0000.0055 and opinion number 5.686.170.

2 SOME BRIEF BACKGROUND

2.1. Historical background

Scientific publishing traces its origins back to the mid-seventeenth century, when in 1665 the Royal Society in London and the Académie des Sciences in France published the Philosophical Transactions and the Journal des Sçavans, respectively (Swoger, 2012; Spinak; Packer, 2015). These two publications are considered pioneers in scientific communication and dissemination (Banks, 2009, 2016; Barata, 2015a; Spinak; Packer, 2015), as they were responsible for introducing a new means of dialogue between scientists (Kronick, 1962), in transition to the model adopted until then, based on the exchange of correspondence between scientists of the time (Swoger, 2012).

In Brazil, scientific communication can be traced back to the beginning of the 19th century, when the Royal Press appeared in 1821, as well as the establishment of scientific institutions and the first higher education institutions. According to Freitas (2006), the artificiality of the social transformation that took place in the country due to the transfer of the Portuguese court to the colony led, albeit unintentionally, to the institutionalization of a local culture that consequently spread to various sectors of society.

Still according to the author, the dissemination of scientific achievements, as occurred in other Euro-American countries, initially took place through the news press, aimed at the general public, and then through literary magazines or literary journals (the most common terms at the time to designate the idea of scientific communication), which presented technical-scientific content.

> [...] written in the language of science, with various observations on experiments carried out, graphs, tables and formulas. They also included several articles translated from other foreign journals, comments on other works and summaries of texts (Freitas, 2006, p.57).

From a scientific perspective, the *Gazeta Médica do Rio de Janeiro* (1862) and the Gazeta Médica da Bahia (1866) are recognized as the first scientific journals in Brazil; however, the *Revista do Instituto Histórico e Geográfico Brasileiro* (1839), still in operation, is the oldest scientific publication in the country, as Santana and Francelin (2016) point out.

Therefore, it is possible to consider that the trajectory of scientific communication in Brazil, associated with the social and cultural transformations implemented from the middle of the 19th century, is supported by a present relationship, initially between the scientific societies of the time and later linked to higher education institutions, becoming an important part in the development of scientific knowledge produced in the country.

2.2. Legal background

According to Stumpf (1996), it was in the 19th century that scientific journals began to show greater credibility in scientific communication, given the possibility, on a larger scale, of disseminating scientific production, replacing the model of publication in books, notably legitimized as the preferred record for publicizing scientific discoveries.

In the Brazilian context, this credibility may also be associated with the fact that, traditionally, national scientific journals are generally published within the postgraduate programs (PPG) of higher education institutions or, to a lesser extent, by other scientific entities and/or non-governmental entities, according to Souza and Albuquerque (2005).

The first National Postgraduate Plan (PNPG) - a strategic instrument for planning the SNPG - was implemented in 1975 with the establishment of the National Postgraduate System (SNPG) in 1965, as a government policy that determines the goals, guidelines and strategies that will make up national education policy.

According to Barata (2015b), in mid-1977, the process of evaluating postgraduate programs initially took place through advisory committees in the areas of knowledge; their results were not public and were disclosed exclusively to the institutions evaluated.

With the improvement of this process, in 1990, records were included that accounted for the articles published within the scope of the programs evaluated. In 1998, another significant change took place, with the standardization of the evaluation forms which included, among other elements, the intellectual production of the professors linked to the programs (Barata, 2016).

Given the growth in production, the evaluation system was no longer able to verify and analyze each one of them, and so it began to no longer count the number of this production, but to qualify it, and in 1998 the Scientific Journal Classification System - Qualis - was established (Barata, 2016; Brasil, 2020).

For Ferreira e Moreira (2002, p. 194):

> Qualis is the process of classifying the vehicles used by postgraduate programs to disseminate the intellectual production of their teachers and students, based on their circulation (local, national and international; medium or low). It is a process designed by Capes to meet the specific needs of the postgraduate program evaluation system and not the quality of the journals.

In turn, CAPES, on its website made available in 2014, defined Qualis-Periódico "[...] as the set of procedures used [...] to stratify the quality of the intellectual production of postgraduate programs" (CAPES, [2014]).

3 METHODOLOGICAL ASSUMPTIONS

From the methodological point of view, the research is qualitative in nature (Mussi *et al*., 2019), carried out in electronic format, through the application of an online questionnaire, between the months of November and December 2022, with the partition of publishers of journals in the field of education, from the 5 geographical regions of Brazil. This study has a descriptive-explanatory approach which, as Gil (2002) points out, allows us, on the one hand, to identify those factors that may determine or contribute to the occurrence of the phenomena studied and, on the other hand, to describe which practices,

in the case of the research undertaken, condition the work of higher education professors when they exercise the role of editor of a scientific journal.

Still according to Godoy (1995, p.21):

> [...] a phenomenon can best be observed and understood in the context in which it occurs and of which it is a part. Here the researcher must learn to use his or her own person as the most reliable instrument for observing, selecting, analyzing and interpreting the data collected.

Therefore, this research is dedicated directly to editors, to gather their expressions about their daily work as scientific editors of a journal in the field of education. To this end, an online questionnaire was used, with a total of 41 questions, divided into 3 open questions, 20 closed single-choice questions, 6 closed multiple-choice questions and 12 (open) questions to complement the *other* answer.

3.1 Research context

As an empirical reference, the research collected data from the valid responses of participants who agreed to answer the questionnaire made available through *Google Forms*, based on an invitation sent to the e-mail addresses of 150 scientific journals from the five geographical regions of the country, listed at the time in the Catalog of Journals of the Forum of Editors of Journals in the Area of Education (FEPAE), linked to the National Association of Graduate Studies and Research in Education (ANPEd).

3.2 Research participants

Inclusion criteria were established: - being an editor of a scientific journal; the journal belonging to FEPAE's education area; and exclusion criteria: - only editors who worked as teachers at their institutions, thus excluding non-teaching editors. After checking all the responses, 44 questionnaires were accepted, as they all met both the pre-established criteria.

3.3 Data collection: instruments and procedures

Given the scope of the survey, participants were provided with a free online questionnaire, which was easy to access (without the need to register or install specific software or applications).

3.4 Data analysis

Descriptive analyses of the variables were carried out, including verification of their respective confidence intervals (95%CI), using the *Statistical Package for the Social*

Sciences for Windows (SPSS) version 22, generating tables and graphs. A careful dialog was then developed with the literature and criticisms and reflections were presented.

4 ANALYSIS AND DISCUSSION OF RESULTS

As will be seen throughout this discussion, the information was grouped, based on the five (5) sections of the questionnaire, into three dimensions that allow the findings to be adequately addressed, namely: a) the editor's socio-demographic-scientific profile; b) characterization of the process of institutionalizing work as an editor and, finally, c) the impact of improving scientific journals as a result of the editor's qualifications.

It should be borne in mind that the work carried out by the editor of a scientific journal is a basic activity to ensure both editorial quality and to improve the conditions of relevance and, consequently, the longevity of a scientific journal.

However, the analysis of these practices is crossed by issues that are not merely technical and formal, because there is a whole order of discourse that gives its seal to other invisible practices, influencing and determining editorial practices (and consequently scientific discourse) from the knowledge and perspective of their editors.

In many cases, becoming an editor of a scientific journal in Brazil's higher education institutions (HEIs) is much more a function of the institutional recognition and/or scientific prestige (Barbosa; de Oliveira; Ferreira, 2013) of the professors who take on this institutional role, rather than necessarily a technical training condition that ensures that they can take on or perform the duties of the role to which they have been assigned. According to Gomes (2010, p. 157):

> However, the editor, who is responsible for managing the entire editorial production process of a scientific journal, still lacks professional training and updating environments [...]. It could even be said that there are practically no opportunities and spaces for training editors, both at undergraduate and postgraduate level. [...]. There is no specific professional training for the editor of scientific journals, a position usually occupied by researchers in the field without the necessary technical training to promote or coordinate editorial processes as a whole.

Therefore, based on the data obtained from the survey, it is possible to organize the conditions that contribute to the attribution of higher education teachers in the performance of scientific journal editing activities into *demand to oversee editing*; *working conditions*; *institutional support*.

In this sense, based on the indications of Lüdke and André (2013), the research is organized in such a way as to allow its parts to interrelate to identify relevant patterns and trends necessary for its analysis.

4.1 Dimension 1: editor´s socio-demographic-scientic profile

The first dimension of the survey covers questions intended to provide an insight into the profile of the editors at the head of the scientific journals in the field of education who took part in the study. In this way, the following characteristics were assigned: gender; race/skin color; geographic region; academic background; area of initial training; area of highest degree, in order to determine the socio-demographic-scientific profile of the participants (first dimension).

Therefore, as can be seen in Graph 1, the survey included publishers and editors from the country's five geographic regions, self-declared male and female, and with higher post- doctoral degrees.

Graph 1 - Total survey participants by region, gender and highest degree.

Source: Authors.

As can be seen in Graph 1, the prevalence of participation at the head of scientific publishing is female in the North, Northeast and Central-West regions and in the South and Southeast, the prevalence is male. Another relevant stratum concerns the qualification of the participants, with the prevalence of female participants with post-doctorates only in the North and Northeast and in the Midwest, Southeast and South only male participants with post- doctorates.

About the data on the color/race of the participants in dimension 1 of this survey, 65% of the respondents self-identified as white and 35% as black or brown (Table 1).

Table 1 - Subtheme: race/skin color.

Features	% (n)	95%CI
Race/skin color		
Black	35,0 (14)	19,6:50,5
White	65,0 (26)	49,6:80,5

In the academic field, as can be seen in Table 2, the group has a predominance of training in the humanities (both in initial training and in the highest degree), with post-doctoral studies being the most common degree.

Table 2 - Sub-theme: area of training/major degree

Features	% (n)	95%CI
Area of initial training		
Humanities	75,0 (33)	61,7:88,3
Health Sciences	13,6 (6)	3,1:24,2
Linguistics	9,1 (4)	0,3:17,9
Social Sciences	2,3 (1)	2,3:6,9
Area of highest degree		
Humanities	83,7 (36)	72,2:95,2
Health Sciences	9,3 (4)	0,3:18,4
Linguistics	4,7 (2)	1,9:11,2
Interdisciplinary	2,3 (1)	2,3:7,0

Source: research data.

As can also be seen from the results of session 1 of the questionnaire, relating to dimension 1 of the research (made up of the characteristics relating to gender, race and degree of the participants), it can be seen that the editor-in-chief is markedly female and of white race. In the academic field, the group has a predominance of training in the Human Sciences (both in initial training and in the highest degree), with a post-doctorate as the most recurrent degree.

Thus, based on the tabulation of the results found, it is possible, in future discussions, to verify other preponderant factors to delineate the characterization of editors based on correlations between these characteristics and the profile of the editorial offices (journals) they take on.

4.2 Dimension 2: characterization of the process of institutionalizing work as an editor

Studies on scientific journals have various approaches and analyses which, depending on their objectives, can, for example, be referred to as [...] studies that report on the emergence and development of the scientific journal as a means of scientific communication, or focus on the journal in contrast to other means of scientific communication (Mueller, 1999).

When it comes to the institutionalization of scientific journals in the Brazilian context, it seems that the discussions still need to be better explored, in order to better situate how

this implementation takes place and its impacts on the activity of those professors who act as editors; because this gap can induce this course to occur *in natura*, that is, since scientific journals play a significant role in the evaluation process of the postgraduate programs to which they are linked, it seems that they have always been there as something genuine.

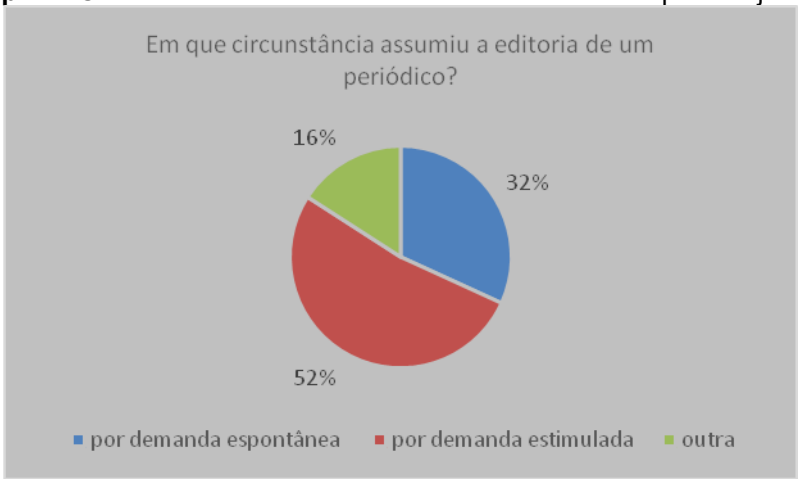
Thus, many of the studies that currently discuss journals in Brazil focus on more general issues, such as *the evaluation process* or *quality criteria*, etc. (Barbalho, 2005; Ferreira; Krzyzanowski, 2003; Freitas, 2006; Miranda; Pereira, 1996; Mueller, 2000) or address more specific issues, such as *the quality of electronic journals*, *internationalization,* etc. (Costa; Guimarães, 2010; Da Silveira; Benedet; Santillán-Aldana, 2018; Krzyzanowski; Ferreira, 1998; Rodrigues; Quartiero; Neubert, 2015; Sene; Bizelli, 2022; Trzesniak, 2006).

However, in discussions such as those by Dias and Silva (2014, p. 803, emphasis added), there seems to be a concern about scientific publishing in Brazil because, according to these authors, it "[...] has been considerably *neglected* [...]". As a general rule, the organization and development of a journal is the result of the personal commitment of a small group of people, which includes the editors, but also the members of the editorial boards and the *ad hoc* reviewers, who voluntarily dedicate themselves to the task, but without due recognition in the various evaluation and ranking processes to which journals are submitted; as if editorial quality were restricted exclusively to the dissemination of its contents.

In this sense, for the purposes of this research, it is necessary to understand, for example, how teaching activity in scientific publishing comes about as a result of the process of institutionalization of scientific journals within HEIs.

To this end, among the questions posed, participants were asked to state the conditions under which they took over the editorship of the journal. The majority of respondents considered the *stimulated demand* circumstance*;* however, as shown in Graph 2, a percentage of 15.9% of participants answered the *other* option (circumstance).

Graph 2 - Circumstances in which he took over the editorship of the journal**.**



Source: Authors.

Some of the justifications given for this response (*another* circumstance), indicate some of the conjectures that led to this admission to the editor's office:

- I was part of a research group and when the coordinator of the group that edited the magazine left, I took it over along with other people (Participant 23);
- in the absence of a teacher interested in taking on the general editorship of the journal. I would point out that I already had experience as an assistant editor [...] (Participant 6);
- the need for permanent professors from the Graduate Program in Education to take on the role of editor (Participant 15);
- previous publishers retiring and no other interested parties (Participant 22);
- I took it on at different times because an editor needed it and nobody took it on (Participant);
- personal interest (Participant 15).

Another question concerned the *promotion of institutional actions to enable teachers to take part in scientific publishing*. According to Graph 3, of the participants in the survey, 70.5% said that their institutions do not promote actions to include teachers in scientific publishing.

Graph 3 - Promotion of institutional strategies for inclusion in scientific publishing

Source: Authors.

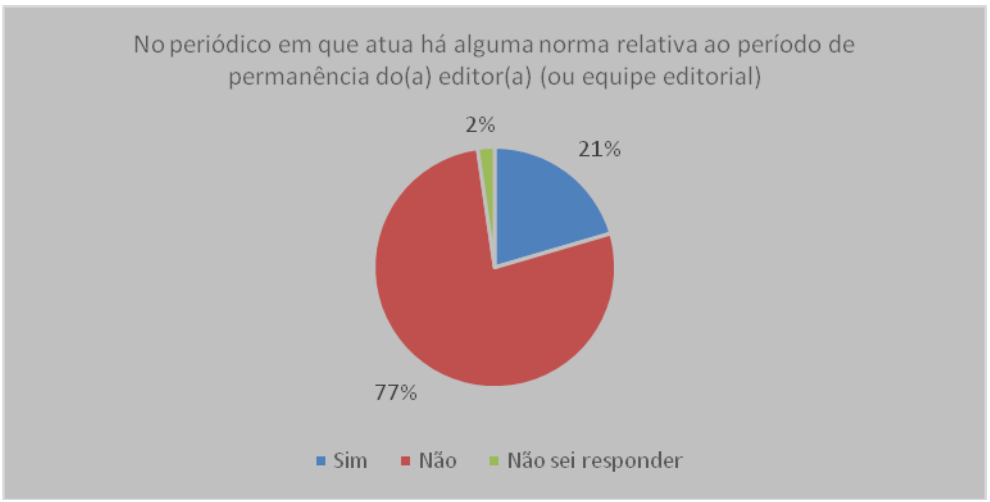
Thus, based on the answers to the questions above, it is possible to correlate these results with another aspect that refutes the probable practice of institutionalizing scientific publishing within HEIs: the length of time these editors have been working in journal publishing. As shown in Graph 4, most respondents (54.6%) have been working in editorial activity for at least 6 years.

Graph 4 - Length of time working in science publishing

Source: Authors

Another situation, which can also be associated with the issue of temporality in relation to tenure in the editorship*, concerns the institutional provision regarding tenure in the scientific editorship*. As shown in Graph 5, the majority of respondents said that the institutions where they work as editors of scientific journals do not have regulations that determine their permanence as editors of the journals.

Graph 5 - Predictability of the permanence of the magazine's management or editorial team



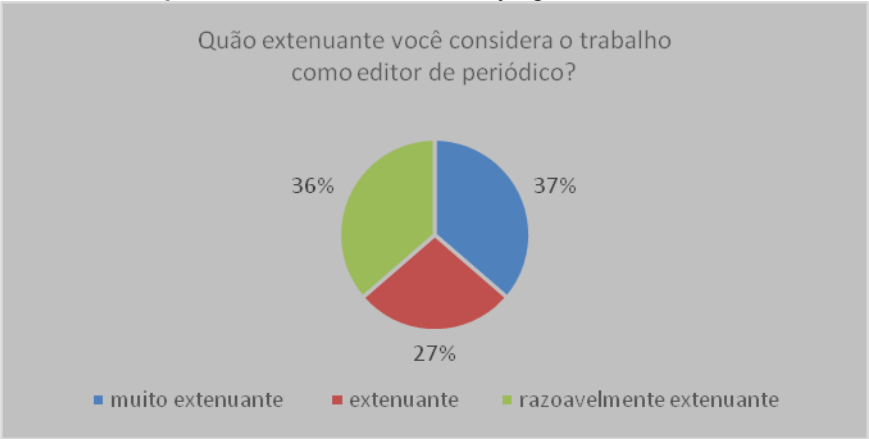
Source: Authors

This question of the length of time they *have worked as* editors of journals may also lead to the following question: after all, *what drives professors to work as editors of scientific journals for years?* The analysis of the results presented above may provide evidence of two scenarios which, in due course, need to be analyzed: on the one hand,

the fact that permanence may be linked to the level of expertise of the editor over the years and, therefore, preserving the editorial quality of the journal; and, on the other hand, that prolonging the editorial activity for years may imply a process of exhaustion.

For the aspect relating to the level of *exhaustion*, the questionnaire asked the survey participants *how they assessed their level of exhaustion when working as scientific editors*. As can be seen in Graph 6, it is possible to observe a significant level of fatigue that was recorded, since the majority of participants (63.7%) considered their work to be quite strenuous.

Graph 6 - Exhaustion when carrying out editorial work.



Source: Authors.

This result also leads us to consider whether this fatigue is also related to the process of academic productivism (Oliveira; Pereira; Lima, 2017) that many of these editors are driven to, in view of the other extreme of this editorial dynamic. The work of scientific publishing is increasingly intensified due to the increase in manuscript submissions, in order to meet another reality of this productivity relationship to which researchers are subjected (Leite, 2017; Lopes, 2006) and which, as Dias and Silva (2014) point out, the authors demand from the editors that their submissions be processed more quickly, thus implying a greater demand for work.

On the other hand, the issue of tiredness, pointed out by the respondents, may also be related to another matter: the process of teacher illness, which is so well explored in the scientific literature (Borsoi, 2012; Campos; Véras; Araújo, 2020; De Castro Neta; Cardoso; Nunes, 2020; Lima; Lima-Filho, 2009; Paiva; Gomes; Helal, 2015); however, it is not the subject of this research.

Moreover, and no less relevant in this analysis of the long tenure at the head of scientific publishing, it is possible to relate it to the question of the notoriety that higher education teachers gain after becoming scientific editors, both within the institution where

they work, becoming a reference in editorial matters, and externally in the scientific circles in which they move, participating in associations, composing forums and/or technical/evaluation committees.

As Fontes (2021, p.45, emphasis added) points out when discussing the link between the editor-in-chief and the institution that publishes scientific journals:

> In Brazil, where most journals are published by HEIs, there is a culture of a member of the HEI's teaching staff temporarily taking on the role of editor-in-chief of that HEI's journal(s), *as a way of making a differentiated contribution to scientific development*.

Therefore, it should be emphasized that by operating a system responsible for the circulation of scientific knowledge, the editor is in charge of managing the quality of scientific information that is disseminated nationally and internationally and, with this, gains access to spaces that, in a process of symbolic exchange (Bordieu, 2007), feeds back and legitimizes his/her prestige.

In view of these analyses, resulting from what was found in the sections of the questionnaire (Table 3) relating to the trajectory in publishing, the institutionalization of work as a publisher and the institutionalization of publishing activity, which typified dimension 2 of the research (*characterization of the process of institutionalization of work as a publisher*), it is possible to infer:

- the (almost) non-existent institutionalization of scientific journals and, consequently, the level of work they entail as part of the organizational process of the HEIs in which they are located;
- that the job of scientific editor is the result of an unscheduled and/or non-regular work activity, and therefore unrelated to teaching in higher education.

Table 3 - Institutionalization of scientific publishing subdimension

Features	% (n)	95%CI
Demand to take over the editorship		
Spontaneous	31,8 (14)	17,5:46,1
Stimulated	65,9 (29)	51,3:80,5
Other	2,3 (1)	2,3:6,9
Editorial time		
Beginner	22,7 (10)	9,8:35,6
Consolidation	43,2 (19)	28,0:58,4
Experienced	34,1 (15)	19,5:48,7
Strenuous work		
Yes	36,4 (16)	21,6:51,2
Little	63,6 (28)	48,9:78,4

Source: Research data

These results also allow us to consider that, given the lack of institutionalization of the activity of scientific editing as part of the work of higher education teachers, these

professionals carry out this work to the detriment of other work and/or professional activities, since they occupy other hours and shifts to work as editors of scientific journals.

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4.3 Dimension 3: impacts of the improvement of scientific journals resulting from the qualification of the editor.

As Bomfá; Trzeciak; Agrasso Neto (2008) point out, the management of knowledge and information, within the scope of scientific dissemination, requires competencies concerning the editor of scientific journals as a professional who works in this process.

According to Targino and Garcia (2008), there is no very clear distinction between the terms *editor*, *publisher, edition* and *publishing* that makes it possible to define and assign roles and conditions, when one wants to identify and establish specific boundaries for each of them. In general, according to the authors, the conceptual discussion about the word *editor* implies three broad meanings, which, roughly speaking, are established between the more restricted tasks of the editor, the broader tasks and publishing (which, in turn, also refers to various meanings).

In this way, it is important to recognize that, as this is not a regulated professional activity, it is assumed that possible expectations about the mastery of competencies and skills necessary for scientific publishing will be considered.

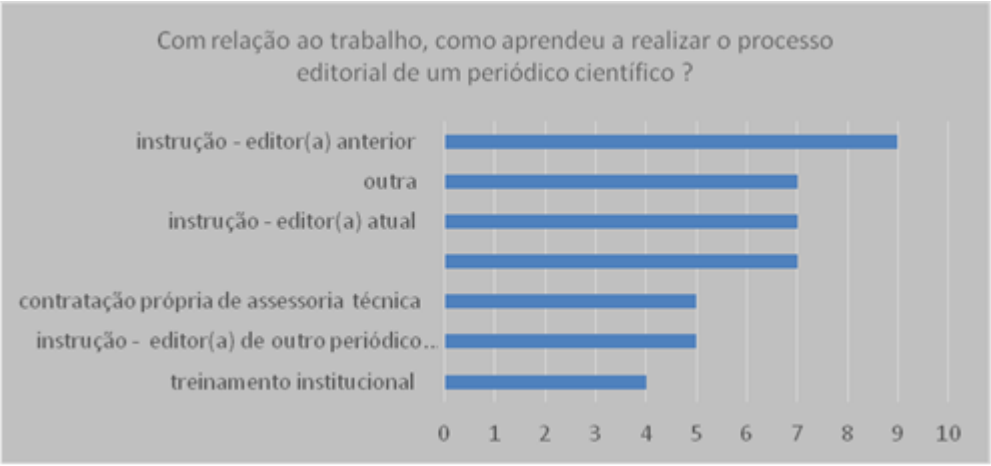
As Targino and Garcia rightly point out (2008, p.55-56, emphasis added):

> *Certain prerequisites and skills are essential for a scientific editor*. [...] They need to have managerial training [...] they need to maintain a broad view of the world, which involves general and specific knowledge (of the graphic product and the mechanisms, methods and systems used to produce it) [...].

There are many demands on editors; demands that require, in addition to academic- scientific prestige, knowledge of scientific communication that is being transformed by the changes brought about, above all, by the process of digitizing information.

As can be seen in Graph 7, it is possible to extract a series of observations in relation to the issue of learning to edit scientific journals: the vast majority (54.6%) of respondents said they had *relied on some kind of collaboration between peers*; 18.2% indicated that *there had been some kind of institutional intervention in the learning process*; 15.9% answered *other* (form of learning) and 11.4% were willing to *obtain specialized technical advice on their own*.

Graph 7 - Learning qualifications for editorial work**.**



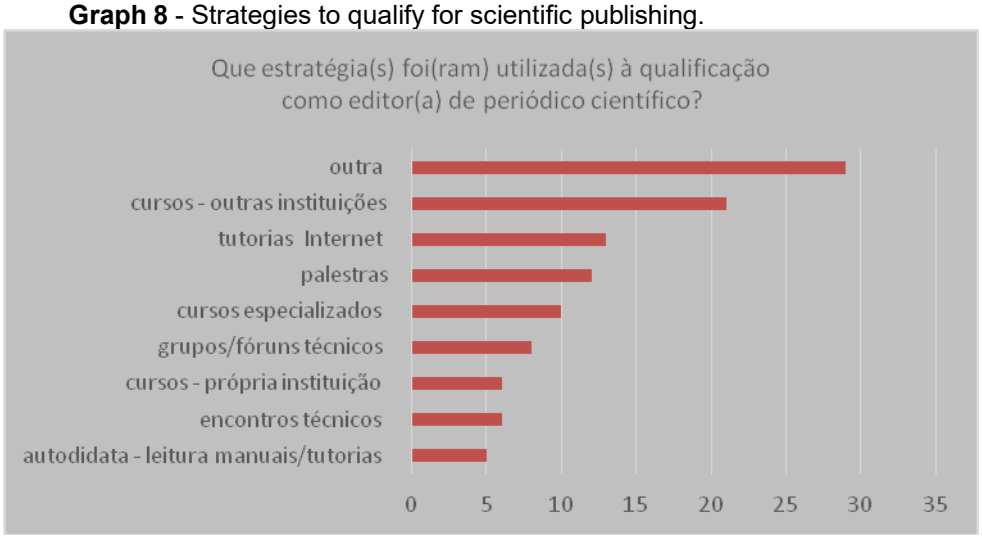
Source: Authors

Of the answers indicated as *other* (way of learning), it is possible to identify, from the participants' statements, a certain degree of self-education, training through targeted training/workshops, experience from working as an author/reader of scientific journals:

- I learned more or less about the editorial process by studying other older, well- qualified journals (Participant 14);
- I was given the task of taking over the editorship by the coordination of the postgraduate program and I worked alone in this role for four years until I got an assistant editor. I learned to work by handling the system, with several wrong attempts until I got it right (Participant 18)
- Participation in ANPAE events (Participant 31);
- Through the Editors' Forums, especially FEPAE (Participant);
- Reading the OJS manual, informal exchanges with other editors and reading other journals (Participant 40Ibidem).

Still from this perspective, the respondents were asked about the strategies they used to qualify to work as editors and, among the answers shown in Graph 8, it is possible to see the highest prevalence of personal qualification processes.

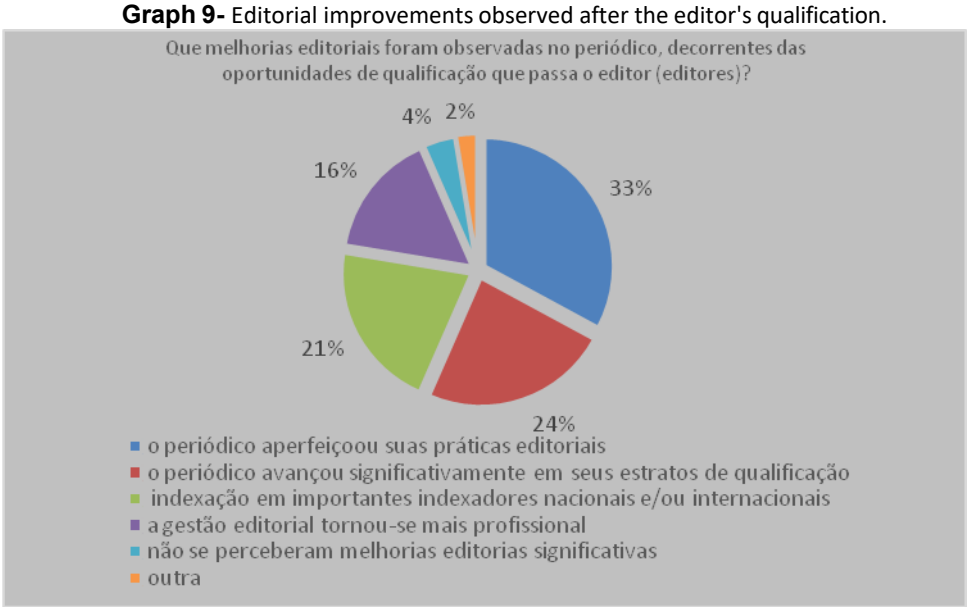
Graph 8 - Strategies to qualify for scientific publishing.



Source: Authors

They were then asked if they had seen any editorial improvements after their qualification. The answers, shown in Graph 9, demonstrate editorial improvements, directly impacting on the qualification of journals in various aspects, such as the professionalization of editorial management (16%), the improvement of editorial practices (33%), national and international indexing on important platforms (21%) and improvement in the stratification of their quality (24%).

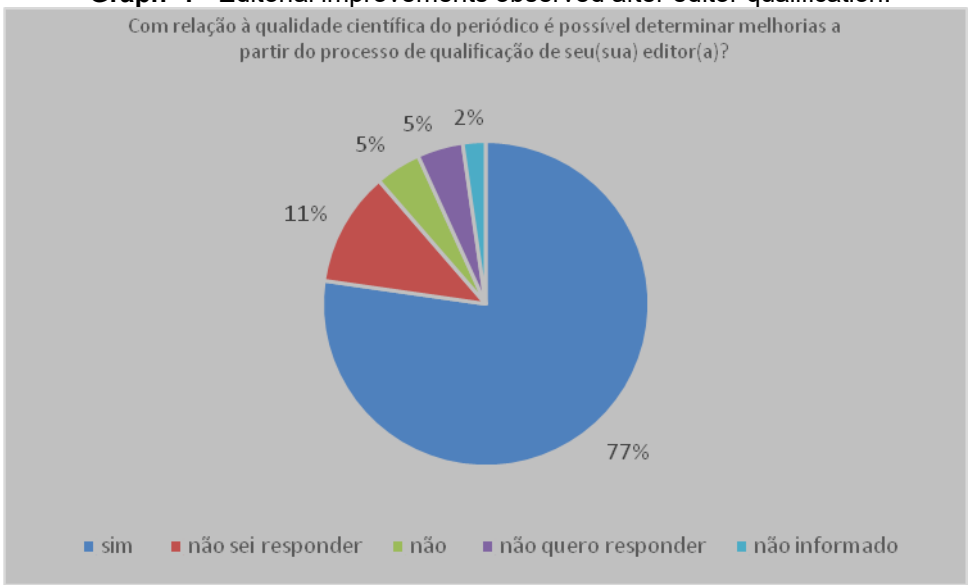
Graph 9- Editorial improvements observed after the editor's qualification.



Source: Authors

Still on the question of the impact of the editor's qualifications on improving the journal's scientific quality, it is worth noting that most respondents, 77%, said they perceived such improvements, as can be seen in Graph 10.

Graph 1 - Editorial improvements observed after editor qualification.



Sourde: Authors.

Based on the information from the analysis on editorial improvement resulting from the qualification of scientific journal editors, which, in the context of this research, therefore characterizes its dimension 3 (*impacts of improvement of scientific journals resulting from the qualification of the editor*), it is possible to deduce that:

- Institutionally, there is little (or no) effort to ensure the proper and adequate qualification of the publishers in which the journals are located, within the scope of this research;
- there seems to be a consensus that the process of training (qualification) for the editorship takes place through self-education and an important collaboration between editors in the sharing of knowledge;
- the important influence that courses and training activities, even if sporadic, have on the qualification process of publishers and, consequently, on the implementation of improvements in editorial management that significantly impact their improvement and professionalization.

5. (ALMOST) FINAL CONSIDERATIONS

This article, which comes from a master's research project in education, presents the results of an attempt to discuss the impact that the qualifications of scientific journal editors have on improving the editorial quality of the journal. To this end, scientific editors and publishers from all five regions of the country were invited to take part in the research. The main results show that editorial management activities at HEIs are still poorly

professionalized, although there is a great deal of commitment on the part of the editors to provide scientific communication of a high standard and relevance.

Another important piece of information provided by the survey data concerns the effective qualification of editors and how this affects the editorial quality of journals, improving both editorial processes and the impact of the quality of scientific communication they disseminate.

In this process, it is important to emphasize once again that, according to the participants in the survey, their qualifications as editors always occurred on their own initiative, whether through the use of personal strategies (self-education), collaboration among peers, training and courses offered by associations and entities; in this context, once again, the institutional absence in facilitating conditions for editors to qualify for an activity to which they are institutionally assigned, but do not understand the nature of their duties as teachers in higher education.

As part of the research, and with a view to further studies, the importance of: the institutionalization of the qualification of editors with a view to the professionalization of the editorial management of scientific journals, in order to provide scientific communication that is increasingly in line with current times (computerization of the processes of access and dissemination of knowledge); to face up to the challenges currently imposed on the financing and maintenance (including quality) of scientific communication; the new relations of language, especially with the advent of the impact of writing based on Artificial Intelligence; the impact of evaluation metrics, as an imperative component of the relevance of journals etc.

In these (almost) concluding remarks, we would like to emphasize the importance of the editorial work carried out over the last few years by professors of higher education in Brazil in the dissemination of scientific knowledge, in the sense of bringing Brazilian science ever closer to international quality standards and providing access to other contexts and audiences, beyond the local reality.

There is a need to scrutinize in greater depth the role of institutions in the process of qualifying editors and, consequently, journals, since this is not an individual or isolated action, but rather a set of strategies that involve the participation of all its entities.

In this sense, new studies could help to establish a national "standardization" agenda for the institutionalization of editorial management, linked to issues relating to human, financial and institutional resources. Recognizing the contribution of scientific journals to the dissemination of science produced in the country requires legitimizing the activity of publishing as a presumed institutional activity, which professors in higher

education can carry out, with due and legitimate institutional predictability and their respective prerogatives.

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