AN EXPLORATION OF THE STATE OF
SELF-PUBLISHING IN THE
ACADEMIC PUBLISHING SECTOR OF SOUTH AFRICA

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I am grateful to my husband, for his steadfast support of me and belief in me to complete this study. For my parents who phoned nearly everyday to ask how I was and for all their prayers and for my father-in-law for his endless knowledge of research.

The making of many books has no end, and much study is a weariness of the flesh.
Ecclesiastes 12:12

Soli Deo Gloria

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EXECUTIVE SUMMARY

<u>Title:</u> An exploration of the state of self-publishing in the academic publishing sector of South Africa

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The academic publishing sector in South Africa is facing many changes and challenges in a post-1994 democracy. Most of these changes were brought about by the Higher Education Act No 101 of 1997. Challenges and new trends include new business and threats from multinational corporations; a limited buying market at higher education level; a need for localised content; new emerging technologies in publishing and knowledge distribution; the merging of 36 higher education institutions into 22; escalating book production costs and book prices; a non-book buying and book reading culture; illegal photocopying and widespread copyright infringement; changing student and lecturer profiles including the language of instruction; increasing pressure on academics to publish research; inefficient student loan schemes; decreasing library acquisition budgets and the transformation of the publishing industry itself in terms of BBBEE.

Within the midst of all these challenges, publishers are faced with a new trend, that of self-publishing of academic textbooks, which lecturers then prescribe to their own group of students. Self-publishing implies that authors undertake all processes related to publishing on their own, including the financial risk of publishing a book. There is a multitude of literature available on self-publishing, but very little focuses on this trend within the academic environment. A literature survey of self-publishing provided various reasons and conditions for the existence of the phenomenon.

The researcher made use of two questionnaires that were sent to academic campus bookshops and academic self-publishing authors. From the results of these two surveys it is evident that academic self-publishing is an increasing trend in the higher education environment of South

Africa. Reasons for self-publishing collected from the literature survey were supported by the empirical research findings from the two surveys. The main reasons for self-publishing in the academic environment include financial incentives; a volatile author-publisher relationship; issues of copyright and control; possible rejection suffered by authors; technological advances and a sense of community service among academics and lecturing staff.

The study was able to prove the existence of academic self-publishing in the higher education environment of South Africa. Academic self-publishing is most apparent in the academic fields of Business, Economics and Management Sciences to the extent that it could have far-reaching financial impact on markets that are traditionally lucrative for commercial publishers. Commercial publishers are encouraged to engage with author associations and seek out possible new alternatives to satisfying author needs in a changing market place.

Key terms:
Publishing
Academic publishing
Self-publishing
Commercial publishing
Vanity publishing
Book publishing value chain
Textbook
Higher education
Print-on-Demand technology
Publishing environment

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CHAPTER 1: RESEARCH DESIGN AND INTRODUCTION

1.1. Background

The academic publishing sector in South Africa has undergone many changes in the last decade. By the end of the first 10 years of the new democracy (1994–2004), various policies, forums and bodies had been put in place to ensure the future success of the sector, in compliance with both corporate and statutory demands.

Today, this publishing sector is characterised by seemingly expensive publications, limited market interest despite the high literacy level of the intended market (tertiary level students) and the desire to have information readily available at the click of a button: ready for use, easy to distribute, quickly updated and available for redistribution. For these, and many other reasons, the academic publishing sector in South Africa is continuously reinventing its business processes and restructuring its modes of conduct. It has become a highly competitive sector where publishers are competing to keep a relatively small base of authors and clients satisfied.

In recent years, however, there has been one trend influencing this sector where publishers have perhaps failed to anticipate the true threats and opportunities, namely self-publishing. Many academics and lecturers investigate the possibility of self-publishing their own material and then prescribing it to their students, often bypassing the local bookshops and distributing it directly to the students. This material may consist of course notes and other material simply printed, bound and sold to the students; or it can be texts that lecturers have written as a substitute for a prescribed textbook that does not fully meet the requirements of the class or specific module; or as a substitute for a current textbook that does not have the appropriate local focus and applicability.

The reasons for an increase in this kind of publishing have not been scientifically investigated and documented by the academic publishing sector in South Africa. Publishers have, however, been confronted with the trend during their campus calls, visits to lecturers and potential new

authors and by self-published titles sold in academic bookshops. There is a general perception that either authors were previously ill treated by a publisher and opted for self-publishing, or that authors feel the remuneration (royalties) they would receive from publishing commercially is not worth the effort. Some have even indicated that they are unwilling to give a percentage discount to the campus bookshop if they are able to distribute the books themselves and put the mark-up in their own back pocket. The result is that many good self-published academic textbooks are reaching a very small part of the potential academically active population.

Negative feelings towards publishers are growing and with the arrival of print-on-demand (POD) technology, many academics feel they now have the power in their own hands to distribute their information to whoever they want, when they want. Having full authority over their work and not releasing this to a publisher has certainly contributed to increased instances of self-publishing. At a more philosophical level, publishers are viewed as the gatekeepers of information, restricting accessibility to important knowledge and learning resources in their ownership of copyright.

The academic environment is a knowledge-based or information-based environment where it is crucial that up-to-date information be readily available and accessible. The impact is greater still in a nation that is coming to terms with its historical and political disparities. Access to information and knowledge ensures a strong workforce for a nation as well as growth in the scientific knowledge base of a country. Academic publishing can be considered human capital investment.

Self-publishing, therefore, does have an effect, not only on the academic publishing sector of South Africa, but also on the country itself. Most sources on this phenomenon originate from the general or trade publishing sector, while very few have been formally documented for the academic publishing sector in South Africa, hence the need for this study. Useful and reliable statistical data analysing the South African book industry is not readily available in a sensibly organised and accessible format, even to publishers themselves (Galloway, Bothma & du Plessis, 2005; Galloway, 2002:204 and Wafawarowa, 2004:1), although the PASA Annual Industry Survey has done much to counter this. The PASA survey investigates only broad trends and features of the industry and not specific phenomena. Elements of this new study are based on

current perceptions and anecdotal information after nearly six years of experience in the academic publishing sector. There are many myths surrounding self-publishing which will be tested in an empirical study.

Considering also that self-publishing seems to be on the increase, it is vitally important for publishers to come to grips with the extent and nature of self-publishing, so that they are able to participate actively in the future thereof and ensure their own business survival. Ultimately, a better understanding of the reasons why academics are opting for this alternative to publishing commercially with a publishing house, could improve the perception of the industry, improve the naturally sensitive relationship between author and publisher and possibly lead to new business models to accommodate contemporary needs.

1.2.   The research question and its related sub-problems

The central research question that is dealt with in this study is: **What is the current state of self-publishing in the academic book publishing sector of South Africa and whether it impacts on commercial academic publishing?**

This research question is answered by considering the following sub-problems:
- What are the general characteristics of the academic publishing sector in South Africa?
- What is meant by 'self-publishing'?
- How does the self-published book value chain differ from that of the traditional book value chain?
- What factors are driving academics and academic authors to self-publishing?
- What is the nature of self-published texts in circulation?
- How can commercial publishers have a positive impact on this trend?

The research question and its related sub-problems will be used to direct the research methodology that will be followed, investigate available literature and finally provide descriptive and empirical findings that are both qualitative and quantitative in nature.

1.3. Assumptions

It is assumed that self-publishing in the academic and higher education environment of South Africa does have an impact on the commercial or traditional academic publishing sector in South Africa.

1.4. Research approach and methodology

The researcher mainly follows a quantitative research approach based on empirical inquiry. There are also elements of the study that are qualitative in approach, drawing from published sources, anecdotes and personal experience, in order to reconstruct attitudes, opinions and perceptions of the phenomenon of self-publishing. The principles of exploratory research allows for analysis of the research findings obtained through the study of secondary sources of information and a survey of individuals who have opinions on the subject under investigation.

Secondary data has been obtained through the literature review. This allows the researcher to observe both the larger environment of academic publishing and the phenomenon of self-publishing, in order to recognise it, define it properly and differentiate it from other publishing-related phenomena (Dane, 1990:6). The task is to provide an overview of the shape and characteristics of academic self-publishing by considering the academic publishing sector at large; defining the concept of self-publishing; indicating how self-publishing is different from traditional book publishing and identifying the factors that influence the appearance and nature of self-publishing. This will result in documented findings that publishers can use in their respective businesses.

The primary source of data is an empirical investigation that uses an electronic survey. The survey method deals with a situation that demands observation as the primary means of collecting data (Leedy, 1997:191). A systematic process of collecting and analysing data and information is executed to increase the understanding of the phenomenon of self-publishing (Leedy, 1997:3). Data collection is the result of survey research "in which participants are asked questions

directly" (Dane, 1990:119). A commonplace instrument for observing data beyond the physical reach of the researcher is the questionnaire (Leedy, 1997:191). The method for data collection includes a structured questionnaire aimed at bookshop managers or staff and academic self-publishing lecturing staff or authors. Due to the geographical diversity of both sample populations the questionnaire is conducted via e-mail. "A structured interview is the most effective means for ensuring responses based on an accurate understanding of the questions", and allows for subjective perceptions of respondents (Dane, 1990:129).

A predetermined set of questions is compiled yet remains flexible concerning follow-up questions (Dane, 1990:129). Questions in the survey are clear, precise and free from bias (Leedy, 1997:199). An e-mail questionnaire may be complicated by possible mistrust on the part of the respondents regarding the intention of the research – self-publishing is a highly sensitive topic among academics and they may not want to complete the survey. Furthermore, an e-mail survey can provide a low response rate as respondents may be inclined to ignore e-mail messages. For these reasons, initial e-mails were followed up by second or third e-mails and by telephone. Personal conversations with publishing industry specialists and anecdotal information obtained through experience also provide valuable research findings.

The literature review of both academic publishing and self-publishing allows the researcher to present evidence of the interesting and significant new trend of academic self-publishing. Data obtained from the structured questionnaire, as empirical research, allows the researcher to make new factual discoveries regarding academic self-publishing, confirm the existence of academic self-publishing and the reasons behind it, and finally dismiss some of the myths associated with self-publishing (Mouton, 2001:113). Both research tools employed provide a quantitative and qualitative, exploratory analysis of self-publishing and its correlation to the academic publishing sector in South Africa.

1.5. Demarcation of the field of study

Because both academic publishing and self-publishing are wide concepts and can include many aspects of media and authorship, the following demarcations are set for the study:

- The study will not determine the state of self-publishing in the scholarly journal publishing environment.
- The study will not determine the state of self-publishing in the electronic environments of the Internet and World Wide Web.
- The study will not determine the state of self-publishing in the private higher education sector of South Africa.
- The study will not take into consideration course packs or readers compiled by academic lecturing staff from various published sources or textbooks.
- The study will investigate self-published texts produced in 2006, with some exceptions.
- The study will investigate universities, universities of technology and comprehensive institutions, as well as all academic subject fields. The main reason for this is to be able to witness specific trends within the broader higher education environment and between academic fields.

1.6. Overview of secondary sources

An overview of the secondary sources available for the literature review is crucial to ensure that the study does not duplicate previous research on this matter, and provides the most recent theories and definitions for the subject to be studied (Mouton, 2001:87).

Secondary sources include (Struwig & Stead, 2001:39):

- periodicals (journals);
- dissertations and theses;
- reports from research institutes;
- conference papers and conference proceedings;
- textbooks;

- library reference services; and

- the Internet.

It is very difficult to obtain original research on the shape, size and nature of self-publishing in the academic environment in South Africa. There are currently two categories of sources available: general comments or anecdotal information on self-publishing and what it is (this information has little relevance to the self-publishing of books specifically in the academic environment); **and** self-publishing manuals designed to assist the author who has decided to self-publish, especially those by Ross (1994), Holt (1985), Poynter (2000), Parker Lewis (2004) and Higgs (2005). Both categories of sources have proved important in different ways. Generic articles on self-publishing provide a framework for the study of self-publishing while self-publishing manuals provide some answers as to why authors consider this option rather than commercial publishing with a well-known firm. The self-publishing manuals also allow investigation into the publication and production process that is generally followed by self-publishers which can then be compared with the traditional book value chain.

How to get published in South Africa: a guide for authors (1996) by Basil van Rooyen is one of the first books that describes the publishing industry and environment in South Africa. Van Rooyen not only provides a short overview of the South African book trade, but has an array of co-authors contributing chapters about the various niche markets in South Africa, including academic publishing and self-publishing. Basil van Rooyen updated this book in 2005 to *Get your book published in 30 (relatively) easy steps: a hands-on guide for South African authors*. The updated version concentrates much more on the needs of the author, thus describing the publishing process step-by-step and from the author's point of view. The discussion on the actual book trade is now a much smaller part of the publication, indicating a greater move towards the needs of authors within the South African publishing environment. Both these editions have merit as the first addressed the specific publishing industry sector of academic publishing in more detail and the new edition addresses the publishing needs of the authors from a more practical perspective.

Nicholas Evans and Monica Seeber edited the much acclaimed *The politics of publishing in South Africa* (2000). Various contributors successfully address key critical features of the South African publishing industry in the post-apartheid era. The chapter on academic publishing by Eve Gray is of special importance to the study. This book will be read in conjunction with *Book publishing in South Africa for the 1990's*. These proceedings of a symposium held in 1990 provide an opportunity to compare the past and present features of the industry and is essential background reading. Both these publications have important chapters on the academic publishing industry although neither of them addresses the issue of self-publishing.

Other books important to the study are: *Book publishing: the basic introduction* (1989) by John Dessauer, which provides insight into the internal and external environments of publishing and is necessary when comparing the self-published book chain and the traditional book chain; *Book commissioning and acquisition* (1995) by Gill Davies, for a better understanding of internal publishing activities, how publishers select books to publish and for industry-specific points on the author-publisher relationship; and *Publishing Now* (1996), edited by Peter Owen, which is a wide-ranging survey of the publishing industry by leaders in the trade in Britain and the USA. Peter Owen is the owner of a small independent publishing firm, enabling him to give some insights into self-publishing.

Whereas some of the previous generic publishing texts had their origins internationally, *Publishing in Africa: one man's perspective* (1996) from the Bellagio Publishing Network and authored by Henry Chakava, is focused entirely on the publishing industries of the African continent. The book does not address academic publishing or self-publishing in specific chapters, but does provide valuable insight into the publishing mindset on the African continent. The Bellagio Publishing Network has published various individual articles on publishing in Africa, which are sourced throughout the study either by way of reference or consultation only.

The knowledge context: comparative perspectives on the distribution of knowledge (1987), by Philip G Altbach, addresses the issue of knowledge distribution that is central to the academic environment and publishing of academic content. He looks specifically at developing countries and how they are striving to meet the needs of their users, compared to that of developed nations.

What is important about this book is that it is concerned with higher education knowledge distribution, which is the essential element of academic publishing in South Africa. The book thus allows some parallels to be drawn between academic publishing and self-publishing.

A significant chapter, 'Publishing a College Textbook', in *Scholarly writing and publishing: issues, problems and solutions* (1985), edited by Mary Frank Fox, provides valuable insight into general perspectives of academics on the book publishing process. Although the publication date seems outdated, the basics of publishing have remained generic over time.

The Cultural Industry Growth Strategy (CIGS), compiled by the Department of Arts, Culture, Science and Technology in 1998, gives a profile of the various role players and industries related to the South African publishing industry as a cultural industry. It also provides a clear description of the book value chain in South Africa and even today remains a definitive work that describes the value of the publishing industry in South Africa and its related processes.

South African Publishing Market Profile (2004), prepared by Jeff Andrew for Global Publishing Information (GPI), an initiative of the British Publishers' Association and the British Council, is an online database of detailed market research reports that focuses on providing market intelligence for UK publishers and provides valuable background information to the academic publishing sector in South Africa.

The most important documents that must be taken into consideration in any study related to publishing are the *PASA Annual Industry Surveys*, which provide the most recent statistical data of the shape and size of the local book industry. The most up-to-date survey was published in November 2006, for data relating to the 2005 financial year.

All the above-mentioned literature addresses current information available on the academic publishing sector. To list literature that provides valuable background information on self-publishing proved difficult. Research on this topic thus fills an important gap in the field of publishing and serves as further motivation for this study. Self-publishing manuals are most prevalent, and four of them were used throughout the study to help address the research question

and its sub-problems. It is clear that very little literature is available on this topic. The self-publishing manuals include: *How to publish, promote and sell your own book* (1985) by Robert Lawrence Holt; *The complete guide to self-publishing* (1994) by Tom and Marilyn Ross; *The self-publishing manual* by Dan Poynter (2000) and *Successful self-publishing in South Africa* by Heather Parker Lewis (2004). *A rough guide to small-scale and self-publishing* (2005) by Colleen Higgs of the Centre for the Book is an important work that was published recently for the South African self-publishing author and small independent publisher. The book is available commercially and could result in greater encouragement for self-publishing among South African academic authors.

Getting published: a guide for lecturers and researchers (2003) by Jerry Wellington and *The academic's guide to publishing* (2005) by Rob Kitchin and Duncan Fuller are valuable texts for this study. Both titles include chapters on publishing books with commercial publishers, but the title by Kitchin and Fuller goes so far as to include a chapter on self-publishing a book. This is the only source that combines the academic or higher education sector with self-publishing.

The South African National Bibliography (SANB) is a source that provides a complete historical list of material published in South Africa. For the purposes of this study, academic and self-published titles published in the current and previous two years were selected from this database. However, not all self-publishers or academic publishers adhere to the Legal Deposit of Publications Act, 1982 and the SANB could thus not give a clear indication of self-published titles in circulation (van Rooyen, 1996:8). It is primarily organised as a tool for librarians and its inclusiveness limits its use as a source for book industry statistics (Galloway, Bothma & du Plessis, 2005). All self-published books are registered with the 0620- prefix to the ISBN, with no differentiation between academic texts/books and, for example, titles for the general trade. The Production Trends Database developed and housed at the University of Pretoria Publishing Studies Division of the Department of Information Science could possibly have been searched for 0620-publications. By searching this database one would be able to note specific self-publishing trends and patterns as the database is searchable by category and keywords, which makes it possible to extract self-published academic titles. The collection of data on this database is limited by the effectiveness of the legal depositing of books by the self-publishers (Galloway,

2002:214). The major limit of this database is that it only runs for titles up to and including 2001 and as this study is focused on titles published in 2006, the database did not prove as useful as was hoped. It remains a valuable asset for publishing research in South Africa.

The online academic database EbscoHost was searched for relevant journals that host articles related to the study, including *The Bookseller* and *Publishers Weekly*. From the JStor searchable database, *The English Journal* and *College Composition and Communication* proved valuable sources on textbook publishing. These journals and the African Publishers Network newsletter provide useful articles on academic publishing and self-publishing, as well as issues related to the sub-problems of the research questions.

Other important resources include Edusource Data News that provides statistical data and information on the education sector in South Africa, including higher education, and the Higher Education Act No 101 of 1997 as a source document for post-apartheid developments and restructuring in higher education. It is an important document to consider for the effect it has had on both academics and publishers.

1.7.   Clarification of terms

1.7.1.   Publishing

Publishing is about making things, and these things are primarily the manifestation of the ideas of people other than the publishers, who play an enabling role in placing these ideas in the marketplace (Evans & Seeber, 2000:3). Throughout history, publishing has been exclusively linked to the production of printed material, in the form of books, journals, newspapers and magazines. While there is no sign of the disappearance of printed media, publishing cannot be conceived solely in these terms. Over time it has increasingly become a set of skills and core competencies that include acquisition, selection, editing, management, marketing and sale of content and information. The 'wrapping' in which this content and information reaches the public has become more and more insignificant (Pira International, 2002:2). "To publish means to

prepare and issue material for public distribution or sale or to place before the public – saleability will depend upon the content and the packaging" (Poynter, 2000:16).

1.7.2. Academic publishing

Academic publishing activities are focused mainly on producing content for universities, technikons, teacher training colleges, private colleges, nursing colleges, agricultural colleges and technical colleges (CIGS, 1998:37). With the recent mergers of tertiary institutions taken up in the Higher Education Act No 101 of 1997, the academic environment now incorporates universities, universities of technology, comprehensive institutions, private colleges, nursing colleges and further education and training (FET) colleges. The study will consider texts produced by authors associated with universities, universities of technology and comprehensive institutions. This environment has a unique dynamism, since its activities are bound to the prescription of books (van Rooyen, 1996:64). It is the smallest sector of the publishing industry in South Africa. Academic publishing activities in South Africa rarely include scholarly publishing or research-based titles.

1.7.3. Self-publishing

This is the action whereby an author undertakes all risk and responsibility for the publication of his or her work on his or her own and does not investigate publishing opportunities with commercially registered publishing companies. It is often also referred to as author publishing, private publishing or small-scale publishing. Self-publishing is the act of publishing your work independently of a publishing house. "Self-publishing is what we call it when an author decides he does not need a publisher and simply handles the job himself" (van Rooyen, 2005:56).

1.7.4. Subsidy or vanity publishing

These publishers 'sell' books to their authors. Aspiring authors are approached to publish their work with these publishing firms by paying the full expense of the origination, production and

printing of their own books, and once the book has been published, authors buy their books back from the publishers (Holt, 1985:11). Very little, if any, support services in terms of marketing, warehousing and distribution are offered to the authors. These publishers are also commonly known as 'vanity presses'.

1.7.5. Book publishing value chain

The book publishing value chain refers to the entire process involved in the creation of a book, including the beginnings of the idea and creativity, production of the book from content to a book form, circulation and delivery to bookshops and the market, and finally audience consumption and feedback (CIGS, 1998:44). The terms conventional publishing and traditional publishing are used interchangeably for the commercial publishing process.

1.7.6. Textbook

A textbook is a pedagogic text aimed at a student audience, with the distinct purpose of helping students learn material appropriate to a specific course. These books are prescribed for a specific course and there may be several textbooks or a single one assigned to any one subject or course. This is a lucrative market for academic publishers and for a text to be successful, it must be pitched at the correct level for the intended market (Kitchin & Fuller, 2005:77). These sales in South Africa are entirely dependent on recommendation or adoption by academic lecturers.

1.8. Division of chapters

Chapter 1 of the research gives an overview of the research question as well as its sub-questions. It clearly stipulates what literature is available on the topic and discusses briefly the research approach that is used throughout the study. This chapter provides the framework for the research that follows.

The research approach and methodology of qualitative descriptive and empirical research is discussed in **Chapter 2**, including a clear differentiation on sources used for obtaining data and information, as well as the research design followed during the empirical research phase.

Chapter 3 provides a short but comprehensive overview of the academic publishing sector in South Africa, its main characteristics and the current trends and problems facing the industry. This is a vital chapter to be able to differentiate clearly the phenomenon of academic self-publishing.

In **Chapter 4** the concept of self-publishing is addressed, including the advantages and disadvantages thereof, and the perils and pitfalls of self-publishing in the academic environment. This chapter provides information obtained through the literature review on why academic authors attempt self-publishing, how the self-publishing book value chain differs from the traditional book publishing value chain and what the nature of self-published texts in the market is.

Chapter 5 interprets all data obtained from the structured questionnaire aimed at academic bookshops and academic self-publishers to ascertain their reasons for opting for self-publishing rather than commercial publishing with an established academic publisher. This is the main chapter for the analysis of the scheduled questionnaires.

Chapter 6 draws final research conclusions from the information and surveys done throughout the study. It summarises the research and provides publishers with alternatives in coming to grips with the issue of academic self-publishing. This chapter also makes recommendations for future actions of both self-publishers and academic publishers.

CHAPTER 2: RESEARCH APPROACH AND METHODOLOGY

2.1. Introduction

The aim of this chapter is to indicate in detail the research approach and methodologies used in conducting the research to answer the research question: **What is the current state of self-publishing in the academic book publishing sector of South Africa and whether it impacts on commercial academic publishing**, and its sub-problems as stated in Chapter 1. The research aims to identify whether or not academic self-publishing has an influence on commercial academic publishing in South Africa.

The research approach is primarily quantitative in nature, with some elements of the research design resulting in qualitative deductions. The quantitative research approach uses exploratory research (Struwig & Stead, 2001:7) and employs the following methods to investigate the phenomenon of academic self-publishing:

I. A study of secondary sources of information (Struwig & Stead, 2001:7), including:
- a literature review of the current trends in the academic publishing sector in South Africa and internationally (Chapter 3); and
- a literature review of the concept of self-publishing and how it differs in essence from conventional book publishing (Chapter 4).

II. A survey of individuals who are likely to have opinions on the subject under investigation (Struwig & Stead, 2001:7), including the obtaining of primary data from:
- a questionnaire sent to academic bookshops (Chapter 5); and
- a questionnaire sent to academic lecturing staff who have self-published (Chapter 5).

The research approach and methodology can be represented as follows:

Research approach: **Quantitative/Qualitative research**

Research design: **Exploratory research**

Research methods

I. Secondary data: Literature review

II. Primary data: Empirical questionnaire

The use of the above methodologies will result in exploratory findings of a descriptive and empirical nature. These will be discussed in the final chapter (Chapter 6). The main responsibility of the researcher will be to interpret and understand what the data means. "Such interpretation [of empirical data obtained from primary sources] is based largely on the researcher's knowledge of existing theory and the literature in the field [of data obtained from secondary sources], as well as the researcher's personal experiences and perspectives" (Struwig & Stead, 2001:3).

2.2.   Research approach and design

2.2.1.   Quantitative research

The main objective of the quantitative research approach is to test the relationship between the variables of commercial academic publishing and academic self-publishing in South Africa. This is done by using a fairly structured data collection procedure (Struwig & Stead, 2001:4) of both secondary and primary data sources.

The following characteristics of quantitative research are featured in the research (Struwig & Stead, 2001:4-6):

- The occurrence, influence and characteristics of academic self-publishing as a construct within the academic publishing sector of South Africa will be measured through the use of a questionnaire that clearly indicates to participants how their responses will be measured.
- The research will establish a causal relationship (cause and effect relationship) between the constructs of commercial academic publishing and academic self-publishing in South Africa. This is evident from both data obtained from secondary sources in the literature review and data from primary sources in the e-mail questionnaire.
- The research will aim to generalise results beyond the limitations of the original research sample.
- Individual academic self-publishing authors are the focus of the empirical enquiry (e-mail questionnaire); these individual responses will then be collated to form overall measures for the sample. Individual respondents are not familiar with each other.

2.2.2. Exploratory research

The quantitative research approach will use an exploratory research design to investigate the construct of academic self-publishing, of which very little is known and for which very little current research exists. The aim of the research design is to provide a strategy to address the research question and its sub-problems (Struwig & Stead, 2001:9). Exploratory research can be defined as "research into an area that has not been studied and in which a researcher wants to develop initial ideas …" (Neuman quoted in Struwig & Stead, 2001:7).

Struwig and Stead (2001:7) further support the selection of exploratory research design for this research, as methods traditionally used in exploratory research include a study of the secondary source of information (in this case the literature review), to obtain new insights into a problem from established and existing sources; and a survey of individuals (in this case the empirical enquiry of the e-mail questionnaire) to provide new insights from individuals knowledgeable on the subject under investigation.

2.3.   Research methods

2.3.1. Secondary data source collection and the literature review

Secondary data refers to data and information available from sources other than the current research project and is available as written works from the library (as books, articles and theses) and government departments (such as the Department of Education) (Struwig & Stead, 2001:80). Both these sources are often available as websites on the Internet where it proved necessary to access specific sites directly; or to explore a subject directory such as EbscoHost; or to conduct research by using a web search engine (some keywords searched include **academic publishing**, **textbook publishing**, **self-publishing**, **academic self-publishing** and **higher education**).

There are at present very few advanced texts on both commercial and self-published academic texts and, for the most part, the study made use of books to review the literature available on commercial academic publishing and academic self-publishing. Where necessary, the most recent edition of a book was consulted, with the previous editions being consulted for historical purposes. In some instances the older sources were also quoted if and when the information they provided was important to a greater knowledge of the specific topic. Although some international sources were searched, the main focus of the research is aimed specifically at the South African situation. International sources provided generic theory and knowledge that could be applied to a South African environment.

Two literature review phases were undertaken:
- A literature review of the academic publishing sector (both South African and internationally); and
- A literature review of the concept of self-publishing.

The literature review "involves tracing, identifying and analysing documents containing information relating to the research problem" (Struwig & Stead, 2001:38). The main aim of the literature review was to provide the researcher with deeper insight and more complete knowledge of the identified research problem. The advantages, importance and functions of both literature

surveys were proven as follows (Leedy, 1997:72; Mouton, 2001:87; Struwig & Stead, 2001:38-39 and de Vos, 2005:124):

- It revealed unfamiliar sources of data that were originally unknown to the researcher;
- It introduced the researcher to the important and recent authoritative voices or 'thought-leaders' whose work and research writings proved valuable to the entire research endeavour and subject area;
- It made known whether any earlier approaches to the same problem existed that could be built on during the research and helped to reduce the chances of selecting an irrelevant or outdated research topic;
- It provided the researcher with the opportunity to spot gaps in past research that will substantiate the new research and ensure that the research is new to the subject field of publishing;
- It helped to identify the most widely accepted definitions of key concepts in the field of study;
- It helped to identify any current underlying assumptions of the research question and its sub-problems, subsequently helping to formulate the main research problem; and
- It did to some extent increase the researcher's confidence in the identified problem statement.

2.3.1.1. *Literature review of the academic publishing sector in South Africa and internationally*

A wide variety of sources were used to conduct the literature review of the academic publishing sector in South Africa, including international trends and influences. Table 2.1 lists the **most notable and useful sources** chronologically under Books, Journal articles, Newspaper articles, Electronic sources (including e-mail and official websites), Corporate bodies and Government publications. Chronological reference is important to indicate usefulness and recentness of different sources of secondary data. It is important to note the number of international sources in this collection. The main reason for this is that the commercial academic publishing process is internationally generic and not unique to South Africa. The trends and characteristics that are experienced by the local commercial academic publishing industry are very often the same as experienced by international industries. Finally, there are a number of international publishing

firms that are trying to make in-roads into the South African marketplace, and articles and research reports from them provide valuable strategic data on the industry.

BOOKS		
Author & Publication Date	Title	Comment/Usefulness
PG Altbach, 1987 (International)	*The knowledge context: comparative perspectives on the distribution of knowledge*	Knowledge and the distribution thereof are paramount to the existence of both higher education and academic publishing. This source describes the relationship between these two aspects very well.
JP Dessauer, 1989 (International)	*Book publishing: the basic introduction*	Although the source may seem dated, the basic principles of publishing have not changed over time, and this source provides valuable information on the activities within a commercial publishing firm.
G Graham, 1994 (International)	*As I was saying: essays on the international book business*	A source that covers many topics related to the business of book publishing.
G Davies, 1995 (International)	*Book commissioning and acquisition*	A valuable source on how the process and mind of a commercial publisher works when making publishing decisions and conducting the author-publisher relationship.
B van Rooyen, 1996 (South African)	*How to get published in South Africa: a guide for authors*	This book does not discuss the process of self-publishing, but publishing in general, looks at the traditional publishing process and has a separate chapter on the academic publishing sector. He is a well-known personality in publishing and owner of his own publishing firm.
N Evans & M Seeber, 2000 (South African)	*The politics of publishing in South Africa*	An overview of the entire publishing industry post-1994, with a detailed chapter on academic publishing by Eve Gray.
B van Rooyen, 2005 (South African)	*Get your book published in 30 (relatively) easy steps: a hands-on guide for South African authors*	An update of his 1996 edition, this book includes more relevant and up-to-date information.
JOURNAL ARTICLES		
Author & Publication Date	Title	Comment/Usefulness
S Taylor, 1997 (Publisher's Weekly – International)	*Academic publishing in Southern Africa*	Summarises trends and characteristics of academic publishing prior to the institutionalisation of the Higher Education Act No 101 of 1997.

K McCallum, 1998 (Bellagio Publishing Network – South African)	*South African Print Industries Cluster Council*	A valuable article by an author who was employed in the academic publishing industry for many years (OUP SA). Article is from a recognised publishing information source and on a topic relevant to the study.
H Rossouw, 2001 (The Chronicle of Higher Education – South African)	*South Africa spends $163 million dollars on students who drop out*	The journal is available internationally and distributed to all management staff of higher education institutions. Provides relevant and clear information on the current issues facing the higher education environment.
A Baverstock, 2002 (The Bookseller – International)	*University challenge*	Allison Baverstock is an authoritative voice on the marketing and sales of books. This article provides insights into new challenges of selling academic textbooks faced by the UK publishing industry. Many issues are applicable to the South African environment.
B Wafawarowa, 2004 (African Publishing Review – South African)	*Ten years of freedom – whither the South African publishing industry?*	Takes a critical look at the entire South African publishing industry ten years into democracy and provides a critical analysis of challenges that the industry faces. Author is also owner of an academic publishing firm in the sector.
A Byrd, 2005 (Financial Mail Campus – South African)	*A high price to pay*	Recent and insightful article on the price of textbooks. Article is written by an author not employed in the publishing sector; it is thus objective and provides various viewpoints from academic publishing sector employees. This journal also records facts and figures on higher education that are recent and valuable.
C Hendriksz, 2005 (Bookmark – South African)	*Going, going … why is academic library business not coming back to South Africa*	Bookmark is the official newsletter of the South African Booksellers' Association and addresses many issues in this quarterly publication that are of relevance to academic publishers.
NEWSPAPER ARTICLES		
Author & Publication Date	Title	Comment/Usefulness
S Mboyane, 2004 (Business Day – South African)	*Students blacklisted for bad debt*	Valuable article discussing the current predicament in which many students find themselves in terms of funding for their studies and subsequently the purchase of textbooks.
E Naidu, 2004 (Sunday Independent –	*State blamed for academics' sagging morale*	Article focuses on the current issues facing many higher education institutions in the merger process.

South African)		
A Bolowana, 2005 (The Mercury – South African)	*Tertiary institutions could teach in African languages*	This source provides insight into the current trends for the use of vernacular languages at higher education level and that could subsequently influence the nature of academic texts published in future.
J Dlamini, 2005 (Business Day – South African)	*Student violence is out of line*	Records relevant tendencies within higher education that have an effect on higher education and subsequently publishing for this market.
S Blaine, 2006 (Business Day – South African)	*Filling the gap between schools and higher education*	A valuable article discussing drop-out rates and reasons for drop-outs within higher education. Academic publishers need to be aware of why students are failing, as this is their future market.
2005 (Mail and Guardian – South African)	*No education, no hope … no books, no education*	Current and critical source on the state of higher education and textbooks.
ELECTRONIC SOURCES (including e-mail and websites)		
Publication Date	Title	Comment/Usefulness
BEE Corporation, 2005 (South African)	*BEE Corporation*	A useful site for the layperson who wants to understand the basic issues and requirements surrounding broad-based black economic empowerment.
Council on Higher Education, 2006 (South African)	*Council on Higher Education*	Their official website provides reliable information on developments within the higher education environment of South Africa.
Various, 2006 (South African)	*Department of Education, Department of Labour, Department of Arts and Culture*	Official websites of government offices that prove useful for recent legislation and press releases on higher education in South Africa that have a direct influence on the operations of the entire academic publishing sector in South Africa.
Various, 2006 (South African)	*DALRO, Edu-loan, Centre for the Book, PICC, PASA, HESA, PanSALB*	The official websites of various role players in the academic publishing sector in South Africa.
Various, 2006 (South African)	*OUP SA, Heinemann South Africa, Juta*	The official websites of various competitors in the commercial academic publishing sector of South Africa. Necessary sources for a detailed summary of the competitive environment of academic publishing in South Africa.
E Schlatter, 2006 (e-mail – South African)	*Page make up format*	A brief discussion on how the current printing capabilities in South Africa limit publishers' options for printing and the costs involved in printing certain formats.

CORPORATE BODIES		
Publication Date	Title	Comment/Usefulness
C Lewis, 2003 (Edusource Data News – South African)	*A tertiary update October 2001–September 2004*	Summarises the radical changes that have taken place in the higher education environment after 1994 and after the implementation of the Higher Education Act No 101 of 1997.
Arnold, 2004 (LIASA – South African)	*A review of the state of the publishing industry in South Africa and national influences*	One of the more recent conference proceedings that discussed the publishing industry from a distributor's (librarian and information officer) viewpoint.
Global Publishing Information 2004 (International)	*South African Market Profile 2004*	Another valuable report that summarises the entire publishing industry of South Africa, with individual sections on higher education, the laws governing the publishing industry and academic publishing itself.
F Galloway et al (UP and PASA – South African)	*PASA Annual Industry Surveys*	These reports provide the most up-to-date and recent statistical data on the academic publishing industry, including turnover, royalties and employment profile.
PASA, 2006 (South African)	*The PASA Directory*	Provides a summary of the main academic publishing players, including their core business and employment profiles.
GOVERNMENT PUBLICATIONS		
Publication Date	Title	Comment/Usefulness
1978 (South African)	*Copyright Act No 98 of 1978*	Copyright and ownership thereof is central to publishing and the Act provides the basis of copyright and its application.
1997 (South African)	*Higher Education Act No 101 of 1997*	Important source document for the entire restructuring of higher education after 1994.
CIGS, 1998 (South African)	*The South African Publishing Industry Report*	This source provides a detailed but somewhat dated analysis of the entire book publishing value chain that is crucial to distinguish between commercial publishing and self-publishing. Also describes the nature of the industry as a business and cultural entity in South Africa.
ANC Today: online voice of the African National Congress, 2002 (South African)	*Higher education leapfrogs into a new non-racial future*	ANC Today is the official publication of the ruling African National Congress government, and provides insights and facts on issues relating to higher education direct from government.

Table 2.1 Literature survey of the academic publishing sector of South Africa and internationally

2.3.1.2. *Literature review of the concept of self-publishing*

A wide variety of sources were used to conduct the literature review of the concept of self-publishing. As with the previous literature review, both international sources and South African sources were identified for use. Table 2.2 lists the **most notable and useful sources** chronologically under Books, Journal articles, Newspaper articles, Electronic sources (including e-mail and official websites) and Corporate bodies. Currently there are no articles available on self-publishing from government bodies which is a clear indication that self-publishing has not been officially and properly recognised by the Department of Arts and Culture through their Culture Industries Growth Strategy (CIGS) as a viable source of income for many authors.

BOOKS		
Author & Publication Date	Title	Comment/Usefulness
RL Holt, 1985 (International)	*How to publish, promote and sell your own book: the insider's guide to everything you need to know about self-publishing, from paste-up to publicity*	Relevant guide to the process and procedures that an author must undertake to self-publish his or her own work. Does not distinguish between different sectors of publishing, but the generic approach is valuable to the research.
J Appelbaum 1998 (International)	*How to get happily published*	One of the major titles on the process of self-publishing, its advantages and disadvantages.
S Page, 1998 (International)	*How to get published and make a lot of money!*	Self-publishing manual that discusses the process of self-publishing, including its advantages and disadvantages for the author.
C Blake, 1999 (International)	*From pitch to publication: everything you need to know to get your novel published*	Another title on self-publishing and approaching publishers. Although geared towards literary publishing, it contains information generic to all publishing sectors.
D Poynter, 2000 (International)	*The self-publishing manual: how to write, print and sell your own book*	Dan Poynter is also the publisher of this title and as an experienced self-publisher, his views proved valuable to the research.
J Wellington, 2003 (International)	*Getting published: a guide for lecturers and researchers*	Discusses the various processes and options open to academics to publish their work; also considers why academics publish.
H Parker Lewis,	*Successful self-publishing in*	A local self-publishing manual that offers a step-by-

2004 (South African)	*South Africa*	step guide to getting a manuscript printed. Written and self-published by the author through her own small independent publishing firm.
R Kitchin & D Fuller, 2005 (International)	*The academic's guide to publishing*	Provides clear perspectives for academic publishing, both commercially and self-published from an academic's viewpoint. One of the few sources to discuss self-publishing in the academic environment.

JOURNAL ARTICLES		
Author & Publication Date	Title	Comment/Usefulness
D Kean, 2004 (The Bookseller – International)	*Needle in a haystack*	Discusses the success of many self-published titles and how they are then bought over by commercial publishers when their success has been proven in the marketplace.

NEWSPAPER ARTICLES		
Author & Publication Date	Title	Comment/Usefulness
K Schimke, 2006 (Sunday Times – South African)	*Published and be damned*	Investigates the growing phenomenon of self-publishing and why commercial publishers are reluctant to publish certain titles.
K Rutter, 2006 (Mail and Guardian Online – South African)	*Literary trading*	Source considers how books are published and looks specifically at the projects launched by the Centre for the Book.

ELECTRONIC SOURCES (including e-mail and websites)		
Publication Date	Title	Comment/Usefulness
Various, 2006	*Blue Weaver Marketing, Content Solutions, Reach Publishers*	These are official websites of local firms supporting self-publishing that indicate what services are available to academic lecturing staff.
E Brelage, 2006 and L Martini, 2006 (e-mail – South African)	*Responses to self-publishing*	Responses from a commissioning editor and CEO currently employed in the South African academic publishing sector that provided necessary reaction from a commercial publisher to self-publishing statements.

CORPORATE BODIES		
Publication Date	Title	Comment/Usefulness
C Higgs, 2005 (Centre for the Book – South African)	*A rough guide to small-scale and self-publishing*	The Centre for the Book runs various programmes for self-publishers. This guide provides information critical to the understanding of how self-publishers operate and assists in the drawing of the self-publishing model presented by the researcher.

C Higgs, 2006 (Centre for the Book – South African)	*South African small publishers catalogue*	The most recent collection of viewpoints on self-publishing from a collection of self-publishers and small-scale independent publishers.

Table 2.2 Literature review of the concept of self-publishing in South Africa and internationally

2.3.2. Primary data source collection and the e-mail questionnaire survey

The collection of **primary data** is the result of a **survey method** employed to provide a broad overview of a representative sample (academic lecturing staff of self-published textbooks) of a larger population (academic lecturing staff who author textbooks and consider publication). A commonplace instrument for observing data beyond the physical reach of the researcher is the structured questionnaire (Leedy, 1997:191), which proves valuable in determining attitudes, opinions, perceptions and reports of individual behaviour (Booysen, 2003:129). Internet and electronic mail made it possible to send out a structured questionnaire electronically and obtain feedback much more quickly than if the questionnaire had been sent out by traditional post. This is important as one of the major disadvantages of this method is the fact that it is time-consuming and lead times can be long between the mailing and reporting of findings (Struwig & Stead, 2001:89). However, e-mails can be ignored and the response rate tends to be low with questionnaires, often around 30% (Mouton, 2001; Booysen, 2003 and Struwig & Stead, 2001). To increase the response rate a personalised cover letter was sent with each questionnaire, including a follow-up letter sent via e-mail to the entire sample. It proved difficult to include participants in the sample size who have restricted access to electronic mail.

"The process of selecting a part of a group under study is known as **sampling**. A sample is a part of the greater group from which it was drawn … it is the process through which it is decided who will be observed" (Uys & Puttergill, 2003:108). Two **structured questionnaires** were drawn up. One questionnaire was sent to academic bookshops (attached as Annexure A); another questionnaire was sent to academic lecturing staff who self-publish textbooks (attached as Annexure B). Academic bookshops were identified as a source for primary data as they conduct business with academic self-publishers of textbooks. The bookshops are required to keep stock of the prescribed material that students need to buy. Academic self-publishers of textbooks were

identified as a primary source of data because of their ability to provide first-hand feedback and data on the self-publishing of textbooks within the South African higher education system.

The structured questionnaires are easy to complete, relate directly to the study objectives and each question deals only with a single concept or issue. One of the major advantages of the structured questionnaire is that it is easy to score and analyse as respondents select from limited responses. Although it is advisable to ignore subject-related jargon (Struwig & Stead, 2001:90), this proved impossible for the study as the respondents were required to comment on processes in the publishing industry that are specific and for which only subject-related jargon exists. Both questionnaires used **open-ended questions** in which respondents were free to answer in their own words and express opinions and comments (Struwig & Stead, 2001: 92). **Multiple-choice questions** were also employed in both surveys and are generally preferred by respondents as they shorten the time it takes to complete the questionnaire. These questions are also easier to record and analyse by their very nature. **Dichotomous questions** allowed for an unmistakable 'yes' or 'no'. Scaled-response questions in the form of a **Likert-type scale** provided respondents with various statements to measure attitude and perceptions (Struwig & Stead, 2001:94).

A questionnaire requires that data collected be expressed in numbers. All responses were linked to a specific answer sheet that was numbered. The Department of Statistics at the University of Pretoria supplied assistance in the original design and testing of the questionnaire as well as the analysis of each questionnaire by assigning to each response a numerical value that is measurable.

The empirical research section of the study was conducted from September 2006 to November 2006. The questionnaire was distributed via e-mail and participation was voluntary.

2.3.2.1. *Questionnaire sent to academic bookshops*

The **systemic sample** approach is used when the population is ordered or grouped in a directory, list or register (Uys & Puttergill, 2003:111). In the case of academic bookshops the researcher was able to obtain a directory of these shops from the South African Booksellers' Association

(SABA). From the list **58** bookshops nationwide were identified as the sample for the academic bookshop questionnaire. Small, independent academic bookshops as well as individual branches of larger academic bookshop chains were included in the sample. To increase the response rate of the academic bookshops, initial mailings were followed up. One limitation of using this sampling technique is that independent academic bookshops who are not members of SABA were not contacted during the survey.

The questionnaire consisted of eight questions that either described the operations of the bookshop in relation to the self-published texts or that described the relationship that the bookshop has with self-published authors. Question 1 referred to the respondent number that was issued during coding of the responses and as such is not a measurable response or question. Table 2.3 presents a summary of the questions.

#	Question	Importance/Value
1	Do you keep stock of self-published books?	**Operational** It is important to ascertain if academic bookshops do or do not keep stock of self-published titles and why. This could prove valuable information for publishing industry employees and self-publishers.
2	In which way do the following factors influence your stock levels?	**Operational** Respondents were asked to indicate if their stock levels are influenced by student numbers in the course, invoicing and supply by the self-publisher or the sales history of the title.
3	How would you describe your relationship with the author(s) of his or her self-published text in general?	**Relationship** From the researcher's own experience and anecdotes picked up through various sources, it was clear that bookshops have difficulty selling self-published texts. Is this reflected in their relationship?
4	Do you find it problematic to sell self-published texts?	**Relationship** As the major mechanism for the distribution of academic books, it is important for all texts to sell to students in a timely fashion. The question is left open-ended for the bookshop to supply reasons as to whether the relationship is always problematic, sometimes problematic or never problematic. This question will also supply some characteristics of academic self-publishing.
5	What percentage of your self-published sales is from the following fields?	**Operational** This question allows the researcher to establish in which academic field the largest amount of self-publishing is occurring. Are authors self-publishing in areas that are traditionally lucrative for commercial publishers and could this

6	What kind of discount do you receive from self-published authors?	**Operational** Is discount set at a specific rate for self-publishers or individually negotiated? Although an operational element of a bookshop, it does to some extent bode either well or badly for the relationship aspect. Self-publishing authors are also asked about discount in the second sample.
7	How would you describe the quality of the self-published texts in general?	**Relationship** One of the major perceptions that arose from the literature survey is that self-published texts are of inferior quality to commercially published books. Bookshops are asked for their opinion but later the self-published authors themselves are asked if they are happy with the quality of their texts. These are important question if any myths are to be dispelled.
8	Have you received any feedback from the students who need to buy and use self-published texts?	**Relationship** Building on the previous question. The duality of academic publishing is that although lecturers prescribe material, students are in fact the end-users. Do they have any perceptions on self-published products? Do they even recognise the difference between a self-published text and a commercially published text?

Table 2.3 Description of academic bookshop questionnaire

During the survey it became clear that some of the bookshops did not understand the concept of self-publishing and interpreted it as books published by the bookshops themselves or by the publishing firm associated with the bookshop. At the end of the questionnaire respondents were asked to supply names of self-published titles currently available in their shops. This will later form part of the second sample. Titles supplied by bookshops helped to identify titles from the National Library of South Africa (NLSA) lists as well as adoption and prescribed lists received.

2.3.2.2.   *Questionnaire sent to academic self-publishing lecturing staff*

The researcher compiled a **multistage cluster sample** as it was impossible to obtain a complete list of the entire academic self-publishing population in South Africa – it is both a numerically large and geographically spread population. A **snowball sample** that consisted of different stages also helped to establish the final sample for academic self-publishing lecturing staff or authors (Uys & Puttergill, 2003:112). Determining the final sample for the academic self-publishing lecturing staff consisted of the following stages:

- At the end of the academic bookshop questionnaire, bookshop respondents were asked to list any of the self-published titles that they have in their shops. From this feedback **36** titles and authors were identified.

- Higher education institutions were contacted with the request to supply their lists for prescribed textbooks for 2006. From this feedback **31** titles and authors were identified. It was difficult to obtain this information from institutions as each institution had a different administrative department in charge of this, often including the library or the campus bookshop. It appeared that no one person or department was able to issue such a final list. This situation bodes badly for future research and sustainability of the academic publishing sector.

- Finally, the NLSA was contacted to supply a list of all registered self-published titles during 2006. These are titles registered under the 0620-prefix ISBN. It proved sufficient to use only 0620-titles registered thus far in 2006. From this feedback **11** titles and authors were identified. These included new titles and new editions.

A total potential sample of 78 respondents was determined, but as there was some repetition of titles and names between these three lists, it resulted in a final sample of **64** respondents.

The questionnaire consisted of 26 questions that solicited biographical data on the author, title specific data on their specific title(s) or process-specific data relating to the process of self-publishing. Question 1 referred to the respondent number that was issued during coding of the responses and as such is not a measurable response or question. Table 2.4 presents a summary of the questions.

#	Question	Importance/Value
1	In what capacity are you currently employed at your academic institution?	**Biographical data** The question is necessary to determine whether self-publishing takes place at any specific level of employment because the author is receiving a larger salary and can take the full financial risk of self-publishing, or is closely involved in the writing of courses or is possibly in a position to influence the prescription of his or her own title.
2	In which academic faculty/school are you currently employed at	**Biographical data** Closely linked to question 6 of the previous sample, this question allows the

	your institution?	researcher to establish in which academic field the largest amount of self-publishing is occurring. Are authors self-publishing in areas that are traditionally lucrative for commercial publishers and could this be taking business away from commercial publishers?
3	Here are some statements about what it means to self-publish. Do you think they are true or false?	**Process-specific** Authors are given five general perceptions of self-publishing and asked if they think these are true or false in relation to information obtained from the literature survey.
4	In general, how many academic texts have you self-published?	**Title-specific** Necessary to ascertain the frequency of the event or phenomenon.
5	How would you describe the nature of these texts?	**Title-specific** Although titles and authors were identified for academic textbooks only, it may prove valuable to know if other material has been published as well.
6	Which of the following did you undertake yourself?	**Process-specific** By definition, self-publishing implies that all processes related to the publishing of a book are undertaken by the author. Is this so?
7	Which of the following did you approach to market, promote and distribute your publication?	**Process-specific** From the literature survey it is clear that most self-publishers struggle with the marketing and related activities of their titles. Is this true?
8	How much did you enjoy the following aspects of self-publishing?	**Title-specific** This question allows some insight into why authors opt to self-publish, considering that all financial risk and publishing tasks fall on the author alone.
9	Were you happy with the quality of your finished publication(s) in general?	**Process-specific** Closely linked to question 8 of the previous sample. One of the major perceptions that arose from the literature survey is that self-published texts are of inferior quality. This is an important question if any myths are to be dispelled.
10	How expensive were the steps in the publishing process?	**Process-specific** Academic publishers find it financially risky to produce textbooks. If authors carry their own financial risks, what is their perception of the costs related to making a book?
11	What was the size of your print run(s) in general?	**Title-specific** Important to assess if the self-published texts are in fact titles that could potentially have been profitable for a commercial publisher.
12	How many copies did you sell in the first year of publication in general of any one title?	**Title-specific** Related to the previous question. Sales and print run are in fact completely different, and actual sales would indicate a possible best-seller. Also, did self-publishers print more to obtain the advantage of a lower unit cost?
13	Did you register an ISBN with the National Library of South	**Process-specific** Very important element of publishing if a book is to be sold commercially.

	Africa (NLSA)?	Are self-publishing authors aware of this? They are asked to supply reasons for their answer.
14	a) Are you aware of the Legal Deposit of Publication Act? b) Did you deposit legal copies of your self-published books at the NLSA?	**Process-specific** To act as a publishing firm or entity in any market, one has to adhere to the laws governing the state. To keep a record of published knowledge and information in South Africa, all published material must be legally deposited for archiving. Are self-publishing authors aware of this?
15	Do you sell to bookshops?	**Process-specific** Many academic authors tend to use other forms of distribution. They are asked to supply reasons for their answer.
16	What kind of discount do you give bookshops?	**Process-specific** Closely related to question 7 of the previous sample. Is discount set at a specific rate for self-publishers or individually negotiated? What is the perception of self-published authors on discount and how much does it vary between individual self-publishing authors?
17	Do you sell directly to students?	**Process-specific** A very controversial issue within academic publishing. Selling directly to students undermines the prices of commercial textbooks. Self-published authors are asked to supply reasons for their answers.
18	Where do you keep your stock?	**Process-specific** Another perception about self-publishing is whether authors keep their stock at home and what sort of inconvenience this is.
19	How important were the following in determining the selling price of your text(s)?	**Process-specific** Does the method used to determine selling price relate in any way to how commercial publishers estimate a recommended retail price?
20	Did you approach a commercial publisher or are you planning to?	**Title-specific** Again, speculative in nature, the perception is that authors who self-publish were turned down by commercial publishers. Authors who are successful self-publishers may also consider selling out to a commercial publisher.
21	Do you think a commercial publisher will be interested in your text(s) in general?	**Title-specific** Are self-publishing authors realistic about the nature of their texts? They are asked to supply reasons for their answer(s).
22	Why did you decide to self-publish?	**Title-specific** Probably the most important question in the survey, this information could prove valuable to commercial publishers.
23	Will you self-publish again in future?	**Title-specific** Evidence of possible success or failure.
24	Were any of your self-published work(s) later published through a commercial publisher?	**Title** An indication of whether commercial publishers have picked up on successful self-published titles as is common in the trade or general market.
25	Could you list three	**Process-specific**

	characteristics (personality traits) of the self-publisher?	The issue of whether everyone has the capability to self-publish their own work is discussed in the literature survey and by asking this question one could establish if the traits mentioned here are related to those mentioned in the literature survey conducted.
26	Are you aware of the South African Small Publishers' Association?	**Biographical data** This Association is growing in strength among self-published trade authors. Can the same be said for academic authors?

Table 2.4 Description of academic self-publishing lecturing staff questionnaire

The NLSA list helped to identify respondents for the sample, but it proved difficult to identify authors from the titles alone. For example, it is difficult to distinguish between a work that is a textbook, or a scholarly publication that may be prescribed or a title that borders both trade and academic and is prescribed. Academic language textbooks and titles in the soft sciences were especially difficult to identify. This forced the researcher to consider the contact details and title of the author if any indication on the NLSA list was given of academic posts or titles and academic institutions. Conference proceedings were excluded, although there were many. By obtaining at least some of the adoption and prescribed book lists, titles could be verified as a prescribed textbook that resulted in sales for the author from the student population.

Throughout the sampling stages, it became clear that some authors have indeed registered as small independent publishers who have their own ISBNs and no longer use 0620- numbers. These titles were identified from prescribed booklists when they stated that the publishers were in fact the authors themselves and from the lists provided by bookshops.

When the student numbers were large this warranted publication in Afrikaans as well.

It was also noted that in some of the smaller niche subjects there were some self-published titles by international authors from higher education institutions outside South African borders. The scope of the research does not include research into these titles. The researcher recorded at least two instances of international self-published titles that were prescribed at higher education institutions in South Africa which indicates how popular academic self-publishing is becoming internationally.

It proved important to obtain self-published titles from bookshops, prescription/adoption lists (as not all authors sell through their local bookshops) and the NLSA lists. Each source had its own limitations, in particular a paucity of contact details for self-published authors. Furthermore, the NLSA lists are recorded in handwritten format that is often of poor quality and illegible.

2.4.   Research ethics

"Because scientific research is a form of human conduct, it follows that such conduct has to conform to generally accepted norms and values" (Mouton, 2001:238). In the search for truth the researcher has committed herself to professional conduct and adherence with regards to the practice of the science of publishing and the publishing society at large, thereby upholding the standards of the publishing profession (Struwig & Stead, 2001:67). Objectivity and integrity was paramount to the success of the research, especially since the researcher is employed in the publishing industry.

During the empirical research participants were assured of their privacy, confidentiality of any information communicated beyond the scope of the questionnaire and full disclosure of the research (Mouton, 2001: 243).

The research proposal was accepted at the researcher's registered higher education institution of study. The Research Ethics Committee of this institution approved the study and the methodologies employed in August 2006.

2.5.   Conclusion

One of the demarcations mentioned in Chapter 1 stated that the study investigates all universities, universities of technology and comprehensive institutions. From directories provided for both sample populations, it proved difficult to extract bookshops and academic self-published titles for each form of higher education separately. It would also have been very time-consuming to gather

this information and so the researcher was forced to use a combination that includes the entire higher education environment.

An exploratory research design proved successful for the study. It allowed the researcher to investigate current trends and perceptions of the larger academic publishing sector and the smaller academic self-publishing textbook environment. This funnel approach (from the generic academic publishing sector to the specific academic self-publishing textbook environment) allowed for the successful compilation of two structured questionnaires that obtained relevant and necessary information to address the central research problem.

CHAPTER 3: THE ACADEMIC PUBLISHING LANDSCAPE AND CURRENT TRENDS IN HIGHER EDUCATION IN SOUTH AFRICA

3.1.   A definition of academic publishing in South Africa

In South Africa academic publishing activities traditionally focus on producing content for universities, technikons, teacher training colleges, private colleges (such as Damelin), nursing colleges, agricultural colleges and technical colleges (CIGS, 1998:37). With the recent mergers of higher education institutions legislated in the Higher Education Act No 101 of 1997, the academic environment now incorporates universities, universities of technology, comprehensive institutions, private colleges and private higher education institutions, nursing colleges and further education and training (FET) colleges (van Rooyen, 2005:329). The study considers texts produced by authors associated with universities, universities of technology and comprehensive institutions. The environment of academic publishing has a unique dynamism, since its activities are bound to the prescription of books either by individual lecturers or individual departments within institutions (van Rooyen, 2005:329). It is the smallest sector of the publishing industry in South Africa. At the end of the 2005 financial year, the combined total net turnover for South African academic **textbook** publishing for firms who are registered members of PASA (Publishers' Association of South Africa), stood at R149 609 758,00 for both locally produced and imported ISBNs (Galloway, Venter & Bothma, 2006:17).

It is important to keep in mind when dealing with this sector of the publishing industry that authors of academic textbooks are also the decision-makers on whether a specific text will be prescribed or not. Thus, although students use academic textbooks, their immediate needs are only considered by publishers through what is communicated to them by the lecturers and authors. Academic communities are both the producers and consumers of their published material (Graham, 1994:56). For this reason, competition in this sector of the publishing industry is fierce and ensures a dynamic business environment where many alternative textbooks often exist for a single subject or course. Sales representatives of publishing firms regularly visit the campuses to market new and forthcoming titles to lecturers in the hope that they will be prescribed.

Commissioning editors (publishers or manuscript scouts) (van Rooyen, 2005:332) visit campuses to look for new manuscripts or leads that could result in a profitable publication.

Local academic publishers focus their publishing activities on those subjects that have enough student numbers to allow for a reasonable print run and economies of scale. These are the more popular subjects at undergraduate level (van Rooyen, 2005:34). Academic publishing in South Africa is rarely concerned with scholarly works or monographs, as the market for these kinds of texts is very small. University presses are the main publishers of scholarly works in the South African academic environment.

"How editors choose books to publish remains the most mysterious question for people outside publishing and, indeed, for those inside who never get a proper glimpse of the process" (Davies, 1995:13). For an academic publisher to make a positive publishing decision on a new manuscript, book concept or publishing proposal, there are three elements that must support the nature of the publishing firm's publishing programme for that specific subject area:

- *Market*: Are there enough students enrolled for the specific subject or module that the book covers? If the title is slightly scholarly or general in nature, there still needs to be a substantial market for a positive publishing decision to be made. The market is determined through market research that is conducted on an idea, a table of contents or a complete manuscript. This process also takes competing titles into consideration. "Market size needs to be analysed both qualitatively and quantitatively" (van Rooyen, 2005:33).

- *Budget*: Once a suitable market size has been established, the publisher, in conjunction with the editorial, production, sales and marketing departments, draws up a budget for the origination, typesetting, printing and marketing of the book. This must yield a positive result in terms of the selling price, costs covered and return on investment.

- *Quality*: Because academic publishers do not have the necessary subject-specific knowledge to judge a manuscript on the quality of its content, all manuscripts are sent out for peer review or evaluation to experts in that particular field. The academic publisher requires at least two positive reviews on a new manuscript to make a positive publishing decision.

These three elements indicate how an academic publisher makes a publishing decision, whether it is a commissioned, unsolicited or auctioned title. Finally, the title must align with the firm's marketing ability and sales reach. All these elements mentioned are taken up in the publishing house's editorial policy which includes its publishing philosophy, publishing list and house style. **Commissioned titles** are manuscripts and publications that are the result of publishers identifying needs in the market and then soliciting authors to write the manuscript. **Unsolicited titles** are manuscripts sent to publishing houses without prior consultation with a publisher and without the proper assessment of the needs within the market. **Auctioned titles** are mostly unsolicited – when an author or group of authors has completed a manuscript or has an idea for a manuscript, they then play the publishers off against each other for the best possible deal. This is a new trend that is on the increase in the South African academic publishing sector.

Academic textbooks in South Africa take on two principal forms:

- *Authored*: These are manuscripts that have been completely written by one single author.
- *Edited*: These are manuscripts where each chapter is written by a different author. All these chapters are then reviewed and put together by an editor or a team of editors to form a complete manuscript. In this case editors also take responsibility for proofreading the typeset manuscript.

Academic titles are updated every three years in the hope that a front list title (a title published in the current financial year of the firm) will be successful with every new edition, so that it can run into many editions in the future as a backlist title. "Backlist titles which go into additional printings are the main providers of publisher's profits – and author's royalties" (Graham, 1994:215). For an academic publisher, cash comes in slowly and can take up to a year before it has real impact (Davies, 1995:117). On the other hand, there are some titles that sell well immediately upon publication if adoptions were secured for the textbook prior to publication. In an earlier essay of 1967, Graham (1994:160) also states, quite ironically, that a book should be a thing of beauty and a joy, not forever, but for three years.

It is important to publish not only financially viable texts but also texts that represent knowledge. Academic publishers who work with fairly well-defined ideas about what books are required

reading for their market, will at times admit that they published a title that did not necessarily fit into any course requirement. "Books that lie completely outside the norm of what is being read and recommended should not be spurned because sometimes there are winners there" (Davies, 1995:13). Academic books are important purveyors of intellectual capital that should sustain future growth and prosperity for the nation. "The publishing company, and not the author, will normally carry the full financial risk involved. The publisher will therefore not commit the company to a project unless convinced that there is a need in the marketplace for it" (van Rooyen, 1996:99).

3.2.   The publishing environment

Publishing and publications are an integral and valuable part of the cumulative intellectual output and cultural system or heritage of any nation (Altbach, 1987:3 and Arnold, 2004:1). The Department of Arts and Culture, in their Cultural Industries Growth Strategy (CIGS) report of 1998, affirms publishing as a cultural industry in South Africa that is potentially internationally competitive and has the potential to create employment (CIGS, 1998:3). As a cultural industry, publishing falls within the overlap of two domains:

- *Culture:* a vibrant cultural environment forms the origination of material for publication by expressing these ideas in text and image; and
- *Trade:* whereby publishing is but one feature of an entire network of related individuals and organisations, including paper and ink manufacturers, authors, illustrators, printers, bookbinders, booksellers and distributors (CIGS, 1998:5). These relationships change rapidly in a world of continuous technological and other developments.

Publishing is primarily the manifestation of the ideas of people (Evans & Seeber, 2000:3), the indigenous knowledge of a nation or group of people, and it is in this that it is a cultural industry and a system that oversees the development of intellectual products for society. Publishing is a necessary condition for indigenous scientific and literary activity (Altbach, 1987:10). On the other hand, however, it is also a business whereby the publisher plays a crucial role in getting these ideas and indigenous knowledge to market and into the public domain. "The task of

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bringing them into existence and of purveying them to the readers is a commercial one requiring all the resources and skill of the manager and entrepreneur" (Dessauer, 1989:31). The balance of these two domains makes publishing not only an economic enterprise, but also a social investment in the future of thoughts and ideas. More so naturally in the academic publishing sector, which has as its main focus the distribution of information, knowledge and current research, which will inevitably lead to prosperity for all citizens.

The act of publishing does not happen in a vacuum. It is affected by both the internal, physical constraints of the firm (issues relating to editorial policy and the book publishing value chain, for example staff and the cost of paper) and by the external environment (including social, economic and political factors, for example higher education policy and student income). Both these environments affect the output of intellectual capital in a society at any specific time in its history (Altbach, 1987:4 and Dessauer, 1989:31).

The academic publisher is a gatekeeper of knowledge and thus controls what appears in print. It is a powerful responsibility to find ways of publishing all excellent and needed textbooks, especially in South Africa with its young democracy and academic emergence (Altbach, 1987:11 and Graham, 1994:219). Authors may engage in self-publishing when publishers do not take up this responsibility.

A stable democracy will result in the development of a strong, independent publishing industry (Graham, 1994:96 and Wafawarowa, 2004:1). "… an ideal publishing sector is one in which people of all races and cultural persuasion have the space to participate in the various aspects of the book sector, a sector where the knowledge pool is enriched by the diversity of the literature that is available and where the population indulges in reading beyond reading for instruction purposes in institutions of learning" (Wafawarowa, 2004:1). Historical and socio-economic factors are important in understanding contemporary higher education and higher education publishing in South Africa. Many factors currently at play in the publishers' external environment affect their reaction to their publishing responsibility.

3.3. Characteristics of the academic publishing sector in South Africa

3.3.1. The impact of multinational corporations

The participation by companies such as Oxford University Press (OUP), Heinemann and McGraw-Hill in the South African publishing industry was initially only intended to act as distribution agents for their parent companies and other overseas publishers. With the rise of apartheid, many of these publishers disinvested in South Africa as a gesture against the political ideology of the day (Mpe & Seeber, 2000:22). The United Kingdom (UK) did not boycott the supply of academic books to South Africa, but most of the United States of America (USA) publishers did (Taylor, 1997).

Multinational firms have a number of distinct advantages:
- they are able to produce books for more than one country and can market them regionally;
- they can purchase paper on international markets at low cost and can allocate resources among their regional offices; and
- they can print in large numbers, thereby reducing the unit cost (Altbach, 1987:117).

But multinationals also have a number of disadvantages:
- titles may or may not be precisely relevant for particular nations;
- the publishing infrastructure of the consuming nation is not strengthened as a result of these books; and
- the titles may be expensive and unnecessarily elaborate for the local market (Altbach, 1987:118).

Books imported today are predominantly from the UK and the USA, although some cases of imports from India have been recorded. The local relevance and availability of these texts are widely debated. Many of the larger multinational companies are setting up local publishing units knowing that the market will be small and margins even smaller. "Prentice Hall is willing to forego near term profit in order to grow its position in this potentially attractive market" (de Wet quoted in Taylor, 1997). These units function under supervision of the international parent

company and are often permitted to publish only a certain number of local academic texts per year. There are some multinationals that do not want to publish in this market, but rather establish and increase market share of their international product in the South African market. Larger operations like Pearson Education are launching local editions of popular imported titles, or adding value to these titles with local supplements (GPI, 2004:64). McGraw-Hill, who is traditionally known locally only as an agency for its international titles, has recently advertised a position for a Commissioning Editor who will be responsible for adapting their successful international titles for the South African market. These initiatives pose a huge threat to local publishing firms.

The multinational companies have found it easier to offer their international editions of books at relatively cheap and competitive prices or to develop their international editions into South African or African editions that are then not for sale in other countries or continents and are heavily discounted. This is possible because of their enormous resource base and large print runs. But because the multinationals have such a vast range of specialist, almost scholarly, titles available on their lists, they find it easier to supply textbooks in the new modular system used by academic institutions in South Africa (Gray, 2000a:169).

Lecturers also favour imported books as they are often printed in full colour (still an expensive process in South Africa) and are accompanied by a myriad of supplementary material and teaching aids in the form of a CD-Rom, a website, overheads or a question bank with an electronic exam paper generator. Many South African publishers are currently developing similar initiatives to make the life of both lecturer and student simpler and the information more accessible. Local publishers often work on these add-ons despite negative economies of scale (GPI, 2004:64). "For the Americans, this [South Africa] is a run-on market. For us, it's the only market and we find it difficult to compete with the extensive packs they have on offer. Our advantage is specialised knowledge of local conditions" (Pieterse quoted in Taylor, 1997).

Although titles from these multinational companies seem to dominate the academic market, there is a shift towards the use of locally produced books. "There has been an approximately 5% move away from imported books in the past three years" (GPI, 2004:64). This fact is also supported by

information extrapolated from the PASA Annual Industry Survey 2006 (Galloway, Venter & Bothma, 2006).
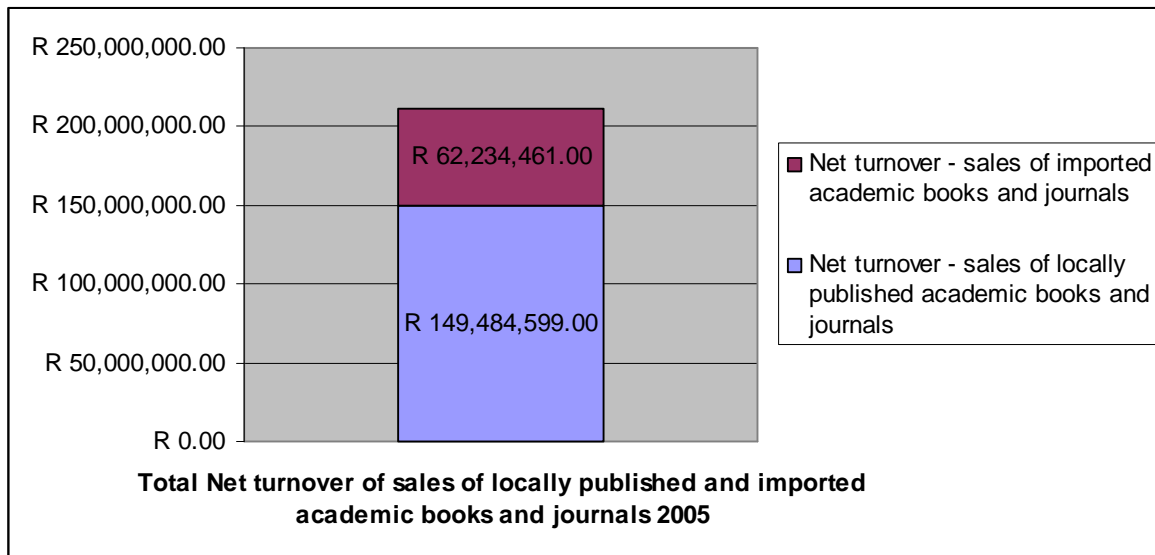
Figure 3.1 Total net turnover of sales of locally published and imported academic books and journals 2005 (Galloway, Venter & Bothma, 2006:16)

From Figure 3.1 it is clear that local academic publications and journals account for 70,61% of the market and imported academic publications and journals account for only 29,39% of the market. This information is from registered PASA members only and excludes self-published titles and titles from academic publishing firms who are not PASA members, such as LexisNexis Butterworths and others.

International aid in the form of books is a growing feature of the academic publishing industry in South Africa, although traditionally associated with educational schools publishing. The aim of international aid is to provide underprivileged communities with books that they would otherwise not be able to afford or access by themselves. Although international aid for academic books is not a common feature in South Africa, the threat is looming for local, non-multinational, academic publishers. Heinemann South Africa for example, state on their website that they donate "thousands of books annually to the charity Book Aid International. These books are distributed to schools, colleges and libraries throughout Africa and the rest of the world" (Heinemann South Africa, 2006). The distribution of these kinds of donated texts will make it

more difficult for a local publisher to enter the market for a product that they would like to sell. "… there has been little recognition in international publishing and aid funding circles of the potential in Africa for meeting its own college textbook needs" (Gray, 2000a:172), and this substantially threatens the local publishing industry. The good work that is done by a charity like Book Aid International cannot be overlooked. They are making huge strides in creating book cultures on the African and other developing continents, something which is essential to the livelihood of all publishers. "Each year, Book Aid International donates more than half-a-million books and journals to some of the poorest countries, mostly in sub-Saharan Africa … Far from a cultural indulgence, the charity's goal is long-term eradication of ignorance, poverty and dependence" (No education, no hope … no books, no education, 2005). It remains important, however, for each nation to be able to publish and disseminate its own indigenous knowledge through a self-sustaining publishing industry.

For many new and potential authors, the multinational firms represent a possibility for international exposure that a local academic publishing house could not as easily achieve, if at all. However, many of the multinationals seem to be 'riding' on this image of international distributor and seller. The fact remains that there is very little, if any, interest in South African textbooks in the international market. Although academic institutions in most countries are linked by their participation in an international system of knowledge distribution, the flow of knowledge has always been largely from advanced nations (the centre of knowledge) to third world or developing nations (the periphery of knowledge) (Altbach, 1987:63). The centre is not as interested in the periphery as the periphery is in them. Even works of a more scholarly nature seem to have little appeal in the African Studies discourse in the North. "Scholarship in general and even African scholarship is in the hands of the dominant countries of the North" (Gray, 2000b). When multinational publishers do not deliver on promised international exposure, all publishers suffer a misrepresentation. Self-publishing, on the other hand, guarantees to the author no empty promises from others.

3.3.2. Limited market

The exact and most recent enrolment figures for public higher education in South Africa is difficult to obtain, especially as the mergers were only been completed in 2005 and most annual reports for the institutions for 2005 were not available at the time of writing. Table 3.1 shows enrolment figures according to various reliable sources.

Enrolments	Academic Year	Source
633 918	2001	Lewis, 2003:14
668 000	2002	Estimated by Cooper & Subotzky, 2001 and cited by van Rooyen, 2005:327
700 000	2004	Naidu, 2004
800 000	2004	GPI, 2004:64
715 948	2005	National Information Service for Higher Education, 2005
800 000	2005	van Rooyen, 2005:327
744 488	2005	Higher education management information system database, Sept 2005

Table 3.1 Enrolment figures for public higher education in South Africa (2001–2005)

The South African market is very small when compared with the almost 17 million students in the USA (Byrd, 2005:6). The biggest single market for textbooks remains the University of South Africa (UNISA), especially after the merger with the former Technikon South Africa. The newly-merged UNISA is the largest of six comprehensive institutions in the new higher education landscape in South Africa, with over 215 000 distance education students, representing more than a third of all students in the public higher education system. Currently it is also one of ten mega-universities in the world (UNISA, 2005).

With the mergers, various traditional contact institutions have grown in their enrolments. The largest contact institutions include University of Pretoria (50 000 students), Tshwane University of Technology (60 000 students), University of Johannesburg (45 000 students), North-West University (47 000 students) and University of KwaZulu-Natal (39 800 students) (NISHE, 2005). Most publishers focus their commissioning activities at these institutions.

Academics usually make their own book selections, although some institutions have prescription committees or a textbook co-ordinator for each course, which approves the selection (GPI, 2004:67). There has always been a tendency for academics to favour the adoption of textbooks authored by themselves or their related institutions (Gray, 2000a:167). This is, in fact, one of the basic rules for commissioning academic textbooks in South Africa. "Lecturers would write books and then prescribe them for their classes. If a writer didn't have a captive market of students, then his book wouldn't be published. Conversely, a professor at another university might refuse the textbook of a competitor" (Martini quoted in Taylor, 1997). As just seen, the total number of enrolled students is only so many and the subject areas with the huge student numbers (such as Business Studies and Social Sciences) are also limited. The publisher can thus ensure sales by putting together a group of authors from various institutions with particular expertise. Once these authors contribute and receive royalties for their contribution, they have a financial incentive to prescribe the book, as they can increase their own financial gain by prescribing the book. This feature is prominent in the South African academic publishing sector, as it is a sector that has never successfully been able to publish scholarly works that will sell into the textbook market. As mentioned in the section on the non-book buying and non-book reading culture that follows later, there is simply very little interest in works other than prescribed core textbooks.

The alarming fact remains that the student numbers for higher education in South Africa have not increased as expected. On the contrary, there has been a serious decline in the rate of enrolment of new entrants into higher education as a whole (DOE, 2005b). There is no guarantee of serious growth in this sector as the current Minister of Education, Naledi Pandor, is focusing her attention on increasing enrolments at Further Education and Training (FET) Colleges. Pandor wants to see at least 300 000 full-time students at FET colleges in the next three years, with a million by 2014, compared to the current 160 000 full-time students. To sustain new developments in the FET sector, the Education Minister intends investing R3,1 billion over the next three years. Although part of the higher education landscape, these colleges fall beyond the scope of the research. The most recent development for FET has been the FET Bill that will aim to boost the number of people attending FET colleges. Education Minister Naledi Pandor said last year she wanted an education system in which there was easy articulation between school, the colleges and higher education (Blaine, 2006).

Finally, it should not be ignored that although more students than ever before are studying at higher education institutions, the number of people who apply for entry into South African universities is still more than the number of places available (NISHE, 2005:60). Institutions only have staff, facilities and government funding to educate a certain number of students. Effective demand for books scarcely keeps ahead of book production costs, thus the value of the total purchases goes up, but the number of books sold does not (Graham, 1994:5). A further report by the Ministry of Education allows for public higher education funding for 2006/7 to 2008/9 based on grants for institutions with large proportions of disadvantaged students (African and Coloured students who are SA citizens). The funding formula operates by adding an amount to the teaching input grants of institutions, depending on what proportions of their students are deemed to be disadvantaged. It will increase linearly up to a proportion of 40% of disadvantaged students. Taking the extra funding mechanism for disadvantaged students into consideration, Table 3.2 shows those institutions with the largest percentage of African and Coloured student enrolments.

Institution	Total African and Coloured enrolments 2005	Percentage calculated against total student enrolments for 2005
Mangosuthu Technikon	9 885	99%
Univ. Venda	10 480	99%
Walter Sisulu	23 693	99%
Limpopo	17 106	97%
VUT	16 314	94%
Zululand	9 648	93%
Fort Hare	6 510	91%
TUT	42 206	85%
Univ. Western Cape	12 179	84%
CUT	8 219	81%
CPUT	22 304	77%
DUT	16 681	73%
NMMU	13 292	67%
UJ	27 978	65%
UFS	14 008	63%
UNISA	128 994	62%
North West	13 874	51%
Wits	11 655	49%
UKZN	16 092	46%

Rhodes	2 735	45%
UCT	8 924	41%
UP	13 858	36%
US	5 437	25%

Table 3.2 Percentage African and Coloured student enrolments 2005 (DOE, 2005b)

3.3.3. Localised content

South African publishers are now active in all fields that demand local specificity, such as Education, Nursing, Business Studies, Law and Financial Accounting (GPI, 2004:64). Local academic publishers find it difficult to compete with books for subjects like Medicine, Engineering, Information Technology and Natural Sciences, as these subjects are complicated and require expertise and expensive production resources which are not readily available. Moreover, these subjects are universal in nature and many academics prefer to use international texts of a high quality. For the softer sciences like Social Sciences or Humanities, Business or Economic Sciences, Education and Nursing there is both expertise and resources available in South Africa to produce these books (van Rooyen, 1996:66). Most of the localised content is published in these areas. There are some academic publishers in the South African sector who do specialise in certain content, for example LexisNexis Butterworths in their Accounting and Law publications, and who do not deviate from their core business.

With e-commerce and the global market economy it is, however, becoming more and more difficult to find a balance between publications that represent national identity and publications furthering global ideals. This is evident also in material developed for higher education, as lecturers are finding it hard to choose between locally relevant, written and published material and internationally focused, written and published material. "The indigenous knowledge industry, to the extent that it is made tangible through scholarly publishing, must survive through its links with global academic activities; this is the only way to overcome regional isolation, indifferent scholarship and the constraints of a small and regional market for academic publications" (Evans & Seeber, 2000:7).

Local publishers do have the advantage of producing locally relevant material, but many of the multinational companies are now setting up local publishing units. Whereas previously multinationals may have had difficulties with timely delivery of books, relevant content and appropriate price, they have addressed these problems with the establishment of these units in South Africa. Local publishers now have to reconsider what added value their product brings to the South African market, as it is not foreseen that 'local relevance' will remain a competitive advantage for local publishers, except when competing with a specific international title.

Accessibility and price are two of the important areas that local publishers focus on, but publishers and academics are "responding to real student needs in a diverse and multicultural environment, the South African market is eager for good local titles that embody cultural, racial and gender awareness" (Gray, 2000a:171). This is good news but, on the other hand, it is proving vital "to introduce an African dimension into the global debate" (Gray, 2000a:180), thereby limiting the dominance that Northern hemisphere academia has always held over Africa. The fact remains that there is growing concern among local existing players in the market that the kinds of books students need are not being developed. A USA or UK title that is best in its subject area and includes the latest teaching aids may not be appropriate for the students of South Africa.

A solution for local academic publishers could be adaptations of successful international titles. These kinds of textbooks are becoming increasingly popular with lecturers and are clearly an advantage to multinational companies who do have successful international titles that can be adapted. An example of such a successful title that is currently on the market in South Africa is *Marketing* by C Boshoff and N Terblanche, published by OUP SA. Here a key USA text was "thoroughly reworked for SA application by leading thinkers in marketing in South Africa" and "The South African examples and comment in an international setting create local and global perspective" (OUP SA, 2006). Local publishers must investigate the buying of rights from other international firms who do not currently have any form of representation in South Africa. "It's annoying having to present all the examples in US dollars. Finding topical SA examples is always additional work" (Schroenn quoted in Byrd, 2005:7).

South African publishers cannot cover all the ground, and there is still scope for sales of imported product in less fashionable subjects, or in subjects where the large, heavily illustrated text is the norm. Imported titles also score where there is a need for international examples and case studies (GPI, 2004:64).

3.3.4. Technological advances

"The current move into electronic media is but the latest stage in an evolution concerned with making ideas commercially available and socially accessible" (Evans & Seeber, 2000:3). Technology has a myriad of effects on publishing-related activities, including an influence on knowledge distribution and availability, the structure and dissemination of research and on the purpose of libraries and teaching aids. Publishers are reminded that books may soon not exist as the young and trendy student of today prefers to read and learn electronically within his or her own personal learning environment.

Technological advances will no doubt result in changed roles for all players in the traditional book publishing value chain, "blurring the boundaries between publishers, booksellers and education providers" (Gray, 2000a:163). Take, for example, the large number of academics who have started to publish their work on the Internet. Although further investigation into this falls beyond the scope of the research, it is worth mentioning that the amount of academic information available on the Internet is growing, and in some instances has even led to increasing plagiarism on the part of students submitting papers. Publishing on the Internet without proper accreditation can be considered a form of self-publishing. "In the academic arena, self-publishing has taken place massively and silently, with a huge increase in scholarly communication on the web …" (Gray, 2000b). Another example of the blurring of publishing boundaries is the use of POD to include digital printing machines allocated in academic bookshops for on-demand printing of customised course materials or textbooks from digital catalogues (Gray, 2006a). By implication, bookshop managers are now in a position to 'publish' material prescribed for courses. This would be especially viable for the increasing number of distance learning students in South Africa.

Many institutions have moved into distance learning and are placing their learning resources on the web. More e-learning is expected to take place in the future in South Africa, especially because post-graduate students and working professionals looking to study further prefer to learn in their own time and space and at their own pace, but also because many potential learners are situated geographically distant from higher education institutions. "More academic administration will be handled online, with students being offered customised course sites rather than reading lists" (Baverstock, 2002:16). The World Bank is even looking to distance education provided by South Africa to bridge the tertiary education gap in Africa (Gray, 2000b). In 2001 there were 267 000 distance students compared with 378 000 contact students; African students represented 78% of the total number of students enrolled in distance education (GPI, 2004:35). However, the African students are traditionally also the students who do not have access to electronic learning mediums.

In South Africa, a developing nation, any discussion on technological advances includes the differences between the technology 'have's' and technology 'have nots'. Accessibility remains central to this issue. The impact of technology cannot be measured in the same way as it would be for international publishing industries such as the UK or the USA. Academic communities in South Africa are at different technological levels, and what would necessarily be good for one set of 'privileged' students will not have any positive impact or possibility for another largely 'under-privileged' group. Widely available computer access in private homes and remote academic institutions is not possible due to lack of funds, inaccessibility to electricity, insufficient telecommunications infrastructure and low computer literacy levels.

Technological advances thus impact either on the industry itself, or on the market it serves. "The greatest incentive to publishers to explore all these [technological] possibilities is competition, and there is certainly no lack of competition in the tertiary market. If a cheaper way of producing books can be found, it will be found" (van Rooyen, 1996:72). While globally it seems the printed textbook is here to stay, the surrounding package of resources to a text, including companion websites, lecturer's manuals on CD and supplements, is growing in importance. "The development of these materials must be geared towards customers, rather than the pursuit of technological excellence for its own sake" (Baverstock, 2002:16). Academic

publishers in South Africa are competing to provide both the student and lecturer with as much 'help' as possible, to increase the student's level of understanding of a subject, thereby increasing pass rates, and to decrease the teaching workload for lecturers who are under pressure to do more scholarly research than lecturing.

Academic publishers are under pressure to meet individual academic textbook requirements of lecturers who want to teach from their own custom-designed course packs. Often combining chapters from different textbooks, and different publishers, with their own materials, these course packs are given away free or at minimal cost. Although common practice internationally, the academic market in South Africa was only exposed to this phenomenon through the activities of a local company, Content Solutions, a print-on-demand (POD) specialist that operates primarily in the recommended reading environment at higher education and training institutions in South Africa. On behalf of lecturers they take care of obtaining reproduction rights from copyright holders for the reproduction of out-of-print sources, articles or chapters lecturers wish to include in readers, and deliver a printed, customised product to institutions, ready for distribution to students (Content Solutions, 2006). Their services include producing academic course packs, reproducing out-of-print titles and producing self-published works. Although certainly a service that meets South African market requirements, it is also a service that many multinational companies are starting to provide themselves for their content, for example the McGraw-Hill Primis Online platform and the Pearson Education Custom Publishing platform that is also operating in South Africa. Many local publishers may consider setting up the same kind of service for their content, thereby increasing their ownership of the book publishing value chain and allowing increased bottom-line rewards. Content Solutions also provide specific services for self-publishers which will be investigated in more detail in Chapter 4 of the research.

The business model of Content Solutions is based entirely on POD. In 2004, according to a MAPPP-SETA survey of the printing sector, "digital printing is still in its infancy, mainly because of lack of supporting technologies and infrastructure and unwillingness of customers (publishers and business alike) to change their communication model. Consumers have already indicated that they prefer the products/solutions generated through digital printing, and it is

expected that the bulk of textbooks will be generated in digital format within five years" (Gray, 2006a).

One of the most recent developments that will have an impact on academic publishers in South Africa is the launch of the International Association for Digital Publications' Affordable Access Programme. There are four participating universities: Fort Hare, UKZN, Western Cape and UNISA. At these institutions and through the Affordable Access Programme students will be able to carry their course material for each academic year on a low-cost portable computer (Pandor, 2006). This could have a tremendous effect on the current traditional publishing model and the involvement of authors in the process. It is clear that with technological advances publishers will need to start thinking creatively about their content as electronic publishing will continue to make significant inroads on print sales. With electronic publishing "aesthetic concerns are clearly subordinate to utilitarian ones; the priority for the user is to receive information quickly and efficiently; when electronic titles answer these needs more effectively than books, users prefer the digitised versions" (Rosenheim, 1996:60).

3.3.5. Merged institutions

The process of higher education transformation in South Africa began with Minister Sibusiso Bengu, the first Minister of Education in the democratic government in 1994. It intensified and took a sharp turn under Minister Kader Asmal who took recommendations by the National Commission on Higher Education (NCHE) into review which led to the National Plan for Higher Education that was adopted by Cabinet in February 2001. With this transformation path set out, higher education would move away from the apartheid legacy and into a new non-racial future (Higher education leapfrogs into a new non-racial future, 2002).

The mergers illustrated in Table 3.3 were implemented in two phases in January 2004 and January 2005 to represent the new higher education landscape in South Africa.

New institution	Merger	Enrolments
11 Universities		
University of Pretoria	University of Pretoria + Vista University (Mamelodi)	50 000
University of the Witwatersrand	University of the Witwatersrand	25 000
North-West University	Potchefstroom University for Christian Higher Education + University of North-West + Vista University (Sebokeng Campus)	47 000
University of the Free State	University of the Free State + Vista university (Bloemfontein) + University of the North (QwaQwa)	21 000
University of KwaZulu-Natal	University of Durban-Westville + University of Natal	39 800
Rhodes University	Rhodes University	6 000
University of the Western Cape	University of the Western Cape + Stellenbosch University Dental School	14 200
University of Cape Town	University of Cape Town	20 000
Stellenbosch University	University of Stellenbosch	22 000
University of Limpopo	University of the North + Medical University of South Africa	16 500
University of Fort Hare	University of Fort Hare + Rhodes University (East London campus)	7 050
6 Universities of Technology		
Tshwane University of Technology	Technikon Pretoria + Technikon Northern Gauteng + Technikon North-West	60 000
Central University of Technology	Technikon Free State + Vista University (Welkom)	10 100
Vaal University of Technology	Vaal Triangle Technikon + Vista University (infrastructure and facilities of Sebokeng)	16 000
Durban Institute of Technology	ML Sultan Technikon + Technikon Natal	20 000
Cape Peninsula University of Technology	Cape Technikon + Peninsula Technikon	28 000
Mangosuthu Technikon*	Merger with Durban Institute of Technology is pending	9 798
6 Comprehensive Institutions		
University of South Africa	University of South Africa + Technikon South Africa + Vista University Distance Education Centre (Vudec)	200 000
University of Johannesburg	Rand Afrikaans University + Technikon Witwatersrand + Vista University (East Rand & Soweto)	45 000
Nelson Mandela Metropolitan University	University of Port Elizabeth + Port Elizabeth Technikon + Vista University (Port Elizabeth)	23 700
University of Venda	University of Venda	9 800
University of Zululand	University of Zululand	10 000
Walter Sisulu University of Technology and Science	University of Transkei + Border Technikon + Eastern Cape Technikon	25 000

2 National Institutes		
Future establishment of National Institutions for Higher Education in *Mpumalanga* (launched in October 2006) and the *Northern Cape* to help students in these provinces to access higher education study opportunities.		
23 institutions	Total	715 948

Table 3.3 Higher Education Mergers: 2004–2005 (NISHE, 2005)

* The number of institutions will drop to 22 when Mangosuthu Technikon merges with the Durban Institute of Technology.

The mergers have altered the historical influence and dominant nature of the distance education institutions such as UNISA and Technikon South Africa, both in terms of student numbers and authors. Publishers are not as dependent as they were previously on either of these institutions when making a publishing decision based on potential market size. Institutions such as the University of Johannesburg (a comprehensive institution made up of university modules from the Rand Afrikaans University and technikon modules from the Witwatersrand Technikon) and the new Tshwane University of Technology, both boast large student numbers. Although contact universities, they have become a bigger focus for publishers in a post-merger academic environment because of their large numbers.

On the reverse side of this, many previously contact-only learning institutions have set up distance learning departments, for example North-West University, which has incorporated distance learning in most faculties and schools. It is, however, in distance education that self-publishing has been most observed, whether through university publishing and printing units (Gray, 2000a:175) or whether through private printing firms. North-West University has an extensive manual available on the Internet for academics to help them write interactive study guides for both contact and distance learning. This document reads like an Author's Guidelines manual supplied by commercial publishers to their authors, and includes topics such as the page layout and structure of the study guide (van der Merwe & Scott, 2002). UNISA has made attempts in the past to centralise the publication and production of distance education learning materials in South Africa, through the formation of the Coalition of Open Learning in South Africa (COLISA) (Gray, 2000a:175). This Coalition comprised the former UNISA, Technikon South Africa and Vista University. The aim of COLISA was to promote the interests of distance higher education institutions including issues on funding, transformation, combined

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examinations, national learning centres, a joint library task team and others (COLISA, 2000). It is unclear whether COLISA is still in active existence since the mergers. There are, however, two other organisations still in existence to promote the principles of distance education, The South African Institute for Distance Education (SAIDE) and the National Association of Distance Education Organisations in South Africa (NADEOSA) (GPI, 2004:35). Neither of these organisations is venturing into the publication of distance learning materials for students.

For academic publishers the mergers have had both negative and positive effects. On the negative side, publishers have had to deal with intensely emotional staff and students of the merged institutions, making textbooks the last thing they are considering in times of uncertainty. Secondly, publishers may have lost adoptions in instances where the new merged institution had to decide on one of two publications as they were prescribed by the institutions when they were still acting in their separate capacity. On the positive side, however, publishers could in turn also gain adoptions, and secondly, the mergers allow for the development of new curricula and courses that could result in new products for those "publishers who are in touch with the new trends in the market" (Gray, 2000a:168).

Moreover, higher education in South Africa is now a business. Institutions are becoming more competitive to draw a greater number of quality students to ensure the institution's sustained future. Increased competitiveness among institutions leads to new and exciting courses that are being developed and that may require textbooks. "Already the expansion of student numbers is creating a demand for different types of learning resources that better reflect the changed composition of the new student intake" (GPI, 2004:64).

Higher education reform emphasises that higher education institutions should allow for "greater lateral transferability" (Gray, 2000a:168). This should ultimately place more emphasis on workplace relevance and appropriateness to address the current unemployment levels in South Africa. Many institutions are building partnerships with specific firms in the private sector to help them write vocationally relevant courses. These partnerships often allow students of the institution to be taken on board as interns for a specific time to gain work experience. Such activities are in-line with the new National Qualifications Framework (NQF). This shift in

emphasis has seen the obvious difference between universities and technikons blur slightly. Universities, universities of technology and comprehensive institutions are all trying to find a balance between research and vocational skills training. To aggravate the scenario, the National Department of Education (NDOE) has indicated its plan to increase student numbers at FET colleges by streaming and re-curriculating their activities towards vocational training.

The mergers were a time of uncertainty and the total effect of this restructuring of the higher education system will only be fully comprehended with time. "Less straightforward is the other leg of the merger process which involves the bringing together of very different cultures, the establishing of multi-campus systems that are remote from each other and the combining of possibly unrelated missions and values" (Kotecha quoted in van Rooyen, 2005:324). According to President Thabo Mbeki, the transformation of South Africa's higher education system was both necessary and inevitable and would allow South African universities to compete with the best in the world (Dlamini, 2005). "For the first time in the history of South Africa, we can look forward to building non-racial higher education institutions reflective of the new values of our new democracy, where there is increased access for those seeking to realise their potential through higher education, where equity exists and which provide a better quality of education" (Higher education leapfrogs into a new non-racial future, 2002).

3.3.6. Book production costs and book prices

"Reasonable print runs are needed to sustain a book; otherwise the book becomes too expensive for the market" (van Rooyen, 1996:65). Price is one of the biggest issues facing the academic publishing sector in South Africa and there seems to be a widening gap between the book store price and what students can afford to pay (Brightmore quoted in Taylor, 1997). The central dilemma of publishing remains whether to print a large number of copies that will achieve a low unit cost and low selling price or rather to print a smaller print run which will reduce the financial risk (van Rooyen, 2005:233).

The cost of paper is one of the factors contributing to the high cost of book production in South Africa, with only two controlling players in the market, Sappi and Mondi. This situation has led

to many publishers opting to print outside the country in, for example, Mauritius and Singapore (Hendrikz, 2002:76). Lately there has been quite a threat for cheaper printing and book production from India through their Export Processing Zones (EPZs) that allows the printing of backlist titles of some multinational countries and exportation of these titles into Africa. On the other hand, local academic publishers may well learn from the two levels of publishing taking place currently in India: books of a standard that aspire to world class and sales and those designed for home consumption, where price is as paramount as in South Africa (Graham, 1994:34).

There remain only two options available to publishers to make books cheaper: either use cheaper technology or sign-off on larger print runs. There are implications for both. Advances in technology are discussed earlier in the chapter from a user's perspective, but in terms of production by the publishing house, this is limited to POD technology and the type of machinery that is bought and implemented by printers. Take, for example, the standard American textbook size, which is currently unavailable for printing in South Africa because no printers have the correct section folding machine available. Crown format (245×170 mm) is presently the most inexpensive and affordable format for book printing in South Africa. When a Crown format book goes beyond 400–500 pages it becomes too thick in relation to the book size and does not lie nicely flat for studying purposes. The book then has to be treated harshly to stay flat and in the process tends to crack. Double-column pages in Crown format are also loaded with information. There is no breathing space. A larger book format at a competitive price is still the dream. The moment a publisher wants to go beyond 245×173 mm for a book size, printing is in sections of 16 pages which doubles the printing cost (Schlatter, 2006).

Having discussed the total size of the academic publishing market earlier, it is evident that larger print runs are not necessarily likely. This is aggravated by the increasing number of niche subjects being developed across degrees and faculties and an increasing focus on vocational skills training rather than higher education training in South Africa in general.

One element of cost that cannot be ignored and is of crucial importance to the further investigation of academic self-publishing is that of royalties paid to authors. According to the

PASA Annual Industry Survey 2005 (Galloway, Venter & Bothma, 2006), the average % royalty in terms of total net turnover paid out to authors and/or third parties during 2005 was 14,25% for the larger publishers and 12% for smaller publishers. The industry standard is anywhere between 12–15% on net. However, there are authors and author panels that dominate the textbook market (as mentioned later in the section on student and lecturer profiles), that ask as much as 25% of the net income, "making textbooks more expensive in a highly price-sensitive market" (Gray, 2000a:168). Some publishers opt to offer authors what is referred to as a rising royalty scale, whereby the first print run royalties are low to help cover the costs of the publication and bring the market entry price of the book down, so as to compete favourably with competing titles. The royalties on reprints with a rising royalty option are then higher as the print run increases.

There is a new alternative to royalties which publishers sometimes consider: paying authors a once-off fee for their 'expertise' or 'knowledge', an honorarium or consulting fee of sorts. Academic textbook publishing is based on the commissioning work of publishers, whereby the publisher has the full authority to identify a need in the market and select the proper authors to compile and write the text. In essence then, publishers should commission academics to write certain chapters or sections of a book for what could be referred to as a consulting fee. They may find this favourable as most academics currently run their own consulting firms in their private capacity or are paid similar fees for research done in the private sector. This option does pose one problem, and that is what the 'consultants' should receive when a title is reprinted.

Value Added Tax (VAT) of 14% is levied on all books in South Africa. There have been calls from many individuals and organisations, including the academe, for VAT to be lifted from textbooks, and to exempt libraries and individuals in particular from paying VAT on books. The Department of Arts and Culture (DAC) is still investigating possible legislation on this. The call for VAT removal is simplistic and does not address key issues necessary for South Africans to become a reading and book-loving nation.

The only feasible way to bring down the costs of books is to print more, as explained clearly by Byrd (2005:6) in an article for the *Financial Mail Campus*: "Because a large part of printing costs comes with setting up the presses – a set amount whether one or 1m copies are printed – printing

more copies means that the costs come down. Economies of scale means the more copies there are, the cheaper each copy becomes." Although many consider POD technology as the solution, this type of printing is not economically feasible for print runs between 750 and 2 000, which is currently the average print run for a locally produced textbook. Publishers try to print stock that will sell out within 18 months of publication, as this is the most effective balance between sufficient print run for a lower unit cost and the financing cost of keeping the stock in the warehouse (van Rooyen, 2005:233).

The impact of second-hand bookshop sales on academic book titles is another element of the academic publishing sector that has not been properly researched, but most academic publishers admit to feeling its impact to some extent. Textbook sales are declining as a result of the increasingly organised used-book business. Most publishers agree that it is reasonable to expect 50% of a first-year class to acquire a prescribed text in its first year of prescription. Thereafter, the number of new copies sold declines as the second-hand market increases (GPI, 2004:68). In South Africa, Protea and Brainbooks are both independents known for their second-hand book stock. What is alarming, though, is the fact that in the *Into Higher Education* guides (a project of the National Information Service for Higher Education, Higher Education South Africa and the Department of Education), which aim to promote higher education as an alternative after school, the cost of books is mentioned in a single paragraph that not only discourages students from buying books, but also the value of learning material in their higher education experience: "Books and other materials – such as course materials and equipment – are an important additional cost and can work out to be very expensive. Because universities are aware of the costs, most have a second-hand bookshop to assist students in keeping their expenses down" (NISHE, 2005:79).

Most campuses, however, have a contracted bookseller that rarely sells second-hand books to students. These kinds of comments will not stimulate growth in the industry let alone convince new and potential authors to undertake writing.

3.3.7.   Non-book buying and book reading culture

The combined total of first and revised editions and reprints published by larger and smaller publishers participating in the PASA Annual Industry Survey 2005 was 8 177 of which only 7,6% are academic textbooks (Galloway, Venter & Bothma, 2006). Despite an increased number of new titles and reprinted titles in the South African book publishing industry and a literacy rate of 86,4% (Financial Mail Campus, 2005:8), reading levels in South Africa remain low. Reading is generally a habit associated with studying, whether in school or at higher education level. In order to promote a reading culture and to assist in efforts to address illiteracy, it is important to assess the accessibility of books (Hendrikz, 2002:72). South Africa has a history of exclusion when it comes to books, as the previous ideologies of the state did not provide equal access to books, schools and education in general, nor to the simple pleasure of reading (Evans & Seeber, 2000:4). According to a 1999 study by the Bureau for Market Research, only 5% of the South African population buy books and books represent only 0,007% of household expenditure (Gray, 2006a).

Government is involved in various programs to try to correct this exclusion. One active project is the National Book Policy drafted by the Print Industries Cluster Council (PICC) and a now non-operational programme called Masifunde Sonke. At an address in September 2001, Deputy Minister of Education and Chairperson of the Masifunde Sonke campaign, Mr Mosibudi Mangena made the following relevant statement: "Reading should not be perceived to be synonymous with studying. Studying is an academic exercise or obligation. Although reading is an ingredient for academic success, the pleasure of reading goes beyond to encompass life skills, personality growth and acquisition of knowledge. Reading can more appropriately be equated to food. We need it to feed our minds and souls and to survive in this knowledge-driven society. Though sad to admit, the reading culture in our country is dwindling; worse still the book buying culture has completely disappeared out of our social practices" (Mangena, 2001).

South Africa has strong, well-structured distribution outlets for books in the bookshops. However, "the [book] industry mainly serves the small minority of affluent and educated people in major metropolitan areas … the great challenge facing the South African publishing industry is

for it to expand its activities to the majority of South Africans who at the moment are not part of the book-buying public" (van Rooyen, 1996:7). The accessibility and profile of academic booksellers will be discussed later in this chapter.

Reading does occur despite low educational levels through alternative media, including community and daily newspapers as well as magazines. Libraries provide one of the most important access points to books for any nation. In South Africa, academic libraries are especially important at institutions where many students are from disadvantaged backgrounds, to provide the support necessary for their development and academic success.

Academic books are perceived to be the least important of all books that a young individual may purchase in his or her lifetime. They are simply considered a means to an end. This lack of interest in academic books is further aggravated when lecturers do not encourage students to read additional or recommended works to their course and by bookshops that rarely purchase or stock related scholarly works. Low sales of academic books are often accredited to how poor the student population has become, but it seems that students are rather short on ready book-buy money than poor. Students make spending decisions based on their need for accommodation and food, clothing and accessories, with books being thought of as an unaffordable luxury. According to Byrd (2005:6) only about 25% to 30% of students purchase the books that are prescribed in their courses. Limited book sales restricts the academic publishing sector. "A small audience means limited and costly print runs; high costs mean books are available to fewer people. A vicious circle of restricted publishing is created" (Altbach, 1987:8).

The book purchase rate is highest where there is a culture of buying books. Certain subjects, certain departments within institutions and even certain institutions stand out. Much also depends on the subject: Engineering and Medical undergraduates and post-graduate MBA students are known to be good buyers, while there is generally poor take-up in the Humanities and Social Sciences (GPI, 2004:67). The reality is, however, clear: a decline in readership or sales will have a negative effect on the sector and it is the responsibility of academic publishers in South Africa to get involved in ensuring a future market for their products.

The Academic Sector Council of the Publishers' Association of South Africa (PASA) is currently considering a proposal to adopt the Open Books, Open Minds campaign that was implemented in the UK. This campaign involves talking to both students and lecturers throughout the UK to find out how they value and use textbooks, thereby understanding how the academic publishing sector in the UK can better support students, lecturers and academics with the learning materials they need (Open Books Open Minds, 2006). Important findings from this research that parallel the South African environment and thus the South African academic publishing sector are the following:

- Students enter into higher education because they want a future with a well-paid career, and not because they have an academic interest in the course or field they are studying. Thus, there is little regard for academic books and knowledge, and plagiarism is on the increase.

- Students feel they are paying a fee for tuition that should result in good client service and include their tuition material, such as handouts, lecture notes and textbooks.

- Lecturers are concerned that students are not reading as widely as they should and rely too much on the Internet and handouts, but students like to use interconnected resources, including the Internet, journals and course packs.

- Students look to their lecturers first and foremost for a recommendation on the best resources to use.

- Most students are prepared to pay a premium price for a textbook if the value of the textbook as an investment is supported and highlighted by the lecturer.

(Open Books Open Minds, 2006)

In South Africa one does find that lecturers who are prescribing books do not use them as a tool in a variety of ways in the classroom. This could be a result of many things – they are perhaps forced to use the book by a colleague (sometimes the author of that book); or they are unaware of the possibilities for teaching within the book itself or through additional support; or there is an ignorance regarding teaching methods and how truly to engage students.

3.3.8. Copyright and illegal photocopying

Copyright in South Africa is protected under the Copyright Act No 98 of 1978 with a single amendment in 2002. Copyright remains one of the most debated issues in publishing and more so in academic publishing, "as rights-holders (publishers and authors) and users (primarily librarians, educationists and students) seem set to challenge each other" (Evans & Seeber, 2000:9). This challenge revolves mainly around the reaches of copyright protection in terms of accessibility of information, and the levels of photocopying and fair use. In most cases, authors of commercially published texts do not, in fact, hold the copyright to their own work – it is held by the publisher. With academic authors organising themselves through the Academic Non-Fiction Authors' Association (ANFASA), they are claiming back ownership of material they publish. This tug-of-war could be a reason why some academic authors opt to self-publish.

"Photocopying is the single biggest threat to higher education publishing in this country. It is common on all campuses, amongst both department staff and students, and has been steadily undermining higher education publishing for years. It deprives the publisher of sales and the author of royalties" (van Rooyen, 2005:333). The British Publishers' Association pronounced South Africa one of the world's worst offenders with regard to illegal photocopying, especially with the current copyright law that allows for extensive 'fair use' provisions, which are open to interpretation and endless debate (Taylor, 1997). Illegal photocopying, by both academics and students, leads to significant erosion of sales for academic publishers. It is becoming increasingly difficult to police, especially among students, and it is estimated that between 30–40% of potential sales are lost to illegal photocopying (GPI, 2004:53).

The general perception of students is that books are not necessary to pass their exams and therefore obtain their degrees or diplomas, especially with most lecturers supplying accurate and detailed class notes. They think books are expensive and not worth the money, more so if the course, module or subject lasts for only a few weeks. The problem that persists is that academic publishers base their selling price for the book on the first print run. The first print run in turn is based on expected sales, and in the academic environment this can be very much predetermined and relatively secure through possible adoptions and use of the book at various institutions of the

contributing authors. Publishers therefore print for the anticipated market, but realise that at least 40–50% of any group of students for whom a book is prescribed will not buy the book due to lack of funds, or a perception of the non-necessity of the item. Publishers thus print just enough to balance demand, supply and warehouse costs to stock and distribute the print run. For publishers, deciding how many to print is a fine balance of supplying demand and making good business decisions.

The fact remains that the higher the first print run, the cheaper the price, as it becomes less expensive the more units you print. Publishers are limited in the size of their print runs based on reports from bookshops and actual sales figures of current titles in relation to the anticipated total market. The vicious publishing circle mentioned previously ensues. Students argue that books are too expensive and therefore do not buy them, while publishers argue that the more students buy, the cheaper books will become. With increased copying, the fewer books are printed and the more expensive they become.

This 'objection' to the buying and use of textbooks is further aggravated by the trend towards using photocopied course packs and lecture notes (replacing sometimes both the main textbook and additional reading material) and the recent trend towards using readers. Content Solutions produces such course packs, lecture notes and readers in conjunction with institutions.

Besides the obvious infringement of copyright of an entire work, the academic environment is constantly faced with the issue of plagiarism. One of the central aspects of the academic endeavour is the re-use and reworking of other people's empirical and theoretical research (Kitchin & Fuller, 2005:32). The definition of plagiarism from the American Historical Association states: "The appropriation of another's work as one's own. Gaining an advantage of some kind … with the intent to deceive – although some definitions claim of academic plagiarism say that it does not have to be intentional. The ultimate sanction is not always a legal one, but instead the public infamy that accompanies misconduct" (Gray, 2005:21), or as Kitchin and Fuller (2005:32) call it, 'acute embarrassment'. The implication of instances of academic plagiarism is that if found in an academic textbook it reflects badly not only on the author, but on

the publisher of the book, the quality of the entire product and ultimately on the image of the industry at large.

One of the latest movements to aggravate and stimulate the relationship between rights-holders and users is that of Open Access Publishing. In this movement, users claim that information wants to be free and exists in a copyright culture where creativity is built on sharing and the transformation of what has gone before (Gray, 2006b), while rights-holders claim that creative property cannot exist without reward and copyright control ensures permission and reward is obtained for creators of information and knowledge. The Creative Commons initiative is based at Stanford University, USA. Creative Commons South Africa is a web portal dedicated to showcasing the work of local creators, educators and administrators who use Creative Commons licenses to distribute their ideas and creative expressions (Creative Commons, 2006). This distribution is concerned mainly with works that can be made available via the Internet. Although the Internet falls beyond the scope of the research, Creative Commons could impact on academic publishing if authors of academic textbooks wish to distribute and make their work available without any limitations to users.

Google's Print for Libraries project plans to put more than 15 million books online by digitising texts held by libraries that are still in copyright. In America this has been seen as infringement of the copyright held by the publishing firms, although Google sees it as 'fair use'. This project could inadvertently affect sales of locally published academic works that are prescribed internationally. Google also hopes to attract South African publishers to their Google Book Search Project, a world-wide free search marketing program. Subsequent to the contact Google had with South African publishing firms across all sectors, Naspers, the largest media conglomerate in South Africa, has put plans in place to develop its own search program for electronic content. Their proposed model will result in users being able to download information in various formats, from e-books, audio-books and PDF-files to print-on-demand books. The development of this new business unit within Naspers is still in its early stages but the firm plans to be running with the basics in 2007.

3.3.9.   Student and lecturer profiles

Nearly one in five school-leavers who pass Matric attends higher education institutions (NISHE, 2005:23). There are proportionately less black students in higher education, especially black female students and too few black academics in higher education and management (Gray, 2000a:165). Nonetheless, there has been a substantial increase in the number of black students in the last years soaring by 80% between 1993 and 1999 (van Rooyen, 2005:329). For publishers this poses a new challenge. Many of the black students entering higher education come from both a financially and educationally disadvantaged background and receive instruction in English, a second language. To accommodate these trends, academic publishers aim to develop products that are suited to their needs – well priced, readable, understandable and accessible. "Books are needed that, in addition to being cheap, address the disadvantaged educational background from which the bulk of students will come. They need to be condensed and more summary in approach, and written at an accessible level of English" (GPI, 2004:64).

Although there is generally the perception that entry-level higher education students have a high level of academic literacy, this is, in fact, not the case in South Africa and various steps have been put in place in higher education to bridge this divide. One of these developments has been an entry-level exam to test the academic literacy levels of all students. Those students who do not comply with the necessary criteria have to take additional subjects to accommodate this. Not all higher education institutions have adopted these exams. Developments at school level have led to the new school-leaving qualification in Grade 12, the National Senior Certificate, replacing the senior certificate or what was known as 'Matric'. This allows any Grade 12 pupil the opportunity to enter higher education without demanding prior entry requirements. The new system will be implemented in 2008 and will result in an even greater number of first-year students who may not have the necessary academic skills to succeed at higher education level. Some form of evaluation has to be put in place to prepare new entrants for higher education.

The Higher Education Act No 101 of 1997 does not specify a minimum admissions requirement for higher education study, but it does require that the "admissions policy of a public higher education institution must provide for the redress of past inequalities". In 2001 it was reported

that of the 125 000 students who drop out every year, most are black students from the previously disadvantaged institutions that were formed under the apartheid government. The call then was for government to increase spending on foundation courses to help students bridge the gap between secondary education and higher education (Rossouw, 2001). More recent dropout figures are reflected in Table 3.4.

Year	Universities	Technikons
End 2000	25%	34%
End 2001	9%	13%
End 2002	7%	11%
Total dropouts 2000–2002	**41%**	**58%**
Graduates 2002/2003	**26%**	**19%**

Table 3.4 Higher education dropout figures: 2000–2002 (DOE, 2005a)

These figures reflect that 36 000 (or 30%) of the total group of 120 000 first-time undergraduates in universities and technikons dropped out at the end of their first-year studies, and that a further 24 000 dropped out after either two or three years of study. The total of the group that had dropped out by 2003 was therefore 60 000 (or 50%). Only 26 500 (or 22%) of the total group had graduated by the end of their third or fourth years of study (DOE, 2005a). Naledi Pandor, the Education Minister, says more than 50% of first-year students drop out of higher education institutions in South Africa, and feels a possible cause for this high drop-out rate is alcohol abuse and maladjustment for learners from school to higher education (SABC, 2006). UNISA plans to spend R48 million in 2007 to prevent student drop-outs and failures. The money will go towards additional tutors and academic personnel across the country, and enhanced technology for enhanced student support (R48m to counter UNISA dropouts, 2006).

Institutions are under pressure from government to increase student enrolments, with set targets of 40% student enrolment in Humanities, 30% student enrolment in Business and Commerce and 30% student enrolment in Engineering, Science and Technology. With this pressure many institutions are enrolling students who may not be fully prepared for higher education. Publishers have to keep this aspect in mind when commissioning and developing new material. Gray (2000a: 168) draws attention to this as well: "… cross-curricular courses are being developed to

provide bridging for educationally disadvantaged students. This will lead to the introduction of courses with substantial student numbers and should provide opportunities here for creative publishing". So far, however, South African publishers have been slow to invest in new series of bridging texts to meet this demand, for fear perhaps that the purchasing power will not be there, however low the product is priced (GPI, 2004:65).

There has always been a natural division for lecturers and academics between the historically disadvantaged (black) institutions and the historically advantaged (white) institutions. Although the student profiles are definitely changing towards a higher number of black students, the race profile of teaching and lecturing staff in public higher education remains predominantly white. The Human Sciences Research Council reported in 2003 that 70% of staff is still white, 21% of staff is African, 5% of staff is Indian and only 4% of staff is Coloured (HSRC, 2006). Black academe has not been able to participate fully in the environment of academic textbook publishing and "… the academic book market remains largely dominated by the same author pool" (Gray, 2000a:167). Many publishing firms are still relying heavily on books that were written either prior to 1994 or just thereafter by affluent white academia, whose publications are now running into their umpteenth edition. It is a catch-22 situation. Publishers are pleased with their well-known books and authors selling attractively on the backlist, but on the other hand, they need to invest in authors who have not had the opportunity to publish commercially in the past, especially in academic textbooks that contribute to South African collective knowledge.

The need for transformation in the author pool is evident and both authors and publishers are actively trying to include black writers on their publications. This has resulted in many publishers planning author training sessions and workshops at institutions to harness fresh minds for their future publications, thereby correcting their author profile and the injustices of the past. Competition between publishers here is intense with publishers trying to build relationships with departments and staff within specific subject areas and thereby gain competitive advantage.

Finally, it is important that academic publishers know that the kind of student entering higher education in future will have a reduced familiarity with books, especially those students who use the Internet increasingly in their daily activities. They may not know how to use an index, a

contents page or how to browse texts; they may even need to be taught how to use libraries (Baverstock, 2002:16). A different breed of student demands a different kind of information product.

3.3.10. Intellectual property and research

Academics are constantly reminded to 'publish or perish'. Unfortunately this does not refer to publishing textbooks or teaching materials. Currently in South Africa the writing of a textbook does not qualify as research output for lecturers and academics. Generally, with each research item that is produced, a lecturer obtains research points and each lecturer is required to accumulate a certain number of research points or outputs in an academic year. For each article, for example, that is published in an accredited academic journal, the lecturer will receive a financial 'reward' that will be saved in his or her research fund and that can be used for further research and to attend conferences. Textbooks currently do not feature in this research-output-driven environment: "Academics … need to publish to receive recognition and advance their careers, and thus face an acute shortage of time [to write textbooks]" (Baverstock, 2002:16).

The Higher Education Act No 101 of 1997 in its *Policy and procedures for measurement of research output of public higher education institutions* (2003:5) states that the only books that are recognised as research output are "peer-reviewed, non-periodical, scholarly or research publications disseminating original research …". Furthermore, the policy clearly states that textbooks and study guides will not be subsidised. Under the present system, cash-strapped universities qualify for R84 000 in government subsidies every single time their researchers publish an article in a long line of peer-reviewed journals officially recognised by the government – 255 at last tally (Scott, 2006). Textbooks are certainly peer-reviewed and researched to provide the most recent information to students. Although updated every three years, this can hardly be considered 'periodical'. Academic publishers should call for concerted pressure on the government to change the rules for what qualifies as research output. An effort like this could have long-term benefits for the entire South African academic publishing sector.

The Copyright Act No 98 of 1978 under Section 21 (1) (b) states the following:

Where a literary or artistic work is made by an author in the course of his employment by the proprietor of a newspaper, magazine or similar periodical under a contract of service or apprenticeship, and is so made for the purpose of publication in a newspaper, magazine or similar periodical, the said proprietor shall be the owner of the copyright in the work in so far as the copyright relates to publication of the work in any newspaper, magazine or similar periodical or to reproduction of the work for the purpose of its being so published … (South Africa, 1978).

This part of the Copyright Act has been interpreted by some higher education institutions to allow academics to write and publish what they can and want, but that inevitably, if the academic author uses time and resources of the institution to complete the work, then the copyright of that work belongs to the institution (employer) and not the academic (employee). Although this has not impacted to date on the South African academic publishing sector with regards to ownership of copyright, there are institutions that feel that if a lecturer writes a book with a commercial publisher, some of the income of that publication should be ploughed back into the institution to be used for other future research initiatives. The income from books is considered the third income stream, apart from lecturing (for which a salary is paid) and research (for which funding is obtained from government on accreditation and publication). Naturally, this sort of rule is not encouraging for new authors of academic textbooks.

In line with this, many higher education institutions are in the process of setting up Intellectual Property Offices or at least appointing an Intellectual Property Officer to administer the copyright of their institution better. This is because research endeavours and outputs of academics have increased economic worth (Kitchin & Fuller, 2005:36). Academic publishers will need to build relationships with these offices to prevent being considered a possible rival or competitor in future. Currently these offices focus on supporting research initiatives and deriving income from the collective knowledge of their institutions. If institutions start making a claim to the income that authors derive from books, authors may well be discouraged from writing and this could have serious implications for the academic publishing sector as a whole.

3.3.11. Student loan options

Gray (2000a:166) describes the market for academic books as "… extremely price-sensitive and averse to book buying". The market profile and characteristics are affected by the public bursary system that is insufficiently funded and managed. There are vast numbers of financially disadvantaged students who compete for financial aid, and this money is often not spent on books and learning materials, but rather on luxury items such as clothes, shoes and cellular phones. "Books are seen as necessary to study, not as worthwhile objects in themselves" (Gray, 2000a:166). Because of the low spending on books, many students opt to photocopy their study material or textbook, and the result of this has been mentioned earlier under the section on copyright and illegal photocopying. Students on bursaries and grant schemes do not receive separate textbook grants, and this has a negative impact on textbooks sales and leads to increased illegal photocopying and an active second-hand book market (GPI, 2004:64).

By July 2002 the National Student Financial Aid Scheme (NSFAS) had benefited 250 000 previously disadvantaged students since 1994 (Lewis, 2003:22). However, in 2004, 21 000 students were blacklisted by the NSFAS for failing to repay their loans totalling nearly R130 million (Mboyane, 2004). These payments are necessary if the scheme is to continue supporting academically deserving and financially needy students wanting to enter higher education. Many of the non-payments were due to HIV/Aids related illnesses and the scheme announced just weeks later that they had lost R8 million in loan repayments because 400 borrowers had died of Aids-related illnesses, placing the scheme in a financial crisis (Jeffreys, 2004). If there are less funds available to support disadvantaged students entering higher education, the possibility of growing the market of potential textbook buyers is also limited and impacts negatively on the academic publishing sector. The total number of students receiving NSFAS awards for higher education institutions for 2005 was 98 856 (Financial Mail Campus, 2005).

Edu-Loan is a private finance company that focuses exclusively on educational finance and assists individuals who are not able to pay for their own studies, or the studies of their dependants, and who do not qualify for traditional financing through the formal government aid scheme (Edu-Loan, 2006). They have also entered into partnerships with various bookstores

through their "unique smart-card system, Edu-Xtras, which allows students to purchase books at pre-approved educational bookshops nationally" (Edu-loan, 2006).

3.3.12. Academic library acquisition budgets

Academic libraries are a vital part of academic life for both lecturers and students. Before the mergers there were 45 tertiary libraries in South Africa, many institutions having more than one because of their many campuses (GPI, 2004:69). At this time it is difficult to calculate the exact number of tertiary libraries. The general feeling in South Africa is often that prices of books are going up faster than budgets. Budget constraints and the large amount of spending of library budgets with overseas vendors are of great concern to the South African academic publishing sector. "Budget constraints severely limit collection-development efforts because most academic books and other material have to be imported … Many libraries rely on university libraries for inter-lending purposes. The decline in collection development will affect access to and availability of information generally. To address this problem most of the major universities have formed consortiums to share information resources through the creation and use of electronic platforms" (Hendrikz, 2002:78).

In 2005 it was reported that more than 60% of the annual budgets of academic libraries was allocated to foreign supply (Hendriksz, 2005:15). Various reports from academic librarians state that the local supply of books is fraught with problems, including high volumes of paperwork, slow reaction times and unquoted prices at the time of ordering. On the other hand, there are reports that foreign suppliers are more expensive, difficult to communicate with and unable to support smaller local library projects (Hendriksz, 2005: 15). The effect of international supply does affect sales of local academic material and ultimately, the growth of the wider book publishing value chain in South Africa.

With the merging of higher education institutions, the academic libraries on these individual campuses also had to merge and this has had an impact on their budget and collection profile. Direct lobbying by organisations such as the Library and Information Association of South Africa (LIASA) and PASA to increase federal aid and expenditure to academic libraries may

have positive results, but academic libraries are learning to function increasingly as profit-making entities within the bigger institutional budget of a higher education institution.

3.3.13. Language of instruction

The eleven official languages of the country challenge the academic publishing sector. Currently the language of instruction is either Afrikaans or English or parallel instruction, with very little regard for teaching in the mother tongue at higher education levels, despite the fact that the student population is linguistically diverse and only a minority have sufficient comprehension of either Afrikaans or English. Academic textbooks are thus produced mostly in English with a few locally published titles being produced in both Afrikaans and English, and some scholarly works produced in Afrikaans exclusively for that subject field. "Language has been and continues to be a barrier to access and success in higher education; both in the sense that African and other languages have not been developed as academic or scientific languages and in so far as the majority of students entering higher education are not fully proficient in English and Afrikaans" (Language Policy for Higher Education, 2002).

Tommy Makhode, a spokesman for the Minister of Education said in a 2005 article published in *The Mercury* that a ministerial committee had made recommendations for the inclusion of indigenous languages at higher education, beyond the mere teaching of the language as an academic subject offering. This is in line with intentions expressed by the Language Policy for Higher Education in 2002 to include an African language as a training requirement for undergraduate and postgraduate study. "It also recommends that each higher education institution identify an indigenous African language of choice for initial development as a medium of instruction" (Bolowana, 2005).

The main aim is to promote multilingualism, at least at regional level. Post 1994 South Africans believed that their individual languages would receive more recognition in the greater scheme of society. However, many of the previously disadvantaged languages remain marginalised. The Pan South African Language Board (PanSALB) is a statutory body established in terms of Act No 59 of 1995 (as amended) for the creation of conditions for the development and promotion of

the equal use and enjoyment of all the official South African languages (PanSALB, 2006). They do much work at grass-roots level for the languages.

The aim of the Ministry of Education remains to develop a multilingual environment for all languages to be developed as scientific languages while ensuring that access is not prohibited with the current instruction in Afrikaans and English (Language Policy for Higher Education, 2002). This policy remains a priority for the current Minister of Education, Naledi Pandor: "Government's concern about the national identity and academic progress through national languages has received a cool reception from many of our people who claim access to international languages" (Gadebe, 2006).

Academic publishers cannot rule out the idea of publishing textbooks in African languages in the future. This certainly seems to be the aim of government and if the publishing industry wants to build a relationship with the state, this kind of action may be to their long-term advantage. There are some locally published academic textbooks currently available on the market that include African languages in an English text. For example, the first-year textbook, *Economics*, by Smith, de Villiers and Muradzikwa, published by OUP SA, includes "clear learning outcomes in more than one official language in each chapter, and succinct summaries at the end of each chapter" (OUP SA, 2006).

3.4.   Regulatory bodies, legislation and policies

The South African government has at various times indicated its commitment to corporate good governance, although much is still expected from them in terms of guidance and legislation. It remains to be seen whether the publishing industry will survive political disparity, unemployment and other uncertainties for its future and its employees, and how companies react to the demands of their social and political environment (Evans & Seeber, 2000:8).

Books and reading are, however, not one of government's main priorities. During the first ten years of democracy the South African government was still trying to correct the injustices of the

past with the provision of primary healthcare, housing, clean water and electricity for all South Africans (Evans & Seeber, 2000:10). Today, although many changes and prosperity have been achieved, the majority of the population remains without basic services. The 1998 CIGS report was one of the first reports on the entire publishing industry for the South African government. The report identified five areas of potential government involvement in the growth of the publishing industry (CIGS, 1998:8):

- Policy development which to date includes, for example, copyright law, waiver of VAT on books, tax breaks and the National Book Policy.

- Infrastructure and institutions which to date include, for example, training facilities and courses on writing and the industry through MAPPP-SETA, electricity supply, libraries and 'telecentres'.

- Funding and finance which include, for example, awards, scholarships, loans, funding for research and development and also training of new industry employees.

- Research and information which include books and information on publishing, writing, and reliable industry statistics.

- Organisation which to date includes the Print Industries Cluster Council and the MAPPP-SETA.

Since the conception of the CIGS report there have been numerous developments from government which will be discussed briefly in the next sections. The aim of this section within Chapter 3 is only to highlight some major developments and activities that have had an effect on the academic publishing sector.

3.4.1. Department of Arts and Culture (DAC)

This department has identified the entire publishing industry (books, magazines, newspapers etc.) as creative industries in South Africa. To this end they are increasingly involved in these industries to sustain their future growth. Most notably at the February 2006 Parliamentary Briefing, DAC announced a R100 million investment to be channelled into the creative industries, film, craft, music, television, books and publishing, to make a major contribution in

closing the gap between First and Second Economies: " It is our responsibility to accelerate growth in these sectors" (Jordan, 2006a).

"We are at an advanced stage of developing our National Book Policy, which will serve as a normative instrument to guide growth strategies in the book publishing industry and enhance the culture of reading and writing amongst South Africans" (Jordan, 2006b). The National Book Policy aims to concretise the commitment between the government and the private sector in developing a book publishing sector in South Africa that will fulfil both its cultural and economic roles. Policies for development and support are included for writers, book publishing, bookselling, book printing, libraries and reading promotion (PICC, 2005). Most recently DAC have been consulting widely with stakeholders in South Africa on the National Book Policy and are about to start their international consultations to ensure that the policy meets international standards and that the South African book industry is globally competitive.

The department continues to support industry initiatives that are consistent with the objectives of job creation and economic development.

On-going and recent activities by DAC in support of growth in the publishing industry include the following:

- The Culture Industries Growth Strategy (CIGS): to capitalise on the economic potential of various cultural industries, including publishing. Support is in the form of financing, management capacity, advocacy and networking. The last valuable contribution from CIGS was publication of *The South African Publishing Industry Report* in 1998.
- Literature for television adaptation: essentially about texts made visible, adapting books for television and film (Jordan, 2006b).
- Financing and support for the Print Industries Cluster Council (PICC), which has subsequently been changed to the South African Book Development Council.
- Publishing of various reports and books, most notably the report on intellectual property rights and a book on the status of copyright in South Africa.
- A program with Skotaville Publishers to promote publishing in indigenous languages, an ongoing project for which 60 manuscript have been received to date (Matomela, 2005).

- Financial support for the PASA Annual Industry Survey.

3.4.2. Department of Trade and Industry (DTI)

Activities of the DTI that are related to the publishing industry in South Africa include the following:

- Providing guidance and assistance in the drafting and finalising of the publishing sector transformation charter that is in line with BBBEE. The Codes of Good Practice on BBBEE were accepted by the South African Cabinet in December 2006 (DTI, 2006).
- Providing assistance in the fight against piracy of goods (published books) and copyright infringement to ensure better international relations with organisations such as WIPO (World Intellectual Property Organisation).
- Financing of a report on the skills profile of the South African book publishing industry, as commissioned by MAPPP-SETA.

The aim of both projects is to ensure and secure improved international relations and trade principles.

3.4.3. Department of Education (DOE)

The involvement of the national DOE in book publishing and book development has increased in recent years. The reading culture in South Africa consists largely of scholars at primary, secondary, higher education and adult level. The DOE is responsible for the majority of purchases of school textbooks and subsequently the education or schools book publishing sector is the largest publishing sector in South Africa (van Rooyen, 2005:309). Through this natural dependency, school book publishers and DOE officials are also regularly in discussions regarding the future of school textbooks and solutions to increasing access to information.

At higher education level however, students are responsible for their own book purchases and the involvement of the DOE is less. Notable programmes of involvement in higher education that have subsequently impacted on academic publishing include (DOE, 2006):

- Transformation of higher education through the Higher Education Act and includes transformation in terms of structure and management of institutions, academic offering, staff profiles and international competitiveness.

- The establishment of indigenous languages as languages of instruction and scientific research.

- Increased involvement with the international community for improved access to information, such as the launch of the International Association for Digital Publications' Affordable Access Programme, discussed earlier in the chapter.

- Transformation of the college sector (now known as Further Education and Training Colleges) to provide a workforce that is vocationally skilled.

One of the major reading campaigns initiated by the DOE is Masifunde Sonke, launched in 2001 by the then Minister of Education, Kader Asmal when he declared 2001 as the year of reading (Land, 2003). In January 2007, Minister of Education, Naledi Pandor, launched the Drop-All-And-Read national campaign created to promote the importance and value of reading in schools and beyond. The campaign will be used to provide new Grade R and Grade 1 learners with the 'Minister's reading gift' during their first year in school and also encourage schools to set time aside for learners, teachers and school management to 'drop all and read'. The campaign intends to highlight the DOE's commitment to promoting the culture of reading in schools. The campaign is planned for five years (DOE, 2007).

3.4.4. Department of Labour (DL)

Major initiatives from this department that affect academic publishing is the formation of the National Qualifications Framework (NQF) as described and made into law by the South African Qualifications Authority (SAQA). The NQF is a set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages lifelong learning (Coetzee, 2002:3). The objectives of the NQF are to (Coetzee, 2002:3):

- create an integrated national framework for learning;
- facilitate access, mobility and advancement in education and training and into alternative career paths;

- enhance the quality of education and training; and

- finally to redress the injustices of past discrimination in education and training.

The implication of the SAQA Act and the NQF is that academic learning and learning materials should in future be aligned with the structure of the NQF and its related Unit Standards as the common building blocks for all qualifications, although at this time higher education institutions are still very much curricula based. Many academic staff members are active participants on the Standards Generating Body (SGB) for their particular field of study and employment.

The Department of Labour is also responsible for the formulation of the Skills Development Act No 97 of 1998, which aims to develop the skills of the South African workforce; to improve the quality of life of workers and their prospects of work; to improve productivity in the workplace and the competitiveness of employers and to promote self-employment (DL, 2006). All employers in South Africa are required by law to pay a percentage of their payroll as a skills development levy. This ensures that employees are able to obtain necessary skills, development and training while on the job. The Skills Development Levies Act of 1999 ensures that the principles of the NQF and SAQA are advanced.

3.4.5. Print Industries Cluster Council (PICC)

The PICC is a relative successful public-private partnership in the South African book industry. Established in 1998, it comprises representatives from each of the industry role players: Publishers' Association of South Africa (PASA), South African Booksellers Association (SABA), the Printing Industries Federation of South Africa (PIFSA), the Paper Manufacturers Association of South Africa (PAMSA), the Print Media Association (PMA), and one representative each from DAC and DTI. The PICC is committed to increasing the number of readers in South Africa and to creating a book-reading culture. In June 2007, Minister Pallo Jordan launched the South African Book Development Council (SABDC) as the national representative council of the South African Book Sector and works in close cooperation with the National Department of Arts and Culture. The SABDC sprouts from the PICC (van der Sandt, 2007).
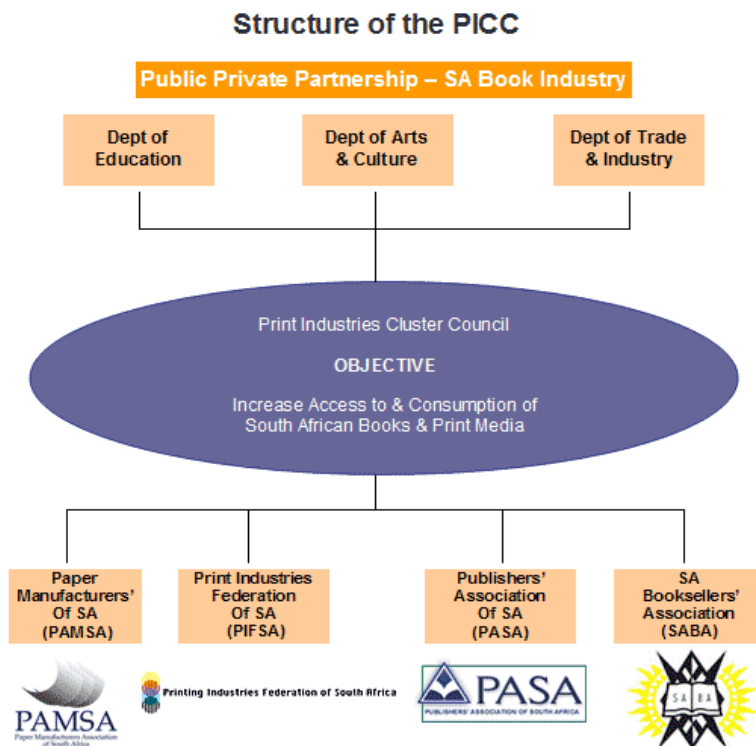
Figure 3.2 The Print Industries Cluster Council (PICC, 2003)

It is only through a growing market that all industries in the PICC would attain the economies of scale that allow low prices, which in turn encourage unrestricted purchases of printed material (McCallum, 1998:9).

Their main activities include the:

- transformation and increased diversity in ownership, employment and product of the entire book value chain, specifically through the drafting of a National Book Policy and the Transformation Committee within the PICC;
- promotion of a reading culture via a reading campaign and the Image of Reading Committee within the PICC;
- collection of data on the publishing industry through the Annual Industry Profile Study undertaken by the PICC, SABA and PASA;
- conducting a comprehensive investigation into copyright as part of the PICC's Intellectual Property Rights Dialogue; and

- building partnerships with both the public and private sector, including the Library Working Group set up by the PICC in May 2003 (PICC, 2003).

3.4.6. MAPPP-SETA

The Media, Advertising, Publishing, Printing and Packaging Sector Education Training Authority (MAPPP-SETA) is responsible for training and skills development within the publishing industry. Founded by law under the Skills Development Act No 97 of 1998 of the Department of Labour, it is the priority of this non-profit organisation to facilitate education and training of a new, diverse and transformed workforce for the publishing industry. The organisation uses funds that are paid as skills levies by the registered and participating organisations (MAPPP-SETA, 2006). Their major current involvement in the publishing industry is through the MAPPP-SETA Internship Programme run in conjunction with PASA.

The publishing industry in South Africa is aware of the need for structured skills development, and through the special Publishing Chamber of the MAPPP-SETA launched the MAPPP-SETA/PASA Internship Programme in 2005. The programme is currently in its second year and has enabled nearly 60 students to be placed in numerous publishing firms. "The Internship will primarily focus on the development of key skills needed within the publishing industry and be structured in such a way as to maximise learning opportunities for interns" (PASA, 2006a). The internship programme also aims to increase the reputation of the publishing industry which will help to attract suitable equity candidates.

The Publishing Chamber within MAPPP-SETA has made great strides in the past few months in terms of registering the SGB for Publishing and has begun the standards generation process towards a National Certificate in Publishing at NQF Level 5 (MAPPP-SETA, 2006). The Chamber also commissioned the skills analysis of the publishing sector that was partially funded by the DTI and conducted by the Human Sciences Research Council (HSRC).

3.4.7.   Centre for the Book

The Centre for the Book is an autonomous project of the National Library of South Africa (NLSA) and relies on sponsored support to fund its activities and projects (Centre for the Book, 2006). It runs various activities that promote the culture of reading and writing in South Africa. Its core functions are book development, lobbying, raising awareness, advocacy and acting as a hub of information and advice to book players in South Africa. Their activities do in some instances overlap with that of the PICC. The projects run by the Centre for the Book support one or more of the following aims:

- Promotion of children's literature through First Words in Print and the Children's Literature Network;
- Promotion of reading through World Book Day, the Children's Literature Network, First Words in Print, the Community Publishing Projects and supplying advice and information to individuals;
- Promotion of writing; and
- Promotion of publishing (Centre for the Book, 2006).

One of their most noteworthy projects is the Community Publishing Project, brainchild of Hannes van Zyl, then CEO of NB Publishers in 2001. "Underlying this Project is the belief in the beneficial and enriching influence of books in society, particularly of books that reflect a diversity of voices and experiences" (Higgs, 2005:4). This project has also led to the publication of *A rough guide to small-scale and self-publishing* by Colleen Higgs and a catalogue of small and independent publishers in South Africa.

3.4.8.   Publishers' Association of South Africa (PASA)

The Publishers' Association of South Africa (PASA) was founded in November 1992 as the official body representing more than 150 members of the South African publishing industry, which includes commercial organisations, university presses, NGOs, small privately owned publishers, publishing consultants, as well as importers and distributors (PASA, 2006). The General Committee consists of the Executive Committee and the following interest groups: trade;

education; academic; FET; skills development and training; copyright; industry statistics; international liaison; legal counsel and the Cape Town Book Fair (CTBF). Currently there are 28 registered academic PASA members (Faure, 2006), for which a detailed summary will be given later in this chapter.

3.4.9. Academic Non-Fiction Authors' Association (ANFASA)

ANFASA was launched in 2004 as the first national association especially for authors of general non-fiction works, textbooks and academic books, whether or not their work has appeared in print. "One of ANFASA's most important objectives is to promote and protect authors' intellectual property rights, and it strives to increase authors' awareness of their rights" (ANFASA, 2006). Although a new player in the academic publishing sector, their efforts could have an increased impact on how authors expect to be treated by commercial publishing firms. The issue of copyright and protection of an author's work is very important to the association and there are plans to educate authors on ownership of their work – that copyright does not automatically become that of the publisher once their work is signed onto the publisher's publishing list. In January 2007 they held a workshop on copyright and publishing contracts in Cape Town and in Johannesburg.

3.4.10. Dramatic, Artistic and Literary Rights Organisation (DALRO)

DALRO was established in 1967 as a wholly-owned subsidiary of the Southern African Music Rights Organisation (SAMRO). It is a multi-purpose copyright licensing organisation representing authors and publishers of literary and dramatic works (DALRO, 2006). For the academic publishing industry, DALRO's main activities are centred on the administration of reprographic reproduction rights (photocopying from published editions). In this regard DALRO are often at loggerheads with firms such as Content Solutions (discussed earlier in the chapter) and with higher education institutions on issues of blanket licensing or transactional licensing of copied material. Currently DALRO is actively involved in trying to stop illegal and unfair photocopying of complete academic titles by copy shops. Their work is of great value to the academic publishing sector.

3.4.11. Higher Education South Africa (HESA)

HESA came into being as a result of the merger between the South African Universities Vice-Chancellors Association (SAUVCA) and the Committee of Technikon Principals (CTP). HESA's main function is to facilitate proactive transformation, leadership and expertise for the higher education environment nationally. The activities of HESA are organised around four programmes and a number of projects that support, strengthen and otherwise contribute to the creation of a proactive and energetic higher education sector. The programmes are (HESA, 2005):

- *HESA Enrol*: This programme includes the NISHE and a National Benchmark Tests Project which is anticipated to expand to become an Assessment Service to aid institutions in the appropriate selection and placement of applicants (this benchmark entry test was also discussed earlier in the chapter);
- *HELM*: This is the Higher Education Leadership and Management Programme to increase capacity of and develop leadership and management for middle and senior managers in all higher education institutions;
- *HEAIDS*: This is South Africa's first nationally co-ordinated programme designed to improve the capacity of higher education institutions in managing and mitigating the impact of HIV/Aids; and
- *SARUA*: The Southern Africa Regional Universities Association brings together the leadership of 45 universities within the SADC region to increase the capacity and partnership of higher education in this region.

3.4.12. Council on Higher Education (CHE)

The CHE is an independent statutory body formed in May 1998 in accordance with the Higher Education Act No 101 of 1997. The main responsibility of the CHE is to advise the Minister of Education on all matters related to higher education policy issues and assuming executive responsibility for quality assurance within higher education and training (CHE, 2006). Their main objectives are to provide strategic and informed advice on higher education policy to the Minister of Education, especially through the quality assurance activities of its sub-committee, the Higher

Education Quality Committee (HEQC) as well as through publications and dissemination of information on higher education.

3.4.13. Legal Deposit Act No 54 of 1997

The Legal Deposit Act No 54 of 1997 requires producers and publishers of published material to deposit a certain number of copies of their publications to the five legal-deposit libraries. It also provides for a Legal Deposit Committee responsible for co-ordinating and promoting its implementation. These libraries receive, free of charge, one copy of every publication published in South Africa (Hendrikz, 2002:78). The purpose of the Act is to:

- provide for the preservation of the national documentary heritage through legal deposit of published documents;
- ensure the preservation and cataloguing of, and access to, published documents originating from, or adapted for, South Africa;
- provide for access to government information;
- provide for a legal deposit committee; and
- provide for matters connected with it (Jordan, 2006).

3.4.14. Copyright Act No 98 of 1978

Intellectual property is essential to the sustainable future of the academic publishing industry. The South African Copyright Act No 98 of 1978, as amended in 1992, governs all aspects of copyright in South Africa. It sets out what is protected, from what it is protected and for how long it is protected. This Act protects publishers and authors from having their work illegally reproduced. Implications of this Act on the academic publishing industry have been discussed earlier in the chapter.

In 2004, the DAC and PASA commissioned a report on intellectual property rights in the print industries sector through the PICC. This report makes various recommendations for more effective copyright protection:

A strong copyright regime contributes to the economic, cultural and educational strength of the country: effective copyright protection ensures that creators are given due recompense for their efforts and encourages creative production and copyright provides a framework for the dissemination of knowledge and creative work. It is about enabling access to creative works and knowledge products, rather than preventing access, as is often perceived (PICC, 2004:9).

This report also made some recommendations for the amendment of the Copyright Act to address the conflict between users and rights owners and to address legislative shortcomings that prevent successful prosecution of copyright violations.

3.4.15. Higher Education Act No 101 of 1997

The Higher Education Act 101 of 1997 makes provision for a unified and nationally planned system of higher education, by suggesting cooperative governance as a new model for governing higher education. While providing guidelines with regards to the functioning of councils, institutional forums and student representative councils, the Act leaves much scope for individual institutions with regards to interpretation and implementation. It is a model based on the principle of autonomous institutions working cooperatively with a proactive government in a range of partnerships (National student consultative report, 2000). The main function of the Act is to redress education injustices of the past and secure access to higher education for all South Africans. The Act itself addresses the formulation of the CHE, public higher education institutions (especially the mergers), governance of public higher education, funding of higher education institutions and a separate section on private higher education institutions (South Africa, 1997).

3.5. Shape and size of the academic publishing sector in South Africa

3.5.1. Producer profile

Publishing in South Africa was pioneered by small family businesses and some major multinationals, with British publishers in particular making a real impression (van Rooyen, 1996:3). A brief summary of the current academic publishing sector in South Africa includes the following:

- International agencies and distribution: **Academic Marketing Services**, **Blue Weaver Marketing** and **Book Promotions**.

- Multinational firms with local academic publishing units: **Oxford University Press South Africa**, **Pearson Education South Africa**, **McGraw-Hill, Cambridge University Press, Heinemann South Africa** and **Lexis Nexis Butterworths** (Reed Elsevier). In the last two years Heinemann has shifted a large portion of its business towards publishing for the FET sector and Lexis Nexis Butterworths remains a dominant publisher of local law and accounting publications. Pearson Education South Africa has in the last few years increased their local publishing towards higher education and FET. They are especially targeting markets that need texts for bridging courses and are keen to undertake adaptations from titles under their well-known imprints. Oxford University Press South Africa is one of the multinational companies with a very well-established local academic publishing unit. It gained further market share with the acquisition of the South African list of International Thomson Publishing (Gray, 2000a:176). McGraw-Hill is the most recent multinational to set up a local publishing unit, having advertised for a South African commissioning editor in January 2007 to commission local authors to adapt their international texts.

- Multinational firms without local academic publishing units: **John Wiley & Sons Ltd**.

- Local academic publishing firms: **Juta Academic & Law**, **New Africa Books**, **Van Schaik Publishers** and **Protea Boekhuis**.

- University and research institution presses: **Human Sciences Research Council (HSRC) Press**, **University of Cape Town (UCT) Press**, **University of KwaZulu-Natal (UKZN) Press**, **Witwatersrand University Press (WUP)** and **UNISA Press**.

Name	Holding Company	Focus Areas (and locally published titles per annum)	PASA membership	Brief History
International agencies and distribution				
Blue Weaver Marketing	Blue Weaver 100% local ownership	With offices in Cape Town, Johannesburg and Durban, Blue Weaver Marketing promotes and sells titles by 46 publishers to academic institutions, bookshops, libraries, library suppliers and specialist retailers throughout South Africa. Involved with selling of international and imported academic titles.	Yes	Blue Weaver Marketing believes that its effective and innovative sales force – which physically calls and sells to bookshops – fulfils a key role in the industry, assisting specialist publishers and self-published authors to compete effectively in the market. The Blue Weaver warehouse and distribution centre provide warehousing and delivery services. The distribution centre has 50 years' experience in bulk, direct and mail-order sales distribution.
Book Promotions	Via Afrika 100% local ownership in Naspers	Book Promotions is a publisher representative for 19 local imprints – most notably for Prof George Poulos, a self-published academic author from UNISA and writing for Wits University Press. Involved with selling of international and imported academic titles.	Yes	Book Promotions has marketed and distributed books and electronic learning materials for a range of publishers for nearly 40 years. It distributes the products of South African, US and UK publishers to South Africa, Botswana, Lesotho, Namibia and Swaziland.
Multinational firms with local academic publishing units				
Oxford University Press (OUP) Southern Africa	OUP 100% foreign ownership	OUP Southern Africa publishes general educational textbooks, higher educational textbooks, general literature, dictionaries and atlases. It also markets, sells and distributes the publications of other OUP offices around the world. In 2005, OUP SA published 14 new first	Yes	OUP Southern Africa was the fifth OUP international branch to be established, opening in Cape Town in 1915. It published its first local title in 1947. OUP Southern Africa has sales offices in Johannesburg, Durban, East London and

		edition local academic titles.		Pietersburg. The branch is also responsible for Botswana, Lesotho, Swaziland and Namibia, and has agents in two of these countries, as well as in Zimbabwe. OUP Southern Africa has approximately 1 200 South African titles in print in all 11 official languages.
Pearson Education South Africa	Maskew Miller Longman (Pty) Ltd 50% local ownership (listed with Caxton) 50% foreign ownership (listed with Pearson)	Pearson Education South Africa publishes academic, education, edutainment, reference and lifestyle resources in both print and electronic form. It also markets, sells and distributes the publications of other Pearson offices around the world. In 2005, Pearson Education SA published 16 new first edition local academic titles	Yes	Pearson Education South Africa is a wholly owned subsidiary of Maskew Miller Longman, the country's largest educational publisher. Pearson Education South Africa forms part of Pearson PLC, which also counts under its stable The Financial Times Group and the Penguin Group. Pearson Education (international) was formed in 1998 through the merger of Simon & Schuster and Addison Wesley Longman, and is based in the US.
McGraw-Hill	The McGraw-Hill Companies 100% foreign ownership	McGraw-Hill Education is a leading provider of educational, reference and trade books for the medical, business, engineering and other professions. It also markets, sells and distributes the publications of other McGraw-Hill offices around the world. Recently a local publishing unit was initiated aimed at the adaptation of some of their international academic titles for the local market	No	McGraw-Hill pulled out of the South African market in the 1980s due to the academic boycott. Its list was sold to the local company Lexicon Publications, which was subsequently bought out by Heinemann. The McGraw-Hill Companies counts under its stable brands such as Standard & Poor's, Business Week and McGraw-Hill Education.

Cambridge University Press African Branch	Cambridge University Press 100% foreign ownership	The African Branch of Cambridge University Press is based in Cape Town and publishes educational products such as main texts, course materials, teacher support books and audio-visual and electronic material. The products are for use in schools, tertiary colleges and universities. It also markets, sells and distributes the publications of other CUP offices around the world.	Yes	The African Branch of Cambridge University Press is represented in 14 African countries, and is responsible for all countries in sub-Saharan Africa and the English-speaking Caribbean.
Heinemann South Africa	Reed Elsevier 100% foreign ownership	Heinemann publishes schoolbooks, academic texts and professional development materials for all educational institutions in Southern Africa. In 2005, Heinemann SA published 10 first edition new local academic titles. It also markets, sells and distributes the publications of other Heinemann offices around the world.	Yes	Heinemann is a wholly owned subsidiary of Reed Educational and Professional Publishing – an international publishing group with operations in Africa, the UK, Australia, New Zealand and the US. Heinemann Higher and Further Education is a subsidiary of Heinemann South Africa. It publishes and distributes educational materials for the further and higher bands of the NQF, as well as materials for professional development.
Lexis Nexis Butterworths	Reed Elsevier 100% foreign ownership	Lexis Nexis is a global provider of legal, business, government and tax information products used by professionals, academics, students, government and corporates. It specialises in law, tax, accounting, financial services, risk management and compliance.	No	Lexis Nexis began providing online legal information services in 1973 in the US, and now serves customers in more than 150 countries. The first Butterworths company was founded in London in 1818, and in 1934 the first Butterworths sales office was established in South Africa.

Multinational firms without local academic publishing units				
John Wiley & Sons	John Wiley & Sons Ltd 100% foreign ownership	John Wiley & Sons publishes books, journals and electronic products for the educational, professional, scientific, technical and consumer markets. It publishes 1 500 titles per annum. It also markets, sells and distributes the publications of other Wiley offices around the world.	Yes	John Wiley & Sons is a leading publisher for the scientific, technical and medical communities worldwide. Its offerings include journals, encyclopaedias and electronic products in subjects such as the life and medical sciences, chemistry, statistics and mathematics, electrical and electronics engineering, and select medical areas.
Local publishing firms				
Juta Academic & Law	Juta & Company Ltd 98% local ownership 2% foreign ownership	Juta Academic produces materials for tertiary institutions in South Africa. It also publishes customised and electronic content, and has expanded into subject areas such as psychology, hospitality and tourism. Juta Law is South Africa's oldest legal publisher, and its electronic publications have made a huge impact on legal practice and research. Juta Law publishes the writings of authors and contributors drawn from the ranks of the judiciary, academic institutions and private practice. In 2005 Juta published 36 new first edition local academic / professional titles.	Yes	Juta & Company has a history of publishing and bookselling spanning over 150 years, focusing specifically on academic and professional information.
New Africa Books	New Africa Books (Pty) Ltd 100% local	New Africa Books publishes general books, literary works and academic textbooks. In 2005, New Africa Books published 23 new first edition	Yes	New Africa Books was formed as a result of the merger of David Philip Publishers, Spearhead Press and New Africa

	ownership	local academic titles.		Educational Publishing. New Africa Education was formed in 2000 and concentrates on publishing for the General Education, Further Education and Higher Education markets, but also publishes education titles for general trade consumption.
Van Schaik Publishers	Via Afrika 100% local ownership in Naspers	Van Schaik Publishers publishes academic texts and tertiary training material, including adult basic education and training (ABET) and FET, textbooks, professional books and reference books. In 2005, Van Schaik Publishers published 24 new first edition local academic titles.	Yes	Van Schaik Booksellers opened in 1914 and initially published Afrikaans and Dutch books. In 1998, JL van Schaik Publishers sold their general titles to Tafelberg, Pharos and Lux Verbi and decided to concentrate exclusively on the academic market.
Protea Boekhuis	Protea Boekhuis 100% local ownership	Publisher for general trade titles mainly. Publish work in the niche areas of the social sciences that are in use at many higher education institutions in South Africa, with some titles in Economics.	No	
University and research institution presses				
Human Sciences Research Council (HSRC) Press	HSRC	HSRC Press is a hybrid press with a mandate to disseminate HSRC research output and externally authored social science publications. Material is made available in print and for electronic download. Printed copies are available locally and internationally via booksellers, library suppliers and various online bookshops. It publishes on average 70 titles per annum.	Yes	The HSRC Press is a non-profit publisher committed to the dissemination of social science publications in print and electronic form. The HSRC, South Africa's statutory research agency, conducts research that generates critical and independent knowledge relative to all aspects of human and social development.
University of Cape Town Press	Juta & Company Ltd	The University of Cape Town Press has not been very active recently with an average of 10 titles	Yes	

		published for the last three years.		
University of KwaZulu-Natal (UKZN) Press	University of KwaZulu-Natal	UKZN Press publishes scholarly and general books for both academic and general readers. It publishes on average 20 titles per annum.	Yes	
Wits University Press	University of the Witwatersrand	Wits University Press publishes academic textbooks and general books. Its focus areas are popular science, heritage, history and politics, biography, business/economics and women's writing. Wits University Press publishes on average 18 titles per annum.	Yes	Wits University Press was established in 1922 and is the oldest university press in South Africa.
UNISA Press	UNISA	UNISA Press publishes books and journals in the areas of African studies, arts, music and architecture, economic and management sciences, history and politics, language and literature, law, religion and theology, communication and information science (moving into the broad area of media studies), education, and psychology. UNISA Press publishes on average 20 titles per annum.	No	UNISA Press has been publishing scholarly journals since the 1950s. One of its goals is to promote scholarly communication by publishing outstanding research work, scholarly journals and textbooks of high academic merit for the South African and international academic fraternity, students and the wider African community.

Table 3.5 A summary of the academic publishing sector in South Africa

The university presses were known for publishing radical, politically related material prior to 1994 in support of the struggle for democracy. However, in a post-apartheid state, these presses have now redefined their core business to produce both books with an academic, scholarly slant and books that are of a more general or trade nature.

Many university presses are run as not-for-profit ventures, having costs covered by sponsors, donors or endowments. University presses generally have a good reputation for quality and are more likely to consider material with a limited market appeal (Kitchin & Fuller, 2005:80). Despite the negative economies of scale involved in the production of scholarly works in South Africa, these presses have found it worth their while to print such material. Publishing of academic material for academic use is a tapered market in South Africa influenced by issues such as reluctant interest in such titles, academic bookshops not stocking recommended material and a general perception by academics in South Africa that international titles hold more credibility. There is, however, a trend by the general bookshop chains, such as Exclusive Books and Fascination Books, to compete for greater market share of intellectually stimulating and locally relevant material and here some scholarly works are finding a home. Most of the presses are funded in part by their associated academic institution but with the decline in funding from government, as mentioned earlier, this support for the university press is slowly dwindling.

With the transformation of higher education in South Africa the purpose of the university press shifted from being a vehicle for local alternative publishing and a vehicle for academics to gain publication to making a name for the university through its press.

University of Cape Town Press (UCT Press) was not interested in traditional publishing, but rather opted to use print-on-demand techniques to enable it to print small print-run titles. In 1995 it was taken over by Juta, "in an experimental partnership between a commercial publisher and a university press" (Gray, 2000a:177). With this partnership Juta provided the financial support for the development of its list and the University of Cape Town provided academic credibility.

Witwatersrand University Press (WUP) is the oldest of the university presses, founded nearly 75 years ago (Gray, 2000a:177). It was concerned mostly with the publication of scholarly

monographs in African studies and later African languages. This meant that it was heavily involved in both political and social commentary. Today, however, it focuses on disseminating knowledge through academic and general titles (WUP, 2007).

University of South Africa Press publishes scholarly works besides its extensive distance education list of study guides for students. In recent years it has expanded its publishing programme to include academic textbooks that are prescribed by the institution. This has proved a significant threat for local commercial academic publishers. Some anecdotal cases have been noted of the Press offering authors as much as 50% royalties. They are in a position to do this because of their low overheads in being managed and funded by the academic institution itself.

University presses remain role players in the academic publishing sector who also have to find the balance between being a cultural industry that represents knowledge and ideas for a developing nation, and remaining a commercially viable business as a trade industry.

For self-publishing academic authors the university press does not seem to be a publishing option. The main reason is that the presses are required by the editorial board to submit all material for peer review prior to publication. By implication a title is signed-off for publication based on certain academic criteria. Peer review can be both positive and negative for authors. On the positive side, it leads to academic credibility and academic exposure or spin-offs. "The value to academics in the publication of research work comes not from royalties but from career advancement and tenure" (Gray, 2000a:183) and "Scholars do not submit manuscripts to university presses with the idea of making any royalties. In the academic world, it is necessary to publish to gain promotion, tenure, better positions at other universities. The important thing is to publish and for your book to be favourably received" (Mathieu, 1981:185). On the negative side however, academic jealousy is rampant in the South African community and presses are under pressure to produce texts that are commercially viable. Once a manuscript is rejected on any of these negative factors, authors start investigating the option of self-publishing and shun commercial publishers.

3.5.2. Turnover profile

In 2005 growth of sales for academic products was four times higher than in the previous two years, with a total of 12,53% growth from 2004 to 2005 (Galloway, Venter & Bothma, 2006:16). This picture of the turnover of the academic publishing sector in South Africa does, however, not include the contributions made by some of the large multinational publishing offices in South Africa, of firms such as Lexis Nexis Butterworths and McGraw-Hill. Lexis Nexis Butterworths publish local titles which could result in a higher net turnover for locally published books if their figures were included. On the other hand, McGraw-Hill's representation in South Africa is only as an import branch of their international titles. Inclusion of their figures could indicate that the local market is not as strong as is currently anticipated. Although as noted previously, McGraw-Hill seem set to start up their local publishing unit in 2007.
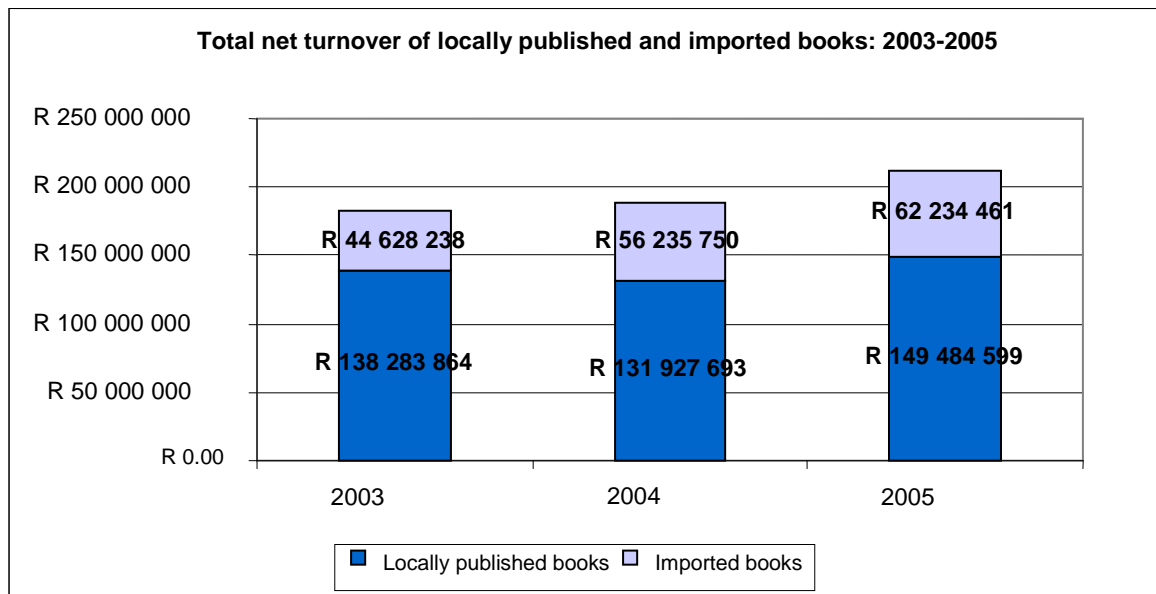
Figure 3.3 Total net turnover of locally published and imported books: 2003–2005 (Galloway, Venter & Bothma, 2006:16)

3.5.3. Employment profile

Broad-based black economic empowerment means the economic empowerment of all black people, including women, workers, youth, people with disabilities and people living in rural areas

through diverse but integrated socio-economic strategies (BEE Corporation, 2005) that include the following:

- Increasing the number of black people that manage, own and control enterprises and productive assets;

- Facilitating ownership and management of enterprises and productive assets by communities, workers, cooperatives and other collective enterprises;

- Human resource and skills development;

- Achieving equitable representation in all occupational categories and levels in the workforce;

- Preferential procurement; and

- Investment in enterprises that are owned or managed by black people.

These strategies aim to redress inequalities resulting from the systematic exclusion of the majority of South Africans from meaningful participation in the economy (BEE Corporation, 2005).

Government passed the Broad-Based Black Economic Empowerment (BBBEE) Act No 53 of 2003 in January 2004. Government's aim is that BBBEE should not only redress past injustices, but should also be a tool that will broaden the country's economic base and accelerate growth, job creation and poverty eradication (BEE Corporation, 2005). The Act set no major guidelines, but suggested a Balanced Scorecard with a broad indication of the kind of areas that would be measured to determine if a company is BBBEE compliant. In December 2004 government also released the Codes of Good Practice for the measure of this compliance. Each sector of the economy has been able to design their own Industry Charter "which would elaborate on the Scorecard, setting specific weightings for each area and timings for compliance" (Janisch, 2005). According to the Codes of Good Practice, black is defined as African, Coloured or Indian South Africans by birth or who have attained citizenship prior to April 1994. The seven areas of the draft Balanced Scorecard supplied by Government are illustrated in Table 3.6.

Area	Score
Ownership / Equity *The flow of economic benefits to black individuals & voting rights*	20%
Executive Management *Black executive managers in management and on the board according to a points value table*	10%

Skills Development	20%
Expenditure as a percentage of payroll on developing black professionals, technicians and managers	
Employment Equity	10%
Representation of all race and gender groups as well as the disabled in each salary grade of the business	
Preferential Procurement	20%
Percentage of total expenditure on goods and services from BEE companies	
Enterprise Development	10%
Investment in BEE suppliers or other SMMEs – both monetary and non-monetary	
Social Investment	10%
Investment in BEE initiatives, social welfare etc as a percentage of profits	

Table 3.6 Seven areas of the draft balanced scorecard (BEE Corporation 2005)

The PASA Annual Industry Survey 2005 (Galloway, Venter & Bothma, 2006) does not give a breakdown of the employment profile for each of the individual publishing sectors (trade, education and academic), but do supply the following figures for PASA members who participated in the survey:

- Combined total number of blacks employed: 1 046 (57,92% of total); and
- Combined total number of whites employed: 760 (42,08% of total).

During 2002, companies participating in the PASA Snapshot Industry Survey, reported 1 691 permanent employees, 1 699 in 2003, 1 798 in 2004 and 1 806 in 2005 (Galloway, Venter & Bothma, 2006:28).

As discussed under the section on the student and lecturer profiles, transformation in the author pool is also underway in the academic publishing sector and although not addressed in the Balanced Scorecard, black authors and their development can be considered as Preferential Procurement (of black rather than white authors), Enterprise Development (author workshops to develop life-time skills for participation in academic book writing) and Social Investment. In cases where new black authors need to be developed it could result in longer lead-times for commissioned titles as new authors need more time to write and get to grips with their responsibilities as authors and the publishing process.

The current employment figures for major role players are shown in Table 3.7.

Publishing firm	Full-time employees
Academic Marketing Services	8
Blue Weaver Marketing	6
Book Promotions/Horizon Books	36
Cambridge University Press	44
Heinemann Educational Publishers	160
Human Sciences Research Council (HSRC Press)	8
John Wiley & Sons Ltd	2
Juta Academic and Juta Law	16 (Academic) and 61 (Law)
Macmillan	230
New Africa Books	30
Oxford University Press (OUP SA)	134
Pearson Education South Africa (Pty) Ltd	53
Protea Boekhuis	48
Van Schaik Publishers	19
University of Cape Town Press (UCT Press)	3
University of KwaZulu-Natal Press (UKZN Press)	6
Witwatersrand University Press (WUP)	5
TOTAL projected number of permanent employees in the academic publishing sector in South Africa	**354**

Table 3.7 Employment figures for the academic publishing sector in South Africa for both members of PASA (PASA, 2006b) and non-members of PASA

*It must be noted that employment numbers for multinational firms include staff that work on trade and educational titles as well and not just in the academic sector alone.

3.5.4. Academic booksellers

The South African Booksellers' Association (SABA) represents the retail book industry in South Africa. The major academic book chains are **Van Schaik Bookshop** (with 42 branches

nationwide), **Juta Bookshops** (with five branches nationally) and **Brainbooks** (with six branches nationally).

Van Schaik Bookshop dominates the academic book retail sector. This monopolistic tendency has both a positive and negative effect on the academic publishing sector. Some strong independent booksellers do exist, like **Adams** who recently acquired one of the Juta shops as an additional shop; they now operate in Durban and Cape Town. Other independent academic bookshops include **Armstrong's** with three shops nationally and **Protea Books** with four shops nationally.

Academic bookshops take copies on a sale-or-return basis with an average 30% discount, although there could be individual agreements between publishing firms and bookshops. Often campus stores are small operations with low overheads and no opportunity for browsing. Bookshops distribute student texts (prescribed books, recommended reading material for students) and specialised works bought by academics themselves (scholarly works). Of these three, it is mostly prescribed books that are readily available in campus bookshops (GPI, 2004:68). Academic publishers feel that campus bookshops are reluctant to maintain good stock levels, but booksellers know that the average student in higher education frequently does not acquire the prescribed text, let alone any recommended texts, which makes holding of stock pointless.

It is vital for higher education institutions to provide complete and reliable prescribed booklists to bookshops, in time for the start of any specific part of the academic year. In the past, prescribed lists were only provided once at the beginning of the year, and a second intake of books for the second semester. However, with the new modular system in place there is a constant and greater need for the texts throughout the academic year. The bookshops are under enormous pressure to have books available at critical times and to maintain a healthy stock level. Their windows for profit are limited to these critical times of the academic year. Academic booksellers in South Africa are threatened by many publishers selling directly to lecturers for a better price than they are offering booksellers, in return for adoptions and firm sales. "Perhaps the greatest challenge to

academic booksellers will come from publishers' own mastery of selling direct to customers" (Baverstock, 2002:16).

"Local booksellers are in strong competition with companies like Amazon.com and its many clones" (Redhi, 2000). One of the biggest virtual bookshops in South Africa is Kalahari.net. It promotes its services extensively on the World Wide Web and is a favourite with academics and students, especially distance learning students. As a virtual bookshop their running costs and stock holding costs are low and this allows for quite large discounts from time to time.

The move towards distance learning is also threatening bookshops. Distance learning allows for a fragmented learning process, with the delivery of course material directly on the e-learning platform. This course material has been cleared for copyright with publishers and is available online, reducing the sales of actual books in bookshops.

The buying rate countrywide for first- and second-year students is 40–50% (GPI, 2004:67). "Book sales are best to students of hard sciences and business and economics, worst in the arts and humanities; best at the traditionally Afrikaans universities and worst at traditionally black universities" (van Rooyen, 2005:327). The demographics of the student population have changed and many previously disadvantaged students cannot afford their prescribed textbooks.

3.6.   Conclusion

The PEST Analysis of the academic publishing sector in South Africa could be summarised as shown in Table 3.8.

POLITICAL (includes LAW)	ECONOMICAL	SOCIAL (includes ENVIRONMENT)	TECHNOLOGICAL
• History of apartheid & exclusion • Mergers • Research funding at	• Multinational companies • Limited market • Price/Cost	• Localised content • Non-book buying and non-book reading culture	• Internet • Print-on-demand • Custom publishing

institutions • BBBEE & DOL (including MAPPP-SETA) • DTI • DAC • DOE • PICC • PASA • HESA • Higher Education Act • Copyright Act • Legal Deposit Act	(royalties, production, print run) • Government funding • Loans / Scholarships • Library budgets • National GDP • Competition among publishers	• Language of instruction • Centre for the book • ANFASA • Scarce and threatening water resources to produce paper	• Distance education • Lecturer support materials • Illegal photocopying • DALRO • Palmtops

Table 3.8 PEST analysis of the academic publishing sector in South Africa

What we have seen from this chapter is that many diverse and complicated trends and characteristics have an influence on the existence and growth of the academic publishing sector in South Africa. The sector is also affected by institutional structures, the education system, libraries and copyright regulations. The stake for successful publishing and prescription for all academic publishers in South Africa remains high. "Publishing is driven not so much by educational vision or great entrepreneurial flair, but by a sober appreciation of market requirements" (Bower in Mpe & Seeber, 2000:22). The market requirements at the moment seem to be:

• books prepared with special attention given to language level, readability and comprehension (accessibility of information);

• paying special attention to the price sensitivity of the market and cost sensitivity of the book publishing value chain;

• supplying books on time for courses and modules that sometimes last no more than seven weeks (extremely tight deadlines);

• transformed products, both in terms of content, aim and authors;

• greater emphasis on support material of websites, supplements and other student and lecturer support resources; and

• customised products for individual needs through print-on-demand.

With the unlikely scenario of increased access to computers and information for individual remote students, the idea of community-based learning centres with computers that allow access to both learning material and a learning environment, could reap benefits for South Africa as a whole. "There is no doubt that, in the academic market, the availability of electronic content, provided through regional, communal file servers, would solve a number of distribution problems in remote areas" (Gray, 2000b).

Current Minister of Education, Naledi Pandor, has decided to shift the attention in the National Department of Education away from the newly merged academic institutions, and focus more on the technical or vocational institutions, the Further Education and Training (FET) Colleges. By implication, higher education will to some extent be left to its own devices to come to grips with the many changes of the last 12 years since the inception of democracy.

A future trend will definitely be to investigate publishing opportunities in the rest of the African continent, as the academic curricula are relatively similar. Here, new authors can also be developed and sourced. The advantage of such ventures is not exclusive to the publishers, but could increase sales of local books for the authors, thereby inevitably increasing their royalties and financial gain from authoring an academic text. But there are difficulties to overcome, including pricing in markets with lower currencies than South Africa, tariff barriers, distribution and accessibility to bookshops and books in countries with little infrastructure (Gray, 2000a:173). Positive activities towards greater collaboration between higher education institutions in Africa could result in increased awareness of and respect for African academic products.

The role of imported textbooks will always be under scrutiny by local academic authors. Altbach (1987) puts it so clearly in his book, *The Knowledge Context*:

> The widespread use of books from abroad has implications for local publishing industries, for the growth of authorship, and for the basic intellectual life of a nation as well. Without an indigenous publishing enterprise, a nation is doomed to a provincial status and will continue to be dependent on outside elements for its intellectual sustenance. The existence of a publishing enterprise does not guarantee an active intellectual life, but publishing is a

necessary condition for indigenous scientific and literary activity [this includes self-publishing of works].

"Today the book business stands at the edge of a vast transformation, one that promises much opportunity for innovation; much trial, much error, and much improvement. Long before another half century passes, the industry will have been altered almost beyond recognition" (Epstein quoted in Gray, 2000b).

Within the limited and competitive market environment of academic publishing, more publishers are fighting for the same and often decreasing territory. This calls for new perspectives and guidelines on doing business with authors and clients. The congested locality of academic publishing requires a better understanding of the business environment and where to generate future growth. This is only possible through competitive advantage and intelligent business strategies. By investigating the needs of authors some of these issues can be addressed. Self-publishing is often the result of tainted author-publisher relationships. By investigating the phenomenon of self-publishing, authors who are themselves actively involved in the publishing process, the industry may be able to identify some trends and possibilities for its own growth.

CHAPTER 4: AN OVERVIEW OF SELF-PUBLISHING IN SOUTH AFRICA

4.1.   A definition of self-publishing and small-scale publishing

Individuals and small enterprises of which the publisher is also the author form an important segment of the publishing industry in South Africa. So much so that Colleen Higgs at the Centre for the Book in Cape Town has published *A rough guide to small-scale and self-publishing* (2005). Generally speaking, the perception of self-publishing is that it is driven by vanity on the author's part. Most self-published manuals advise that self-published authors refrain from using their own name when setting up their publishing operation "because people are still prejudiced against self-published work" (Appelbaum, 1998:177) and little has been done "to change the idea that only the slightly mad and the very vain would pay to have their own work printed" (Schimke, 2006). Compare the statements of Appelbaum and Schimke with a statement on self-publishing by Mathieu in 1981 and one realises the duality in the nature and perception of self-publishing: "Today, self-publication is a respectable endeavour, because the quality of the work has improved, and the public generally has come to understand the need that motivates the author to self-publish" (Mathieu, 1981:237).

Van Rooyen (1996:85) provides one of the most conclusive definitions of self-publishing:
> … one where the author, or an individual, rather than a publishing company, carries
> the responsibility for the financing of the book, as well as for other aspects such as
> production and marketing ... it implies a total publishing process that embraces
> the writing of the manuscript, the editing, correcting and proofreading of the text and page
> proofs, the design and production of the book, and finally the storage,
> marketing, promotion and selling of the book.

Van Rooyen's 2005 *Get your book published in 30 (relatively) easy steps* has a much easier and simplified definition of this sector of the publishing industry: "Self-publishing is what we call it when an author decides he does not need a publisher and simply handles the job himself". Thus,

self-publishing is often also referred to as do-it-yourself (DIY) publishing – "you are your own editor and publisher, for better or for worse" (Higgs, 2006a:73).

From the research conducted it was found that a number of academic lecturers who wrote and published their own material formed small, independent publishing firms. These include **Renall Publishers**, **Hedron Tax Consulting and Publishing**, **Labour Law Publications**, **ProPlus Books**, **Printburo**, **Lerato Publishers** and **Publitech**. These have originated mostly from the Faculties of Management, Law and Engineering. Self-publishing in terms of the research therefore also includes small-scale publishing. Small-scale implies working with possibly lower print runs, fewer titles at a particular time and a possibly small, unique group of readers for a particular title. "A small-scale publisher in South Africa is regarded as a company or organisation that has limited capacity to evaluate, critique, edit, market and distributes the books it publishes …" (Kolski Horwitz, 2006:20). Academic small-scale publishers in the cases mentioned above started with an author publishing his or her own work.

To self-publish thus implies that the author will bear all costs and risk for transforming a manuscript into a book and selling it for profit, and authors often make a daring leap of faith in their project, cushioned by a sensible marketing program that will make it bring money in (Appelbaum, 1998:189). "This unique publishing process fulfils the needs of an individual who wants to enlighten others about personal experiences and ideas and gain recognition while doing it" (Mathieu, 1981:239).

4.2.   The ideal self-publisher

Appelbaum (1998) has gone so far as to identify three crucial attributes for a self-publisher:
* *Successful self-publishers love to be in control*
Self-published authors prefer to set the pace to get their ideas and message printed and thus determine their level of commitment to their own project. There are very little external pressures but the self-published author will control those individuals or service providers in the book value chain.

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- *Successful self-publishers like fast starts but have staying power*

Self-published authors are uncomfortable with the average of nine months that it takes to get a book published by a conventional publisher. This is even more so for information such as academic material that can date quite quickly after publication. Despite their need to get things started quickly they will keep at it, as long as necessary to be successful.

- *Successful self-publishers are either idealistic realists or realistic idealists*

Self-published authors will keep pushing all kinds of marketing activities and actions that will prove beneficial to communicating with their audience. Appelbaum suggests that self-published authors are not necessarily interested in the financial gain of the process, but rather affecting their readers.

According to Appelbaum, the perfect self-publisher will want to be in control, will want to get his or her book to market as soon as possible and will continue with marketing efforts despite setbacks and finally not be unrealistic yet optimistic about expected income. "Self-publishing is often a very satisfying outcome for many writers so long as they are realistic about what can be achieved" (Blake, 1999:111). These attributes clearly take into consideration the advantages of self-publishing that will be discussed later.

Van Rooyen (1996:86) identifies a list of characteristics of the self-publisher, including: entrepreneurial flair; being courageous and creative; capacity for sustained independent effort; able to cope with stress and setbacks; open to advice and feedback; willing to learn from mistakes and not have a sensitive ego but be objective about themselves and the situation. Page (1998:25) also believes that self-publishers are entrepreneurs who enjoy taking risks and may start a small business and devote themselves to marketing their books full-time. Mathieu (1981:238) says that self-publishers have an enormous supply of motivation and a great capacity for work, with a sense of enlightenment and vitality in their personal venture. One self-publishing website from South Africa admits that self-publishing is not for the faint-hearted and ends the website with "Power to self-publishers" (Stuart-Clark, 2006). Colleen Higgs (2006a:73), of the Centre for the Book in Cape Town, says, "Self-publishing is a kind of activism, of taking things into your own hands, not waiting around for someone who is a gatekeeper to say yes or no. It is a small act of rebellion, a huge leap of faith and a lot of fun."

The characteristics of self-publishers seem vital to their success and during the empirical research phase of the study, a specific question in this regard was included in the author questionnaire. The question asks authors to list at least three characteristics of a self-publisher. This feedback is given in Chapter 5.

4.3.   The difference between self-publishing and vanity presses

"Certain people … still consciously or unconsciously equate self-publishing with vanity publishing, and people in general also often confuse these very different publication processes" (Appelbaum, 1998:193). A vanity press offers to publish an author's work in return for payment from the author (Blake, 1999:110 and van Rooyen, 2005:59), and thus has no stake in the success of a book. It takes its money upfront by having the author pay all the costs of getting a manuscript into print – plus a generous sum that is pure profit for them. A vanity press is also likely to take a cut of the revenue from sales, and will charge the author for any copies he or she buys over and above the dedicated author copies stipulated in the contract. With a vanity press, the sole qualification for publication is the ability to pay – whether the book is good or bad (Cummiskey, 2005). Distribution and marketing efforts by a vanity press are not very successful, as libraries, bookstores and book reviewers have learned to distrust publications from these imprints (Appelbaum, 1998:89; Blake, 1999:110; Poynter, 2000:23 and Cummiskey, 2005). Vanity presses therefore do not undertake the promotion, marketing or distribution of books that they produce – this is left to the author.

Vanity presses are not the same as professional editing or production firms who assist a self-publisher with certain activities in the self-publishing process and charge a certain fee. These kinds of services are often procured by established publishing houses as freelance activities in the publishing process. A vanity publisher will go through the phases of editing, design, proofreading and put the author in contact with publicists or marketing opportunities, but they do not sell books.

Reach Publishers is a small independent company in South Africa who assists authors who self-publish, and want to distinguish themselves from vanity publishers by putting each manuscript they agree to self-publish through an extensive review and editing process and supplying authors with what they call a 'marketing assistance plan' (Reach Publishers, 2006). This plan, however, only supplies the author with details for marketing their book and does, in fact, not include the marketing itself.

Although not common in South Africa, there can be instances where a commercial academic publisher will undertake a form of subsidy publishing. This occurs when a private firm or government entity wants to express a particular point of view in book form, from a source other than itself, and it then involves a commercial book publisher by offering a subsidy (Mathieu, 1981:217). These are very often titles published for the greater good of humanity and not necessarily because the title holds much commercial value.

As with self-publishing and commercial publishing, vanity or subsidy publishing will suit some authors and not others. Mathieu (1981:218) believes the reason for criticism of subsidy publishing arises when an author enters into it with the need to make a profit. But without any form of subsidy publishing, every author whose work is unacceptable to a publisher would be locked away from public consumption and never see the light of day. The role of subsidy publishing in the greater publishing industry is to provide all writers with the opportunity and possibility to communicate with the readers of their specific product.

4.4. Advantages and disadvantages of self-publishing

In undertaking this research it became clear that the advantages of self-publishing are generic to most sources consulted (Appelbaum, 1998; Page, 1998; Poynter, 2000; van Rooyen, 2006 and Reach Publishers, 2006). The three main advantages identified are the following:

- *Speed:* A self-published author can get a book to the market much more quickly than a conventional publisher depending on how much time the author decides to dedicate to the project.

- *Control:* An advantage of self-publishing implies total control for the author. "Why did I self-publish …? Because the experience was mine alone, and I knew myself better afterward" (Baltomeyer quoted in Mathieu, 1981:238) and from Reach Publishers: "So take control of your book's destiny and self-publish. If you have the will … we have the way" (Reach Publishers, 2006).

- *Profitability:* It implies that the author will obtain a greater return on sales than he or she would receive from the royalties offered by a publisher, depending of course on whether the book is successfully sold. Also, whereas royalties are paid once or twice a year by a commercial publisher, the income from self-publishing can be constant.

Disadvantages of self-publishing and subsequently reasons to use a commercial publisher include the following (van Rooyen, 1996:85 and Page, 1998):

- *Prestige*: When a publisher accepts a manuscript for publication, it indicates that the book is worth publishing, where on the other hand if a book is self-published, many consider it a vain, self-indulgent activity.

- *Quality*: Publishers have access to the necessary skills and expertise required to place a high-quality product on the market, whereas self-publishing authors do not necessarily have these required skills and poor quality can lead to increased negative perceptions about self-published texts.

- *Marketing*: Publishers have credibility and well-built relationships in the marketplace that have been developed over time to provide the best possible infrastructure to support sales of a book, whereas it is difficult for a self-published author to negotiate agreements with distributors on an individual basis. "The fact is, small publishers are a nuisance to booksellers, who have no storage of new titles to choose from … they may insist on higher discounts because [the self-publisher has] less leverage to bargain than a big supplier" (van Rooyen, 2005:62).

- *Financial risk:* This is the greatest advantage to publishing with an established firm as the costs incurred can be extremely high and a self-published author may not have these kinds of funds available. Also, established publishing firms may be inclined to pay royalties upfront as an advance (Page, 1998).

- *Objectivity:* A publisher is always critical of what is placed on the market, and a self-published author may not be critical enough of his or her own work. The self-published author then runs the risk of getting a bad name in the market. "You do need the eye of an experienced third party who is not emotionally involved to judge the merits of the book" (van Rooyen, 2005:58).

Considering that there are such unique and opposing reasons to self-publish or not, we must consider the generally accepted and recorded reasons for self-publishing.

4.5.   Why do authors opt to self-publish?

There are various reasons why authors want to be published, be it self-published or commercially published. Jeremy Wellington (2003:1) established the following generic reasons why authors want to get published:

- Career enhancement, improving the CV and thus getting promotion (professional development);
- Filling a specific gap in the market by sharing and disseminating ideas (and sometimes because someone said that they have something worthwhile that should be published);
- Vanity, including earning respect or recognition, even fame and a reputation, self-esteem and self-fulfilment (personal development); and
- Financial reward.

Most resources on self-publishing suggest a number of questions that authors must consider before deciding if they are willing and ready to self-publish. These include the following (Blake, 1999:113; Print Matters, 2006 and Reach Publishers, 2006):

- What do you want out of self-publishing?
- Is there a market for your book, in other words, who will buy your book?
- Why would they buy your book? Does it have unique appeal with a brand new idea?
- Are you prepared to commit yourself 100% to marketing and selling your book?
- Do you have the financial resources available to self-publish and produce a book?

Kitchin and Fuller (2005:107) mentioned three reasons why academics may consider self-publishing their work:

- to retain control of content;
- to realise all financial rewards; or
- because an academic author could not secure a publication contract.

From this list and various other sources, including Appelbaum (1998) and van Rooyen (2005), the following generic reasons were extrapolated for the purposes of the research. Later, in Chapter 5, the empirical research phase also includes a question to self-published academic authors on why they decided to self-publish, after which the findings will be compared with the sourced literature.

4.5.1.   Financial incentives

Financial incentives refer to royalties and sales. It is important for authors when choosing a publisher to consider the publisher's focus and publishing list. "Companies are driven by turnover and have rationalised their publishing lists to try to maximise their profits" (Kitchin & Fuller, 2005:74). Authors must be guaranteed that the publisher has the necessary skills and expertise to publish their work and the right marketing approaches to maximise sales for the author. When sales are not maximised authors often think that they themselves could have done it better and made more money. "Those authors whose work has been published previously might wonder whether there is more money to be made, more rapidly, by publishing their own books instead of working through a publisher". On the other hand, "if you believe that your book is a road to wealth, you are on the wrong road" (van Rooyen, 1996:84 and 88). The profit motive is not necessarily strong enough to justify the money and energy that will need to be invested in self-publishing (Mathieu, 1981:241).

Royalties are cyclical in nature in academic publishing. One of two instances is a matter of course. On the one hand, an academic textbook will be launched and in the first year or two it may sell slowly in spite of good reviews. This is due to the process of adoption of a new textbook that can be slow and time consuming as academic colleagues can take some time comparing

textbooks and deciding on a new one. The subject matter or style of the textbook may also be new to the market and will take off only once the idea has been adopted by the market. On the other hand, if a publisher secures large adoptions prior to publication, then the author is certain of high royalties payable in the first two years, after which a second-hand book market usually cuts into sales in the third year of any edition.

Many self-publishers assume that they will be able to cost their book to sell it for a profit, but forget to factor in issues such as discount to booksellers, margins, overhead costs and a proper marketing budget. The result is that some self-published authors do not make provision for a bookseller discount, which discourages booksellers from keeping their stock. The issue of discount to booksellers is also addressed in Chapter 5 as part of the empirical research.

As mentioned in Chapter 3, the average % royalty in terms of total net turnover paid out to authors and/or third parties during 2005 was 14,25% for the larger publishers and 12% for smaller publishers. The industry standard is anywhere between 12–15% on net. Some publishers do pay advances depending on the market for which the book is intended (Brelage, 2006). Authors who are unhappy with the royalties offered tend to misunderstand the cost structure and budget of publishing a book:

> A publisher pays a % royalty per copy sold, which the author puts straight into his pocket. On the other hand, publishers have a business to run and at the end of the day the net profit (sometimes even before tax) could be in the region of 10% and 15% of the net invoice value. One could therefore say that at the end of the day the % royalty that an author receives is not much less than the % that the publisher ends up with after costs have been deducted (Martini, 2006).

Financial reward for hard work on a manuscript or publication remains a contentious issue that can sometimes have a negative impact on the author-publisher relationship.

4.5.2. The author-publisher relationship

For self-publishers, commercial publishers remain "greedy, lazy and corrupt purveyors of people's sparks of brilliance as intellectual commerce" (Evans & Seeber, 2000:3). In some respects they are viewed as a barrier between the author and his or her intentions of getting published, thereby resulting in a constant creative push-and-pull between the author and publisher – "[publishers] want what they want, and go after it without very much regard for the casualties" (Mathieu, 1981:4). Publishers and authors tend to fall out over various issues, including the content, language editing (if the original meaning intended by the author was changed by a person external to the manuscript), royalties, price of the book, marketing and promotion (such as a lavish book launch with all their peers in attendance) and finally sales. The reasons for these clashes are often the result of a combination of the author's anxiety about the entire publishing process, his or her ego, a feeling of not being informed on decisions made about their publication and finally by a commissioning editor or publisher who communicates in one direction and who calls the shots (Davies, 1995:152).

The job of a publisher or commissioning editor is to direct the author during the writing process with regards to deadlines, content and quality. Some call it nagging but it really is encouragement and nurturing during the very stressful writing process. Writing is a solitary business, especially so in the higher education environment, where publishers sometimes think authors need less stimulation and encouragement because the book is based on set curricula and the process of writing is free of creative decisions (Davies, 1995:64). This is, however, not true. "Really good books are normally the result of a close relationship between a commissioning editor and an author. If they respect one another's contribution to the process of making a book, the results can be impressive" (van Rooyen, 1996:104).

4.5.3. Copyright

In the previous chapter the strenuous relationship between rights owners and rights users was highlighted. The principle of copyright is simply that copyright can be divided into as many rights as there are different and potential buyers or users. For academic publishing you may have

copyright to the published, printed edition and another copyright for an electronic version published on the Internet. Many authors are unhappy with the ownership that is implied if a commercial publisher publishes his or her work and the subsequent control that the publisher then has over its format and distribution.

Aron Mathieu in his book, *The book market: how to write, publish and market your book* (1981:4), stated: "The book-publishing business today is less of a vehicle for the owner to express intellectual and philosophical attitudes and reveal personal taste than it once was. It's a world of hype and sell, risk and profit, and, sometimes, risk and retreat fast." To prevent loss of control and copyright of their intellectual property, authors opt to self-publish. It could be due to insufficient explanation on the publisher's part of what it means if the publisher is owner of the copyright and lack of a transparent relationship between the publisher and author that leads an author to consider publishing on his or her own. The fact remains that authors are becoming increasingly aware of the value of their intellectual property in a world in which small chunks of larger information pieces are saleable and lucrative. Through organisations such as ANFASA, authors are becoming more and more aware of their rights as the originators of content and want to keep their options open if in the future they are unhappy with the product and service of the commercial firm who is publishing them. In this instance, many academic publishers in South Africa are now able to provide authors with an alternative contract to 'exclusive rights' (which implies complete ownership and control by the publishing firm), to an 'exclusive licence' contract which implies that the publishing firm only has rights to a specific edition of the work (be it printed or electronic). Reach Publishers (2006) encourage authors to self-publish as they will retain the rights to their book and are in a position to set their own recommended selling price and determine their own profits.

4.5.4. Rejection vs. recognition

One of the most common motivators to self-publish is the rejection that an author may have experienced on first submitting a manuscript for consideration to a commercial publisher. Compared to the three elements for making a publishing decision, recorded in Chapter 3, an unsolicited academic manuscript may not have taken all the market variables into consideration.

"Very few final manuscripts received through the mail ever get published. This is because it is unlikely that an author working away in isolation will have a clear concept of what the market needs or wants. That is the publisher's main function, namely to act as conduit between an author and the market" (van Rooyen, 1996:103). By talking to their existing authors and conference delegates, and monitoring sales, commissioning editors have a good idea of the gaps in the market (Kitchin & Fuller, 2005: 88). Authors who self-publish are often too close to their works to offer an objective and unbiased appraisal (Hackney, 2006:137). However, the opposite, as argued by self-publishers is also true; it is precisely because self-publishers are close to the place from which their material originates (their market), that they are likely to have a better idea of what is necessary to succeed (Blatchford, 2006:8). This is certainly true for academic self-publishing where the author is also the lecturer who will use the published material in his or her own classes.

Rejection by a publisher can also be the result of sparse in-house resources to spot the rare winners that do turn up, unsolicited, on a publisher's desk (Kean, 2004:22). Academic publishers are looking for educational texts that will ensure sales to students and academics and that could possibly have appeal across disciplines; the result is that commissioning editors rarely consider texts that they do not believe will sell well and have a wide market appeal (Kitchin & Fuller, 2005:74).

One of the main characteristics of the publishing industry in South Africa, namely an underdeveloped book-buying and book-reading culture, makes it increasingly difficult for publishers to publish all material, even if they want to. Decreasing numbers of readers and book buyers, and greater access to electronic information, makes academic publishing especially an increasingly risky business – publishers are thus more cautious with every new year (van Rooyen, 1996:84).

Some form of vanity remains central to self-publishing: "… don't be dismayed if you recognise vanity as one of your own motives for getting published, as long as it's not the only one you see; virtually every writer is seeking glory to some extent" (Applebaum, 1998:88). This glory can include seeing their work in print or communicating a message that they want to share with

others. When this possibility of glory is denied, rejection leads to isolation and an author may eventually self-publish. To be published provides affirmation that authors need to develop as authors and in the case of academic publishing is often a requirement of the job, a means of getting your name out there (Higgs, 2005:7 and Wellington, 2003:4). "In many circles book writing has been seen as the pinnacle of academic achievement" (Wellington, 2003:76). "The prestige enjoyed by the published author is unparalleled in our society. A book can bring recognition, wealth and acceleration of one's career" (Poynter, 2000:12). In South Africa this situation has changed slightly, with the increased focus on publishing research-based articles in accredited journals. The higher your research output in these journals, the better your chances for promotion.

4.5.5. Technological advances

Self-publishing has become more affordable and accessible due to increased access to personal computers, desktop publishing (DTP) and new short-run print technology, most commonly print-on-demand (POD) (Higgs, 2005:8). Various factors affect the success or failure of a self-published book, including identification of the market for the book; the pre-publication planning; publishing process knowledge and skills; and the ability of the author to remain objective about the quality and sales potential of his or her own work (van Rooyen, 1996:84). "Without the constraints of a second-party decision and reader selectivity, self-publishing books can't count in the greater scheme of things, except maybe as exceptions, very seldom" (Schimke, 2006). There are authors who do not understand the difference between a printer and a publisher and think the process of selling books is simply a question of printing their manuscript. A lack of attention to detail and the often unconvincing quality of certain self-published products makes them difficult to put into bookshops.

New technologies in digital printing or POD has made self-publishing more feasible. "Because of digital printing self-publishing has reached epidemic proportions" (Scott quoted in Kean, 2004:22). The characteristics of these technologies have been discussed in the previous chapter in the ways they affect the entire academic publishing sector.

Traditional lithographic printing works for large print runs such as 1 000 or more, but for small quantities, the unit cost becomes too high when using this method. Economies of scale in the South African publishing industry are only viable with large print runs, but publishers try to print the minimum quantity to prevent writing off stock and suffering a loss. With digital printing you can print fewer copies at a time or even print one copy only and the unit cost stays the same on any size print run (van Rooyen, 2005:60). The result is that digital printing makes small print runs or individual orders for the self-publisher possible but larger print runs more difficult as the unit cost would be too high and it is here that the self-publisher considers input costs against the price of their product. If the self-publisher does not sell enough of his or her book to cover costs they can run into financial problems, whereas, publishing with a conventional publisher, the publisher will take this financial risk and burden.

DTP is not a form of publishing itself, but rather a form of design for the layout of a book. Many self-published authors attempt to design the look and feel of their own book with various DTP programmes and they believe that they have the power to control the process of design, despite many not having the training in the necessary principles of design, layout and typography (van Rooyen, 2005:61). In some cases, this could result in students being unable to comprehend the necessary information and knowledge from the textbook. Electronic publishing, although outside the scope of this research is another alternative to lecturers when deciding on the publishing of textbooks. As mentioned in Chapter 3, there is an increasing amount of learning material that is being placed on the Internet.

4.6.   The self-publishing process vs. the conventional publishing process

The goal of writing is to communicate and express ideas. The goal of publishing is to take these ideas, produce them through a value-added chain of activities and to market the end product in an organised, structured and profitable way.

Authors can move back and forth between self-publishing and conventional publishing – if a book is self-published by the author, a conventional publishing house may pick up on its proven

success and offer to take it over or buy the rights to it from the author (a sale between the two parties is more likely if the self-published author is exhausted by business aggravations). This is sometimes referred to as 'selling out'. On the other hand, if a book published by a commercial publisher goes out of print due to dwindling sales and decreased market interest, an author can again become the publisher and owner of the book if the rights are returned and can generate sales for themselves. Some authors may at the same time have both commercially published and self-published texts on the market (Appelbaum, 1998:165).

The nature of self-publishing implies that an author will undertake all processes related to making and selling a book by themselves. They may in this process make use of freelance individuals and go into partnership with individuals or organisations that can provide some sort of beneficial, professional service to them. The self-published author receives most of the revenue and profit from sales. Conventional publishing, on the other hand, implies that the author provides a complete manuscript to the publisher who is then responsible for adding value through various processes, finally gets the book to market and has a successful number of sales to show a return on the initial investment. The author does not share in profits but receives a royalty based on either the gross price of the book (selling price) or on the net price of the book (the price minus discount to bookshops and Value Added Tax).

Reach Publishers (2006), in their attempt to convince South African authors to self-publish, list a few differences on their website between having a book self-published or traditionally published. Responses to these statements by individuals in the commercial academic publishing sector are provided in italics:

- The large percentage of imported books into the South African market implies that local publishers have a more difficult task in deciding which manuscripts to put into production as competition with international titles is strong. *This depends greatly, however, on the sort of publishing firm in South Africa; a local academic publisher of income tax publications will, for example, not compete with international products at all and will consider all manuscripts on this topic that are sent in for consideration. "SA Publishers are much more focused on commissioning for very specific areas that they have identified as a potential market and books are usually published in areas where local market content is needed to give the book a*

competitive edge over its international counterpart. Self-published authors add to the problem of strong competition (to the disadvantage of the local publishing industry) by taking a certain part of the local market away from local publishers" (Martini, 2006).

- The traditional publisher will carry all the cost and risk of publishing but the author only receives a very small percentage of the income and authors will thus wait some time before seeing a reasonable return for their writing efforts. *Publishers carry the full financial risk in producing a book or product that is professionally edited, designed and marketed. The author's only effort and risk is in writing the book. If the book is well-written and what the market wants, it will sell well and the author will do well from royalties, but if the manuscript is not successful, the author does not lose out financially from costs carried to place the book in the market as this is the responsibility of the commercial publisher* (Brelage, 2006 and Martini, 2006).

- The control exercised by the traditional publisher excludes the author in decisions of design, content and pricing. *This statement is not true as most commercial publishers interviewed for this research indicated that they follow a very inclusive approach, whereby the relationship between author and publisher is a partnership that must create a cooperative environment for all parties in the process.*

- In South Africa, with the new focus on skills development and training, many authors use their material for these purposes and the traditional publisher will not allow the author to distribute their books through any means other than their conventional methods. *This statement is not true. "With the relatively 'smaller' markets in SA, publishers use every means at their disposal to sell their books and to expand their markets. Publishers obtain input from authors with regards to marketing and authors may insist if they want specific marketing to be undertaken"* (Brelage, 2006). *Anything will be considered if the budget allows for it – this is true for both commercial and self-publishing.*

- It is financially more viable for self-published authors to sell their own books, as they would be able to determine the price and channels of distribution, thus resulting in greater profits for the author. *Self-publishing, especially in the academic market, is discouraged as the authors are often also lecturers at higher education institutions who prescribe their own books. This sort of exploitation of the market gives the publishing industry in general a bad name. Students perceive self-published titles and commercially published titles not as an item of*

learning that will ensure their success, but rather as a money-making scheme by authors and this perception is aggravated by direct selling to students.

- Authors will be involved in the entire publishing process if they opt for self-publishing whereas with traditional publishing the author will not be allowed to suggest changes, corrections or alternatives. *Although experiences with commercial publishing may be different for individual authors, most, if not all, publishers are interested in building long-term relationships with their authors. This implies the involvement of the author in the entire process. Commercial publishers do not simply take a manuscript and run with it. "Sometimes unreasonable additional costs would prevent us from implementing changes, but wherever possible we are flexible"* (Martini, 2006). *Publishers, as with self-publishers, can only make changes within reason and budget.*

- The self-published process takes a maximum of three calendar months whereas production and distribution in the traditional publishing process can take anything from 12 months to three years. *This varies from publisher to publisher, depending on their internal business model - it cannot be generalised. Commercial publishers work on a publishing program for a particular year. By implication, a commercial publisher could at any particular time be working on many more than a single manuscript – it is certainly easier to produce a book in three months if it were the only publication that is being produced and you could dedicate all your time to this.*

These grounds are reflected in other material researched and one finds very little comment on such statements by commercial publishers themselves in the literature available. It is disconcerting that authors must have experienced these issues first hand to be able to make such statements. It is necessary to understand both the conventional publishing process and the self-publishing process to understand differences and unique nuances in the two processes and to indicate whether one is more appealing than the other.

4.6.1.   The book publishing value chain

The publishing value chain can be defined as "economic activities that support or facilitate the creation, production, circulation and delivery of information-based products" (CIGS, 1998:12).

The main stages of the publishing value chain, as indicated in Figure 4.1, are (CIGS, 1998:13):

- the origination of content in the form of ideas, information and knowledge, the **beginnings**;

- the **production** stage, in which value is added through branding and packaging of the content in a way that will meet the needs and demands of the consumer;

- the information product is aimed at a certain market to which it is **circulated**;

- the product is **distributed** to the consumer at a specific place through various delivery channels; and

- finally the product is **consumed and used** by the intended market.

The book publishing value chain is generic, whether applied to a self-publishing process or the conventional publishing process. The scope of this research limits a complete and detailed discussion of the book publishing value chain, but Figure 4.1 gives a clear indication of the processes and role players included.
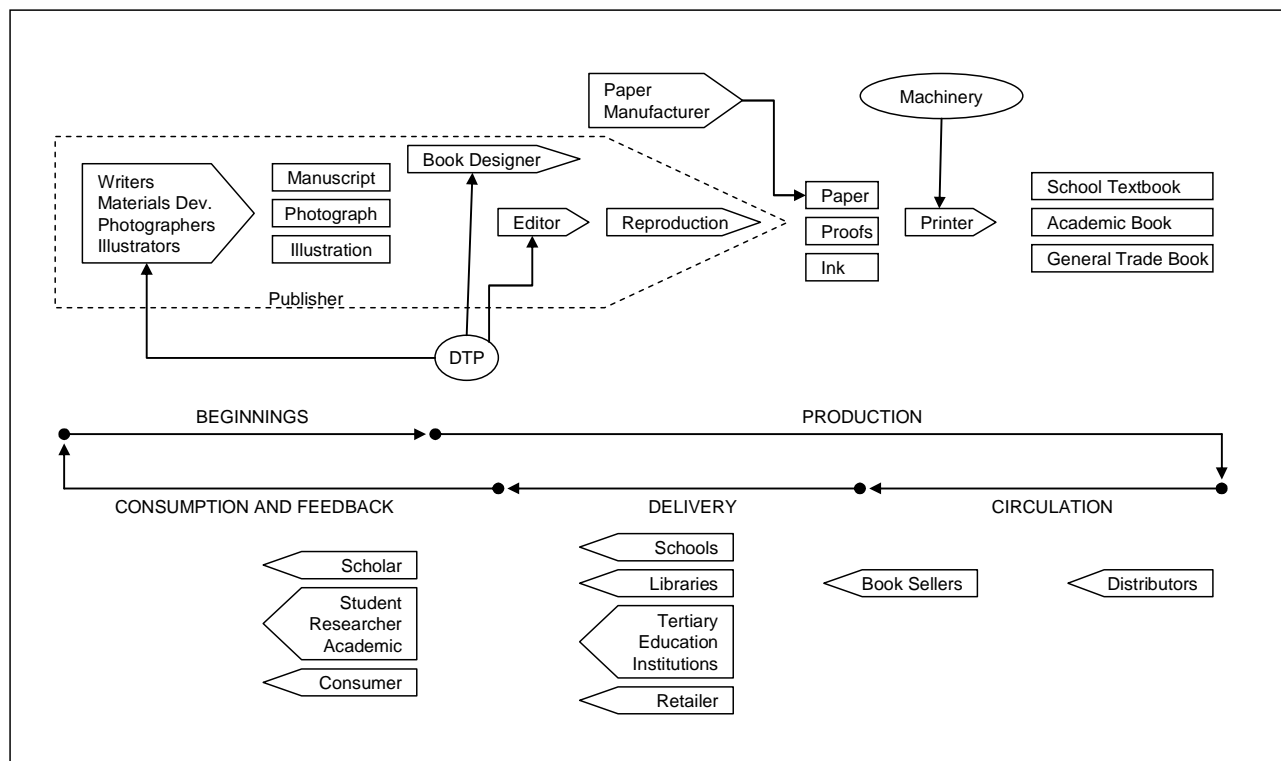
Figure 4.1 The book publishing value chain (CIGS, 1998:42)

4.6.2. The conventional publishing process

The in-house publishing process model excludes considerations of circulation, delivery, consumption and feedback as these are taken up in the entire book publishing value chain. These actions form part of the entire value chain to get the final product to market, but are not included in the conventional publishing model that results in the final product. The function of a publisher is to take over from an author or writer the functions of editing, designing a book, printing and advertising, marketing and distribution, as these are the publisher's areas of specialisation.

As stated earlier, the conventional or traditional publishing process commonly takes up to nine months.
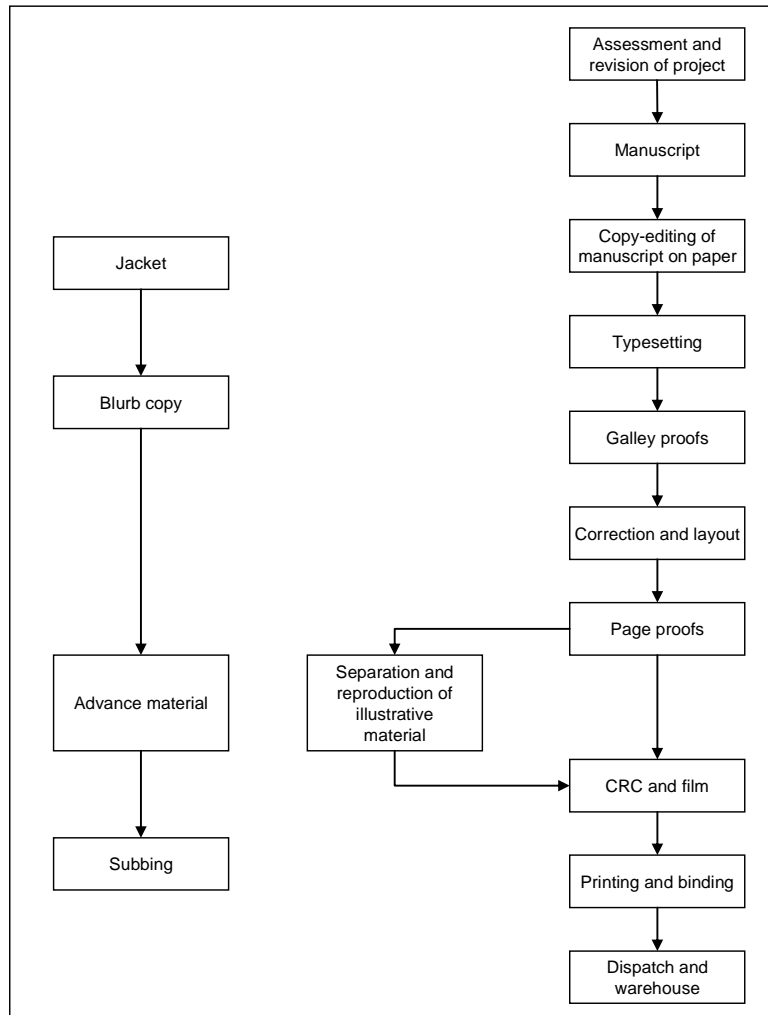
Figure 4.2 The conventional publishing process (van Rooyen, 1996:127)

The length of the publishing process can discourage authors at the beginning, but once the added value of each stage is explained to them, they understand and appreciate the value and time spent on their work. The conventional publishing process of academic publishers assists in the furtherance of education and scholarship. Wellington (2003:11) identifies the following contributions made by the conventional publishing process:

- Improved presentation of a lecturer's work in terms of page layout, cover, binding and editing;
- Archiving of material that supplies authors with a track record of their writing;
- Improved content and enhanced quality;
- Improved publicity and marketing; and
- Enhanced status to the author as the manuscript has been through an editorial and review process that gives it some mark of quality and authority.

Self-published academic authors often argue against these reasons in that they find themselves in a position to add the same level of value as that identified by Wellington.

4.6.3. The self-publishing process

Self-publishing implies that the author bypasses all intermediaries and deals directly with individual role players in the publishing value chain (Poynter, 2000:25). Taking on the specialised functions of a publisher (such as editing, proofreading, design and marketing) depends to some extent on the personality of the individual who is considering self-publishing: "Publishing is the business side of writing, and if you are not prepared to do business with people who see your book as just another object to be sold, then maybe you shouldn't get involved in publishing. Not all artists are good at actually selling their own worth" (Higgs, 2005:12) and "Writing is an art, whereas publishing is a business, and some people are unable to do both well" (Poynter, 2000:28).

The self-publishing process is thus two-fold, either self-publishers opt to do the entire process by themselves, learning the necessary skills as they go along, or they employ professional service providers throughout the individual steps of the publishing value chain to assist them. This

process is very similar whether for the general trade market or for the academic textbook market. The empirical research in Chapter 5 asks authors to indicate which of the stages in publishing their book they undertook themselves.

It proved difficult to find a model for self-publishing. Figure 4.3 is a model suggested by the researcher. In the design of this model it became clear that the self-publisher needs to determine what work will be done by him or herself and what needs to be contracted out – this is a decision throughout the process. This model is also a combination of the generic publishing value chain and the generic publishing process, as the author is in most cases responsible for all events related to the publishing of the book. Thus, only decisions relevant to the self-publisher are highlighted as such. This is not a model currently used by self-publishers but rather a suggestion of how the process would work if an author decides to self-publish.

The entire process is divided into the phases of Pre-production, Production and Post-production.
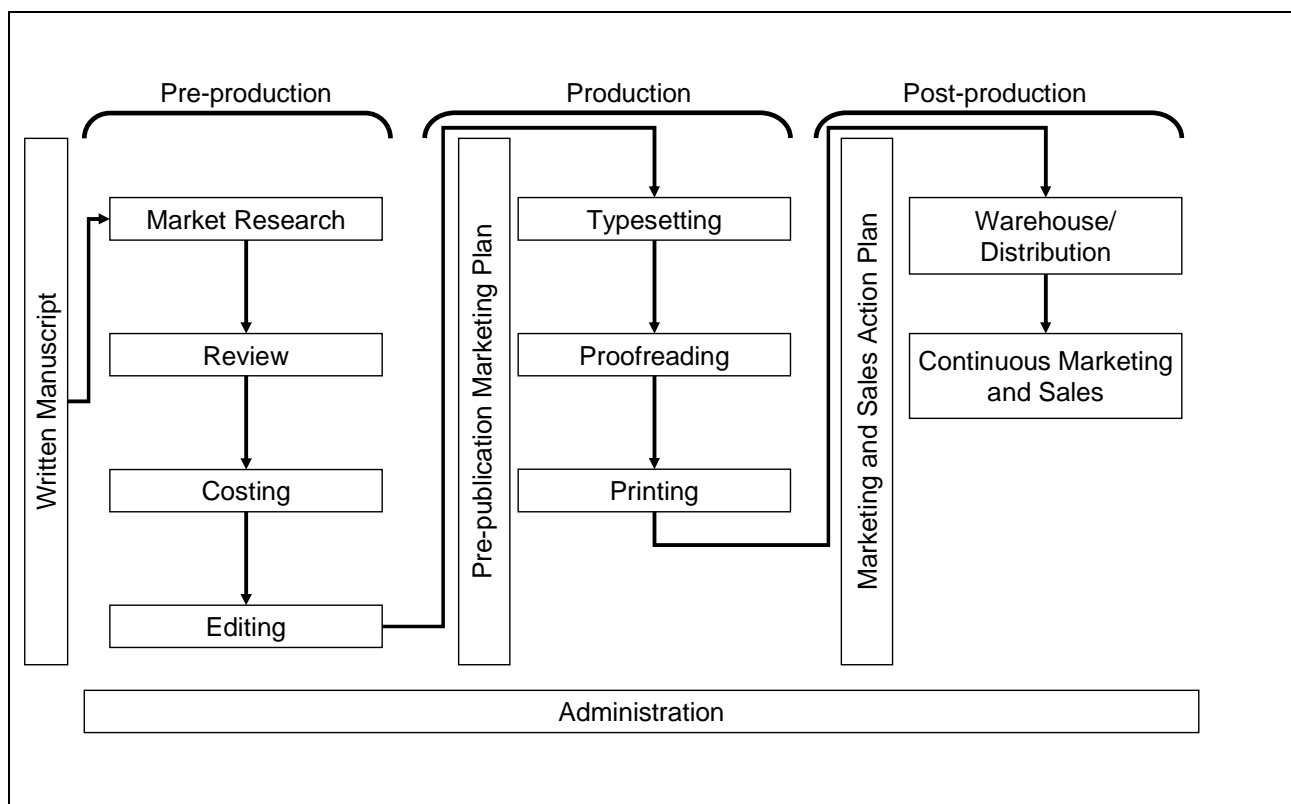
Figure 4.3 The self-publishing process

4.6.3.1.   Pre-production

Prior to pre-production the author has a complete **written manuscript** that is not necessarily edited or corrected. The writing process is kept separate as most self-publishers have a complete manuscript before they make a final decision whether to self-publish or not. The **market research** step is undertaken by the **author** to determine the target market of the title early on, as the findings in this step influence the rest of the process. The **author or others** should then **review** the entire manuscript to get feedback from individuals who are not emotionally linked to the manuscript or to the author. The next step is to complete a formal **costing** or budget – this is done by the **author** to determine what his or her capital layout or financial risk will be to produce the manuscript for their intended market. Issues such as the most desirable price, own financial reward, discount to bookshops, cost of marketing and cost of distribution must be taken into consideration. Finally, in pre-production the process of language and structural **editing** of the content and entire manuscript is undertaken by the **author or a professional editor**. It remains important to keep the intended market in mind when decisions are made.

As the author is doing everything by him or herself, it is important in the self-publishing process that certain steps and tasks be considered earlier in the process than a commercial publisher who would distribute the workload of the entire value chain and publishing process evenly among several departments at the same time.

4.6.3.2.   Production

The quality of self-published works is continuously under scrutiny from users, bookshops and non-self-publishers. A large part of what constitutes quality is considered in the production phase. The production phase starts with **typesetting** done by the **author or by a professional typesetter**. Software programs such as In-Design are making it easier for authors to learn the skill of layout and design, whereas some authors consider this phase as simply making it look neat and pretty in Word and inserting page numbers where necessary. The self-publisher must keep various design considerations in mind, including the intended market and costs. **Proofreading** is a step in the process that self-publishers often confuse with editing. It is usually

undertaken by the **author** and should include the checking of any errors that may have occurred during the typesetting phase, especially if the typesetting was done by an external designer. The production phase culminates in the sending of final electronic files, usually in PDF, to the **printer**. Again, self-publishers must ask for digital proofs to ensure a higher quality in the end product. Printing is never done by the **author**, unless he or she owns a printing firm, which is rarely the case.

During the production phase the **author** must start drawing up a **pre-publication marketing plan**. This should include possibly setting up a website for the book and other self-published products; planning possible reviews of the book based on deadlines from other media such as magazines, newspapers and television; working out the details of supply to bookshops and a returns policy and finally establishing sales points (from home or through the web or using a professional service).

4.6.3.3. *Post-production*

During this phase the **author** will receive the goods from the printer and **warehouse and distribute** the stock. Authors need to decide where they want to keep stock – at their home, in the lounge or garage, or with a commercial warehouse, or paying a fee and leaving it with the printers. It is now possible for authors to use professional distribution services that cater for self-published author needs. The post-production phase is characterised by **continuous marketing and sales**, undertaken by the **author or a professional outfit**. This will include a possible book launch, if finances allow for this; ensuring timely delivery to distribution chains; building a relationship with distributors, including bookshops and libraries; and after-sales service (for example, if books are posted to a bookshop, phone to make sure they have arrived).

As most self-publishers struggle with marketing and sales because it can be costly in terms of finance and time, the **marketing and sales action plan** must be in place throughout the post-production phase.

Finally, from the literature studied it was clear that many self-published authors either forget or are unaware of the large amount of **administration** that they themselves have to keep record of during all phases of publication. This includes obtaining an ISBN and barcode for the book; negotiating quotes and prices from service providers and keeping decisions on record; keeping records of all communication with other parties in the process; keeping record of orders and books sold; opening a separate bank account for income and expenses with a simple accounting system; ensuring that their work is free of any possible copyright infringement and that their work is copyright protected; and ensuring that the NLSA receives five copies of the final product as per the Legal Deposit Act No 54 of 1997.

4.7.   Managing marketing and sales

Self-publishing implies that authors must be prepared to market and distribute their own book – this includes a fair amount of space to warehouse stock. Storage alone can be problematic for a self-publisher. Established publishing houses have strong marketing divisions who dedicate their time and budget to promoting and selling titles. Self-publishers find it difficult to get their material to the marketplace, mostly due to time and financial constraints. "Not only is it difficult and expensive for inexperienced people to do their own marketing, it may also be impossible" (van Rooyen, 2005:62). However, according to Appelbaum (1998:190), the self-published author has three advantages over authors who publish conventionally publish when it comes to selling their work:

- *"Self-publishers get closer to their readers"* by eliminating the publishing sales staff and wholesalers, retailers and librarians whom these publishing staff rely on. The self-published author will get some of these intermediaries to work directly for him or her. This elimination does take place in self-publishing, and Chapter 5 will investigate particularly if retailers or booksellers feel they have a healthy relationship with self-published authors and if working directly with these authors is a desirable state.
- *"Self-publishing writers don't have to sell thousands of copies in order to have their work survive in print"*, which is true if their title is considered against a plethora of other titles in a larger publishing list of an established firm. However, new technology does allow

commercial publishers to print even small print runs of a book, especially if it is a title that is a few years old, sells in small amounts and the publisher wants to fill the backorder or stock-out. Each title is viewed as a contribution to the larger publishing list and this determines the time and money spent on it.

- *"Self-publishers can sell through a synergistic mix of markets over a lengthy period of time."* The implication is that self-published authors like to be in control of sales, and co-ordinate their own supply and demand. The process of marketing and selling is also addressed through the questionnaire to self-published academic authors in the next chapter.

Diane Case (2006:92) of Kwagga Publishers, a small independent self-publisher, feels however, that marketing and the actual selling of your own work can be time-consuming and costly: "Marketing is a big obstacle, largely because we don't have the budget for it … reviewers too are cautious, so there is not much assistance for smaller publishers." This may be one of the most important reasons why authors do in fact approach commercial publishers. Marketing and sales imply not only selling to bookshops and libraries, but also drafting successful marketing plans, renting warehouse space, and invoicing and debt-collecting systems. Bookstores often find it difficult to work with self-publishers if they do not have proper a warehouse and delivery system, making it problematic to order a single copy from a single supplier (Kitchin & Fuller, 2005:109 and Nell in Higgs, 2005:50). Self-publishers tend not to make appointments to meet with bookshop staff. Some authors want to discuss their book on a busy Saturday morning and this is not conducive to building long-term relationships. Self-publishers must be able to invoice books on at least a 30 day payment basis, preferably 60 or 90 days and be able to give credit when books not sold are returned (Nell in Higgs, 2005:50). In South Africa there are private companies such as Blue Weaver Marketing who are willing to distribute books of self-publishers. They do take a cut but have established relationships with various distributors. Mark Hackney (2006:138) of Blue Weaver recognises that bookshops do not readily welcome books by individual authors as it is time consuming for the bookshop to open accounts for one individual selling one book – it is here where the employment of a distributor is vital.

Self-publishers are motivated in their actions by the fact that a single sales representative of a commercial company will have more than one title to market and sell in a year – commercial

sales representatives have both their new front list titles and their older backlist titles. The self-publisher thus feels he or she cares enough about the product to do as much as possible and not have divided attention and a split budget. If the gap between author and publisher is bridged, better opportunities will arise for marketing as authors are increasingly under pressure to promote their books and carry some of the burden of marketing (Kean, 2004:23).

With the large number of self-published work in the market, it seems that for the moment it is bookshops that are taking the strain of acting as a conduit for the best work between the self-published author and publishing houses (Keane, 2004:23). This is true also in the academic publishing sector in South Africa, as it is often a sales representative or publisher that finds a possible gem while doing campus calls to a campus bookshop – usually a self-published title of which many copies are stacked on the shelf – as it implies possible large student numbers and potentially good sales. With a large number of successful self-published titles in the academic book publishing market, it may be the merit of the book that makes it sell, but academic textbooks have set student numbers and there will always be a certain fixed amount of sales in an academic year. Local commissioning editors consider the success of a self-published academic title when the title is prescribed at more than simply the author's own higher education institution, although this is often difficult to achieve, especially with a certain amount of academic jealousy that may exist between academics and their relative institutions. Many academics will argue that they will prescribe a book no matter who the publisher and author are as long as the content and price are satisfactory.

For the many self-published successes that do exist in the South African market, it cannot be disputed that markets exist which are not, for various reasons, being identified and serviced by conventional publishers (Schimke, 2006).

4.8.   Help available to South African self-publishing academic authors

4.8.1.   The Internet

The Internet has made it possible for authors and content providers to exist in geographically diverse worlds and still provide a service to each other. Although the focus of this research is on the South African publishing marketplace and environment, nothing prevents a South African academic author from using services such as those provided by Lulu.com (2006). Lulu is a marketplace for creators of content, which is the product of a community that has grown up around Lulu's electronic publishing technology. They give the creators and owners of digital content complete control over how they use their work. Individuals, companies and groups can use Lulu to publish and sell a variety of digital content including books, music, video, software, calendars, photos and artwork. With the growing use of digital textbooks published online by higher education institutions in South Africa to accommodate the distance education students, the use of services such as Lulu.com is not out of the question for future academic authors. What makes this service so unique is that they are excellent in making work available for and within limited markets or communities of interest, such as academic teaching.

Locally however, there is also support and assistance for self-published authors.

4.8.2.   Centre for the Book

The Centre for the Book aims to promote the writing, publishing, reading, marketing and distribution of South African books in all South African languages. They have published *A rough guide to small-scale and self-publishing* and the *South African Small Publishers' Catalogue*. In a country like South Africa, with 11 official languages and a diverse reading population to cater for, self-publishing is an important way of distributing material in vernacular languages, one that is growing through programmes such as the Community Publishing Project (CPP), a partnership between the Centre for the Book, Nasou Via Afrika and NB Publishers, which was started in 2001. The aim of the project is to stimulate self-publishing or cooperative publishing as an empowering possibility for writers and writing groups that will result in the establishment of

small viable publishing groups that not only imply more writers but also more writers who are aware of what publishing entails (Higgs, 2005:8 and Rutter, 2006). The project challenges the idea that self-publishing is second best. Although this project is not aimed at academic material, 5% of queries received at the Centre for the Book are in fact from lecturers and academics who want more information on self-publishing their material (Higgs, 2006b).

4.8.3. Content Solutions

Content Solutions assists aspiring authors with digitally printed copies of their manuscripts that can either be sold through bookshops or submitted as review copies to a commercial publishing house. Authors supply them with print-ready content and a cover; they simply convert the files for printing and bind the books. They also apply for an ISBN from the NLSA. They make use of POD technology which allows the author to order only the number of copies necessary for a particular sale or time. This technique does not require a large financial input and the unnecessary storing of stock that is not currently selling. They require a 50% deposit on confirmation of the order and the balance is due prior to delivery (Content Solutions, 2006).

Content Solutions is of special interest to this research (as also mentioned in Chapter 3) as this firm is active on the higher education campuses of South Africa and actively markets their services to academics. "Nearly 40% of our self-publishing queries are from academics who would like to publish material such as study guides, that are not necessarily usable in that specific format at other institutions nationwide. Of that 8% are academic textbooks queries for books that authors or lecturers have written for their particular group of students and would like to have it published" (Landzaad, 2006). General Manager of Content Solutions, Amanda Landzaad, thinks they are mostly approached by authors whose material will not be accepted by larger commercial publishers: "Society has also changed, there is less loyalty to big publishers, who for some reason have a growing bad reputation. Authors feel they do not need to be published commercially for status and accreditation, stand to make more money on their own and may feel they do not have the patience for the timely process often involved in traditional publishing" (Landzaad, 2006).

4.8.4. Publishing Print Matters

This company is a publisher and packager of high quality, short-run, niche market books and publications for motivated writers, self-publishers and publishers with international marketing and distribution support. They assist self-publishing authors to package their books on a quoted fee basis that can include editing, design, production and printing – whether from the start of the process or with only individual stages of production. They clearly state on their website that only professionally edited manuscripts will be considered and that a complete market assessment of the project will be done prior to entering into a contract. "Publishing Print Matters cannot be held responsible for poor author earnings" (Print Matters, 2006). They do provide marketing for self-published titles that can include direct mail, e-marketing and author web pages.

4.8.5. Reach Publishers

The services of Reach Publishers are quite extensive and they do not "want people to confuse us with vanity publishers who will publish anything and are not interested in producing a quality book" (Higgs, 2006a:110). Based in KwaZulu-Natal they offer authors quotes on editing, cover design (done entirely by Reach from scratch or by providing the artwork), typesetting and layout, registering the publication with the NLSA (this includes the ISBN and barcode), copyright support, proofs, printing and marketing. Their Marketing Assistance Package includes media (newspapers, magazines and radio), international distribution, bookstores, local distribution and libraries. They are self-publishers and distributors of all books and have been in operation since 1998.

4.8.6. Blue Weaver Marketing

This is a book sales and distribution company for specialist publishers, both large and small as well as those that choose to self-publish. It provides customers with a direct marketing, sales and distribution infrastructure in South Africa. They have offices in Cape Town, Durban and Johannesburg. They promote and sell to bookshops, libraries, library suppliers and relevant

specialist retail markets throughout the country (Blue Weaver, 2006). Self-publishers make up about 20% of their list and business (Schimke, 2006).

4.9. The nature of self-published titles in the academic market

Academic textbooks are particularly well suited to the self-publishing process. This is so for two reasons:

- Textbooks are of clear interest to a well-defined, relatively large, easy-to-reach audience, namely the students taking the course or subject of the author who has written the book. Thus it is possible for the single individual or group of individuals working on a higher education textbook to market it well and keep all the profits; and
- Textbooks can interest a very small group of readers that an established publishing house will consider too small to invest in.

Although the academic market can be small for a particular title, it can be solid. Academic publishing houses calculate their sales for each title well in advance and this is also possible for self-published authors in this field. "Self-publishing scholars can arrange to keep costs down to the point where they'll surely be matched by revenues" (Appelbaum, 1998:168). Academic textbooks have a narrowly focused niche market that self-publishers can reach themselves.

4.10. Selling out

The concept of selling out implies that once a self-published title has been established in the market with proven good sales, many of these self-publishers are approached by large conventional publishing houses or agents with offers to print a new edition – self-publishing then becomes a stepping stone to mainstream publishing (Page, 1998:27 and Poynter, 2000:29). This is quite a common feature also of the South African academic market, especially for titles from the Management, Accounting and Law sciences. Ideally, selling out implies that a fee should be

paid to the author-publisher for already having tested the market, and a royalty percentage for future sales.

4.11. Conclusion

There remains a battle to establish the credibility of self-published books. "Self-published books often look like home-made umbrellas – they can do the job, but they look funny" (van Rooyen, 2005:56).

The fate of both conventionally published work and self-published work is affected by the context of institutional and industry constraints as mentioned in Chapter 3. Thus, even though the one option may at first appear to be better then the other, both these publishing activities take place within the landscape of the South African academic publishing sector. Time has proven that there is room for both publishing processes to exist and even interact. A growing number of authors frustrated by the battle to get attention from publishers are using the tumbling cost of print and production to get their work into bookshops. For many of these the reward can be a lucrative book deal with a large publisher (Kean, 2004:22) and publishers are now keeping their eyes open for self-published breakthrough titles that have shaken off the vanity press image. Self-published titles available through bookshops are a means of testing the market and proving that there are sales to be had. Publishing such a title then becomes risk free for the commercial publisher.

Today, with new technology it is possible for publishers to keep titles in print for small, even individual sales, although if a firm does not have a team dedicated to these sorts of sales only, they may be inclined to want to spend their time and money on the sales that will result in a profitable bottom-line. Technological advances and increasing self-publishing services available on the Internet create greater possibilities for amateur publishing that is not necessarily of a lower quality, but can certainly threaten the existence of large, mainstream and established publishing firms.

In the context of the research, academics are expected to publish their expertise and create an identity for themselves through journal articles and books. This activity makes it possible for the institution at which the academic is employed to obtain greater funding from the state for further research. Although academics are expected to publish or perish, commercial academic publishing firms in South African will only publish their works if enough copies can be sold to make a profit. University presses in South Africa have to some extent allowed the publication of works that would not otherwise be considered by a commercial publisher, but in the end, if the market is small and the author has been rejected a few times over, self-publishing is an obvious choice. Chapter 5 will investigate why and how academic self-publishing is taking place in the South African academic publishing sector and substantiate the literature review that has taken place.

CHAPTER 5: SURVEY RESULTS AND INTERPRETATION OF PRIMARY DATA

5.1. Introduction

This chapter serves to discuss the major findings of the empirical research. It contains the analysis of the structured e-mail questionnaire sent to academic bookshops and academic lecturing staff who self-publish textbooks. The main method of representation of the data is through statistical graphics for a clear visual presentation that will aid the reader (Mouton, 2001:153 and McNabb, 2001). "Once raw data has been organised into a frequency distribution it can be visually represented by various types of graphs, bars, pies and other pictorial representations. Graphical representations have the great advantage of allowing one to grasp immediately the main characteristics of the information" (Bless & Kathuria, 1993:19). There are some of the open-ended questions in both questionnaires that do, however, not lend themselves to statistical graphic presentation and these will be discussed in detail.

5.2. Bookshop questionnaire

The number of respondents (n = 25) translates to a 43,1 % response rate from the academic bookshop sample. The results will be dealt with question by question after which some general findings and comments will be made.

5.2.1. Stock of self-published books in bookshops

From Figure 5.1 it is clear that 80% of the academic bookshops in the sample keep stock of self-published titles. The three main reasons recorded for this are:

- the title is prescribed by a tertiary institution and it is therefore a requirement specific to a departmental subject;
- self-published texts are cheaper and more affordable than commercial titles that can be too expensive for students to purchase; and

- bookshops see it as a service to the university and its students as these books are in demand (because they have certain merit) and are available nowhere else.

Some bookshops even noted that they like to help small, independent publishers who have put much effort into publishing a book.
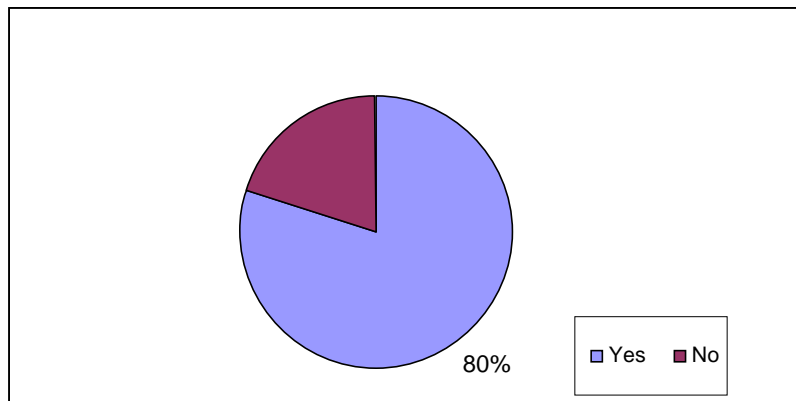
Figure 5.1 Stock of self-published titles

Those bookshops who do not keep stock of self-published titles do so because they have a company policy of only keeping stock of commercially published titles or there simply are no self-published titles on the campus they serve.

5.2.2.   Factors influencing stock levels of self-published titles in bookshops

Respondents were given three criteria that might influence their stock levels: student numbers in the course, invoicing and supply by the self-publisher, and sales history.

The stock levels of self-published titles is always influenced by student numbers and sales history but only sometimes by the invoicing and supply method or system of the self-publisher. From the literature review in Chapter 4 it seemed evident that self-publishers often struggle with the invoicing and supply of their material to distribution mechanisms, but the evidence here proves that it is not as big a problem as is generally believed.
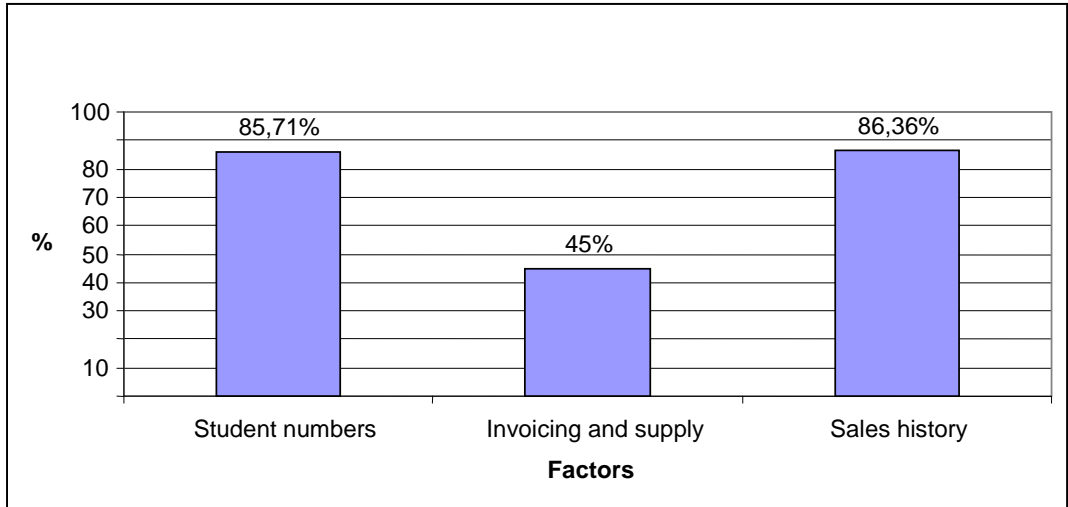
Figure 5.2 Factors influencing stock levels of self-published titles

Other factors influencing stock levels of these titles given by bookshops is the amount of discount offered by the self-publisher and minimum order requirements that were not satisfactory. Discount is dealt with later in the questionnaire.

5.2.3. Bookshop relationship with the author
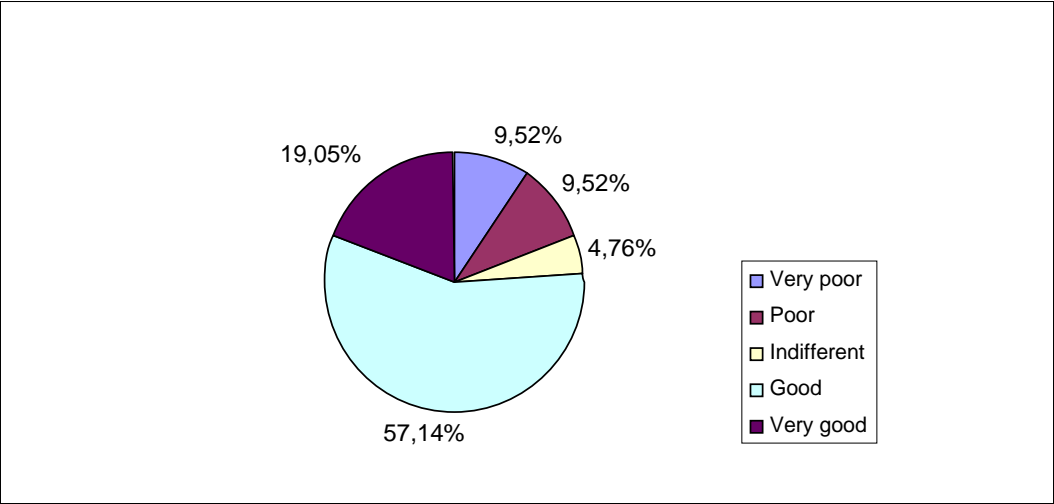
Figure 5.3 Bookshop relationship with the author

From the literature review it was speculated that bookshops sometimes struggle to work with self-publishers because each title and author is unique and there is no single system that allows

for easy ordering of these titles for the students. From this graph however, it is clear that 57,14% of bookshop respondents feel they do have a good relationship with self-published authors and 19,05% of bookshops feel they have a very good relationship with the self-published authors. The positive response rate for this question is 76,19% and is evidence against much of the literature reviewed. As most of the literature is sourced from the trade sector, it may be that the nature of academic publishing and selling is substantially different from trade, therefore resulting in the positive response. The next question takes this further and investigates if it is, in fact, problematic to sell self-published titles.

5.2.4.   Selling self-published texts: problematic or not for bookshops
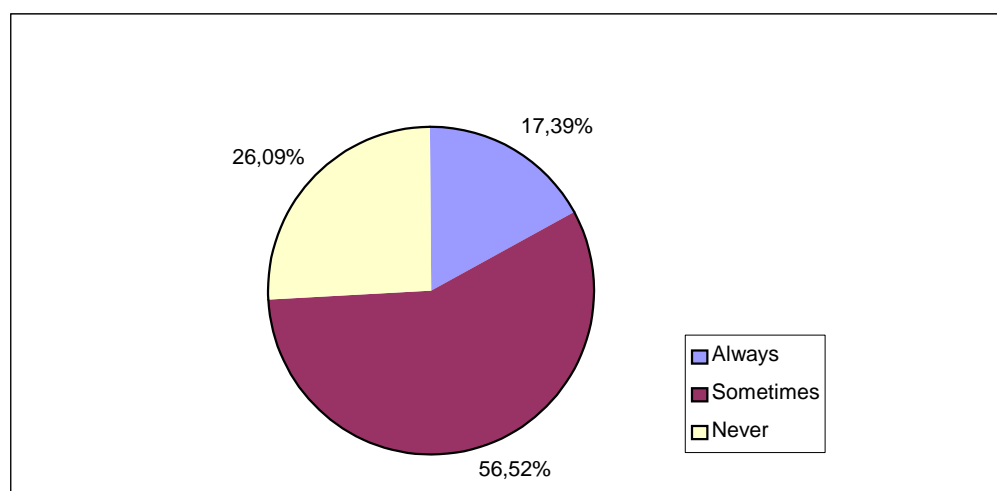
Figure 5.4 Selling self-published texts: problematic or not for bookshops

Because self-publishers make individual and unique demands on bookshops, it is natural to assume that bookshops find it problematic to sell those titles that are not governed by set rules, as is the case with commercial publishers who have many titles and a standard operating procedure with bookshops. The administration and organisation surrounding the purchasing and selling of individual self-published titles can be time-consuming.

From the graph it is clear that 56,52% of respondents only sometimes find it problematic to sell self-published titles and 26,09% never have problems selling these titles. Again data obtained

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from the literature review in Chapter 4 is in question. Although many reasons were given for this by respondents, the five main reasons recorded are as follows:

- *Returns policy*: The terms of supply offered by self-publishers are not favourable to booksellers. In some cases no returns are allowed even though stock is supplied in bulk; there is no possibility of returning old editions for new ones and this results in low profit margins for the bookshops.

- *Price and availability*: Self-published authors are either on time with their stock or not at all (similar probably to commercial publishers); often the price suggested is too high when an author is greedy; some authors sell books directly to students at a lower price, thus undermining the bookshop; distribution to various stores within larger bookshop chains is slow and tedious versus the distribution power of larger companies such as On the Dot, especially since individual authors are not on official supplier lists and a new supplier profile then needs to be created by a bookshop chain head office. [Keep in mind here that commercial publishers are also often accused of selling books directly to departments and students at lower prices, as this can result in firm sales for the publishing company with no return of stock. The problems of self-publishers seem generic to commercial publishing.]

- *Quality of the book*: This includes poor quality of printing, binding, misprints and possible copyright infringements that may occur in the text. [The quality of self-published titles has always been under scrutiny as noted in the literature review in Chapter 4.]

- *Market*: Self-published titles have restricted markets or demand and this leads to an inability on the part of the bookshop to make up a fair-sized order.

- *Administrative issues*: These include ISBNs that do not change with new editions, self-publishers who send books via the post office instead of a courier, thus taking up much time of bookshop staff who have to collect books that are often damaged; it is difficult to contact self-publishers as they are often indistinguishable and poorly advertised.

5.2.5.   Sales of self-published texts in academic fields

It is important to ascertain in which academic fields the largest portion of self-publishing is taking place. Bookshops were asked to indicate which of the following areas made up 0–35%, 35–70% or 70–100% of their sales of self-published titles: Social Sciences or Humanities;

Business, Economic or Management Sciences; Natural or Agricultural Sciences; Engineering; Medical, Nursing or Health Sciences; Education; Law and Information Technology.

Academic field	0–35% sales	35–70% sales	70–100% sales
Social Sciences or Humanities	84,62%	15,38%	-
Business, Economics or Management Sciences	55,56%	27,78%	16,67%
Natural or Agricultural Sciences	80%	20%	-
Engineering	66,67%	26,67%	6,67%
Medical, Nursing or Health Sciences	92,86%	-	7,14%
Education	72,73%	18,18%	9,09%
Law	92,31%	7,69%	-
Information Technology	90,91%	9,09%	-

Table 5.1 Sales of self-published texts in academic fields

From this table it can be deduced that the largest portion of self-published sales (70–100% of sales) are from Business, Economics or Management Sciences, a field that is traditionally lucrative for commercial academic publishing firms. Medical, Nursing or Health Sciences and Education are traditionally fields that are unique to the local environment and for which it is difficult to prescribe international textbooks. On the other hand, Engineering and Medical, Nursing or Health Sciences are fields in which it can be expensive to produce an academic textbook, as they often require detailed mathematical typesetting in the case of Engineering and colour images for Medical, Nursing or Health Sciences.

Did the self-publisher thus opt to publish these titles because commercial publishing houses felt the financial risk would not be worth the return, or did the authors simply feel they could produce these texts without much effort themselves? Either way, it can be deduced that self-publishing is increasingly happening in academic fields where commercial publishers could start feeling threatened.

Some bookshops listed titles in the fields of Music and Mathematics which are also extremely expensive to produce.

5.2.6. **Discount received from self-published authors**

As noted in the results of question 4, bookshops tend to be unhappy with the returns policy stipulated by individual authors; this includes the sensitive issue of discount.
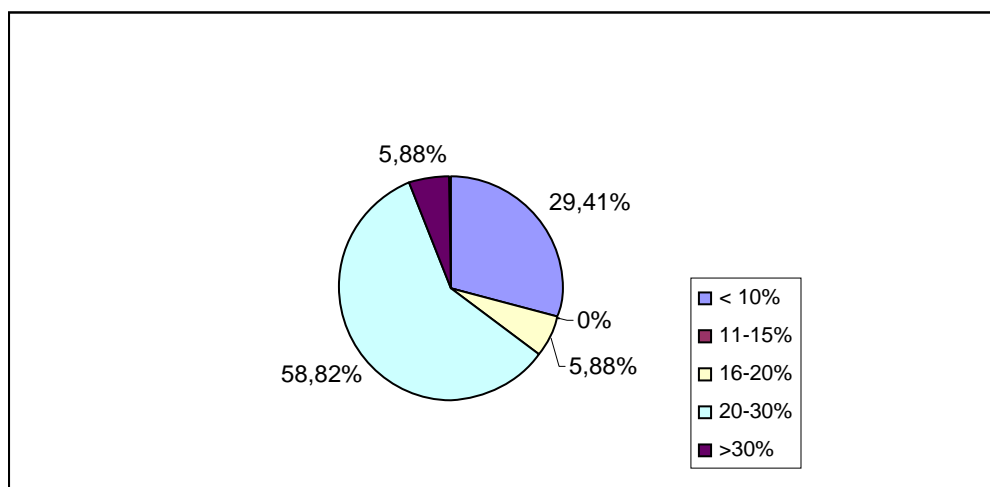
Figure 5.5 Discount received from self-published authors

From the graph it is clear that discount is quite diverse among self-published titles and their authors, ranging from less than 10% discount (29,41% of responses) to, in some cases, more than 30% discount (5,55% of responses). This situation must aggravate the already difficult administration of self-published titles, as discount is negotiated with each self-published author. 58,82% of the respondents indicated that they receive between 20–30% discounts from self-published authors.

It is difficult to indicate whether this is in line with the discount provided by commercial publishers, as commercial publishes also have set discounts that are not necessarily industry standard. However, academic bookshops and academic publishers in South Africa are organised and there are set rules that are communicated between the two groups that result in standard discount policies. In some cases respondents reported that they are given 0% discount but that the mark-up is agreed upon with the author. Also, in one instance, the self-published books were supplied at cost price.

This question was also later posed to self-published authors to see what correlation there exists between bookshops and self-published authors on the issue of discount.

5.2.7. Quality of self-published texts as perceived by bookshops

As noted in the results of question 4 and from the literature review, one of the main criticisms against self-published titles is the quality of the final product. It proved vital to ask this question to bookshop respondents who work with the product on a daily basis.
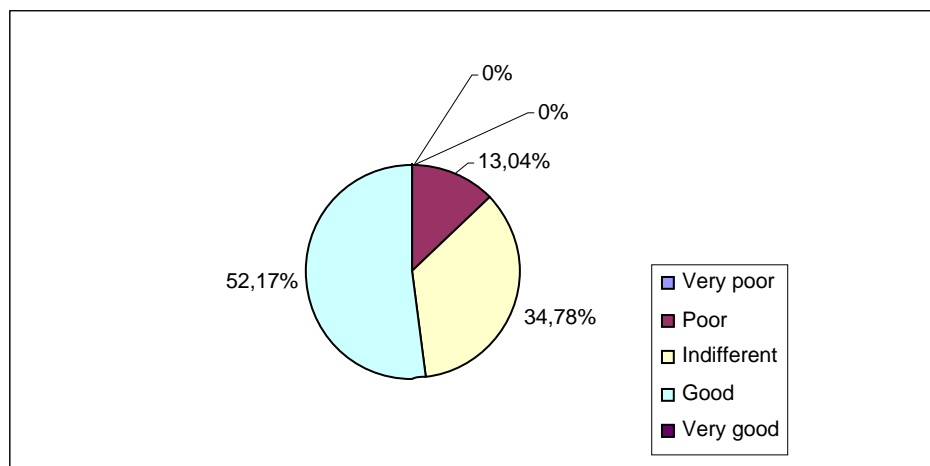
Figure 5.6 Quality of self-published texts

The results indicate that 52,17% of the respondents felt that the quality of the self-published titles was good and only 13,04% felt that the quality was poor. No respondents felt that the quality was either very poor or very good, which could be a reason for the large number of respondents that felt indifferent to the quality of texts (34,78%). Respondents were not asked to compare the quality of the texts in relation to commercially published titles although this could have proven valuable. Could it be that quality is an objective issue that has different meaning to individuals? Authors are later also asked to comment on the quality of their self-published work, but one can certainly not expect them to be unbiased towards their own product.

5.2.8. Feedback from students who buy self-published texts

Students are the final users of self-published textbooks and often give their feedback on titles, be they commercially published or self-published, to the bookshop and its staff. But only 31,82% of bookshop respondents have, in fact, received any sort of feedback from students on the self-published textbooks they have in stock. Feedback on these titles is low because bookshops feel students only buy a text because they have to and will not necessarily return to the shop to give their opinion. Also it was recorded that students seem indifferent themselves to what constitutes a good-quality textbook; there is no discussion regarding prescribed textbooks. In Chapter 3, the literature review on the academic publishing sector of South Africa mentions that price sensitivity is one of the major issues facing academic publishers in South Africa. Are self-published texts so much cheaper that students do not feel it is necessary to comment on the quality? On the other hand, commercial academic publishers are always trying to put a quality textbook on the market that will satisfy student needs in terms of content and price. This indifference on the part of students will certainly not help academic publishers to strategise on the future of the academic textbook in South Africa. Is active engagement with and from the student population necessary?

When bookshops did receive feedback on self-published titles, 57,14% of the feedback was on the quality of the book, being either very poor in comparison to commercial titles or of sufficient quality for the cheap price.

5.2.9. General comments

The questionnaire was sent out via e-mail and many respondents gave some general impressions and feedback in their replies to the researcher. These have been grouped into four sections: favour; supply and selling directly; discount and margins; and why they think there is an increase in the phenomenon of academic textbook self-publishing.

5.2.9.1. *Favour*

- Respondent 0002 felt that self-published authors think they are doing the bookshops a favour by supplying them with their titles, and do not see that the bookshops are providing the self-published author with a way of getting their titles to a larger market. In the author questionnaire authors are asked to comment on the bookshops and their responses will be measured against this statement.
- Respondent 0002 also commented that self-published authors often favour one bookshop over another, hence cutting out any opposition buying the book.
- Respondent 0007 made it clear that the only reason their bookshop was selling self-published titles is because of their contract with the higher education institution to do so. Notably the higher education institution with which this respondent has a contract is well-known as one of the campuses that is fraught with self-published titles.

5.2.9.2. *Supply and direct selling*

- Respondents noted that often the lecturer or author will sell his or her title directly to students and then demand that the bookshops buy a set amount of stock at a set discount, thereby undermining the role of the bookshop; naturally the price set by bookshops is different to the price set by authors selling directly to students which is problematic.
- Respondent 0007 noted that each semester a new edition of the self-published book or notes are published, student numbers are small and then the bookshop has to cope with unsold stock of the previous edition that the author does not want to take back. At one academic bookshop two self-publishers had some of the highest stock levels in the shop, even resulting in one self-published title featuring on the top 50 suppliers list.

5.2.9.3. *Discount and margins*

- Respondents commented that often self-publishers are of the opinion that booksellers make vast profits and are unhappy when booksellers suggest that there should be a recommended retail price that is fixed (as is the case with commercial publishers). The price at which a self-

published title is sold in the bookshop should not be different to the direct price to the students.

5.2.9.4.   Why is the phenomenon of academic self-publishing on the increase?

- Respondent 0007 commented that in some instances of self-publishing, lecturers do it to really help students, but at the same time there is a general feeling among bookshop respondents that lecturers self-publish to help their own financial situation. Bookshops have recorded that income from self-published titles seems to vary from R2,00 to R50,00 per title – all this tax free into the pocket of the lecturer or author.

- The occurrence of self-publishing varies greatly from shop to shop, and bookshops think this will become less with new syllabi constantly coming into play. However, the lecturers usually hear of and anticipate changes in course content more quickly and easily than commercial publishers – this, in turn, could lead to an increase in self-publishing.

- The perception exists that UNISA, which is the most lucrative sales point for academic commercial publishers, does not self-publish as it needs publishers to distribute their books widely while they use the titles themselves, but as noted in Chapter 3, UNISA Press is increasingly eating into the traditionally lucrative market of this institution.

- Respondent 0024 said: "I suppose the developments in electronic publishing and photocopying have made it possible to do the layout and self-publish in smaller quantities so reducing the risks. Self-publishing is likely to grow for books with local markets, or where publishers are not interested in taking books on. It is now not an impossible option to self-publish and I talk to people weekly about self-publishing, though mainly in the general trade area".

5.3.   Author questionnaire

The number of respondents (n = 27) translates to a 42,2% response rate from the academic self-publishing author sample. The results will be dealt with question by question after which some general findings and comments will be made.

5.3.1. Level of employment of self-published academic authors
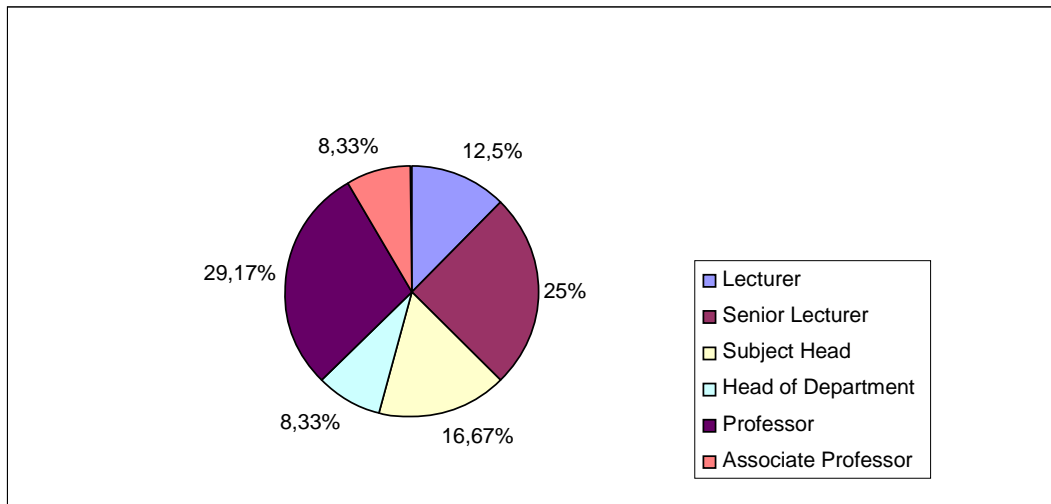
Figure 5.7 Level of employment of self-published academic authors

None of the respondents who completed the questionnaire were employed at a junior lecturer level. From Figure 5.7 it can be deduced that the largest portion of self-published academic authors are employed at senior levels within their departments, including Senior Lecturer (25%), Professor (29,17%) and Associate Professor (8,33%). This results in a response rate from senior academic staff of 62,5%. By implication, these are positions within a department that can influence the titles prescribed for an academic year. These authors are staff members who are up to date with curriculum developments and changes and are in a position to self-publish texts. It is generally accepted that a Head of Department is too busy with administrative issues of the department to be actively involved in the courses run by the department and texts prescribed. Promotion in higher education is generally not as fast and easy as it could be in the private sector. By implication, Senior Lecturers and Professors have been in the academic environment long enough to be able to recognise student and staff issues with academic textbooks and they are in positions to motivate change.

5.3.2. Faculties or schools of employment of self-published titles

Respondents were asked to indicate in which academic faculty or school they are employed. They were given the following options: Social Sciences or Humanities; Business, Economics or Management Sciences; Natural or Agricultural Sciences; Engineering; Medical, Nursing or Health Sciences; Information Technology; Education and Law. From this list, 45,83% respondents are employed in the Faculty of Business, Economics or Management Sciences. There is a positive correlation between these responses and the responses by academic bookshops that indicated that the largest portion of their sales of self-published titles (70–100%) is from this Faculty (refer to Table 5.1). It can thus safely be deduced that self-publishing is occurring in academic environments which are traditionally lucrative for commercial publishers and with an increase in the frequency of the phenomenon of self-publishing, could have an adverse affect on the local commercial academic publishing sector.

5.3.3. Perceptions of self-publishing

For this question, five statements on self-publishing were given to the respondents and they were asked to indicate whether they think these are true or false. From the literature review in Chapter 4 it became clear that many issues and trends related to self-publishing are based on perceptions, anecdotes and assumptions, and this question proved valuable in obtaining opinions from the self-published authors themselves. Most of these statements relate to definitions of self-publishing supplied in Chapter 4.

Statement	True or False	%
To write, edit, print and sell your own book.	TRUE	96,15%
To act as publisher, marketer, distributor and warehouse for your own work.	TRUE	84,62%
To take all risks involved in publishing your own work.	TRUE	88,46%
To protect your intellectual property from other people (including publishers).	TRUE	61,54%
To promote yourself by making your own ideas available through your own publishing process.	FALSE	53,85%

Table 5.2 Perceptions of self-publishing

It is clear that the last statement was the only really contentious one, and it was only by a narrow margin that this statement was indicated as false – 46,15% of respondents felt it was true that self-publishing implies that you promote yourself. This statement did speak to the vanity aspect so often associated with self-publishing. Two respondents indicated that self-publishing implies creating the possibility of making financial returns for one's efforts that enable the author to be financially secure and to ensure that the authors receive the financial benefit for their ideas.

5.3.4. Number of academic texts self-published by academic authors

This question was asked to ascertain the frequency of the event. 51,85% of respondents have published 1–2 titles and two respondents indicated that they had self-published more than 10 titles each. Most respondents had only self-published one title.

5.3.5. Nature of texts self-published by academic authors

Respondents were asked to indicate if their self-published titles were class notes to accompany prescribed text(s); full academic textbooks (the focus of the study); scholarly or research-based works; and question-and-answer textbooks(s).

From Figure 5.8 it is clear that class notes that accompany already prescribed commercially published texts constitute very few of the self-published texts on the market. Rather, self-publishers are competing directly with commercial academic publishers in the production of full academic textbooks. Most commercial academic publishers are also involved in the publishing of question-and-answer books, especially in the Business, Economics and Management Sciences field. The fact that so many of the titles are scholarly works supports the fact that there is a very small market in South Africa for the consumption of these products, but is also an indication that self-publishers could be identifying the real gaps for new academic publications in the marketplace. Two respondents also indicated that they self-published general or trade titles for their own or family consumption.
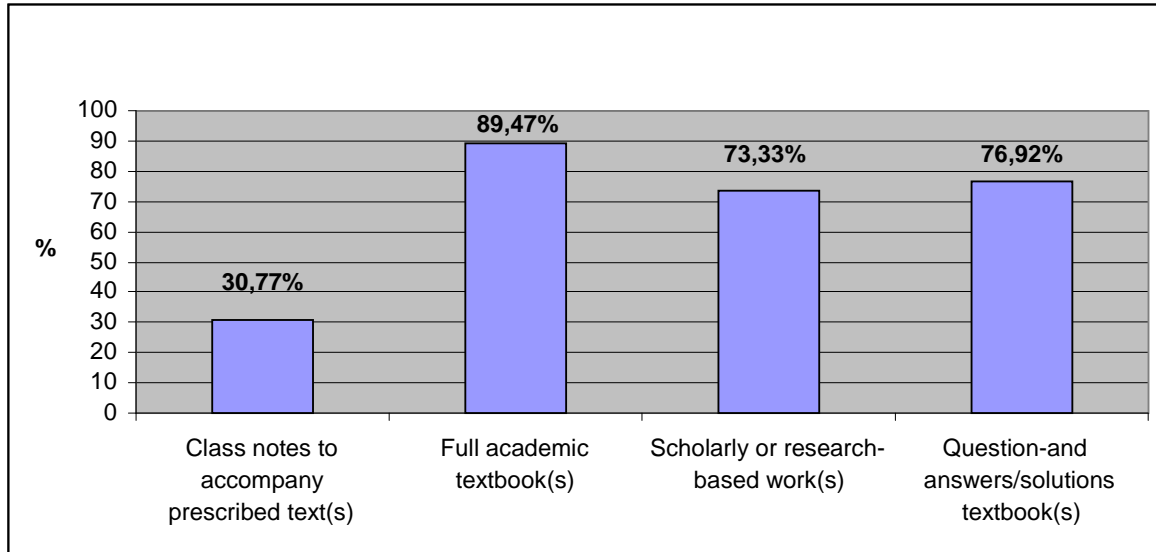
Figure 5.8 Nature of texts self-published by academic authors

5.3.6. Processes which self-publishers undertook themselves
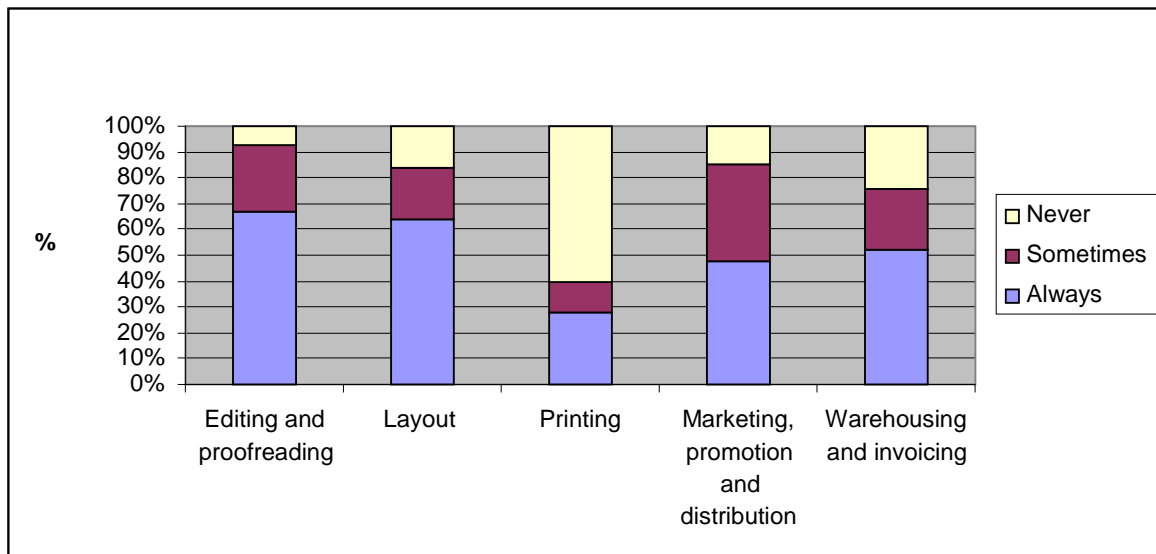
Figure 5.9 Processes which the self-publisher undertook themselves

Throughout the literature review of Chapter 4 and especially section 7 (Managing marketing and sales), it was evident that the processes of marketing, promotion and distribution proved difficult for self-published authors. The findings from the literature review are now substantiated by the findings from the questionnaire. Printing is difficult for authors to do themselves, as this implies

technology, processes and machinery that are too expensive for authors; this seems to be the only process that is currently still outsourced by self-publishers.

5.3.7. Channels of marketing used by the academic self-publishers
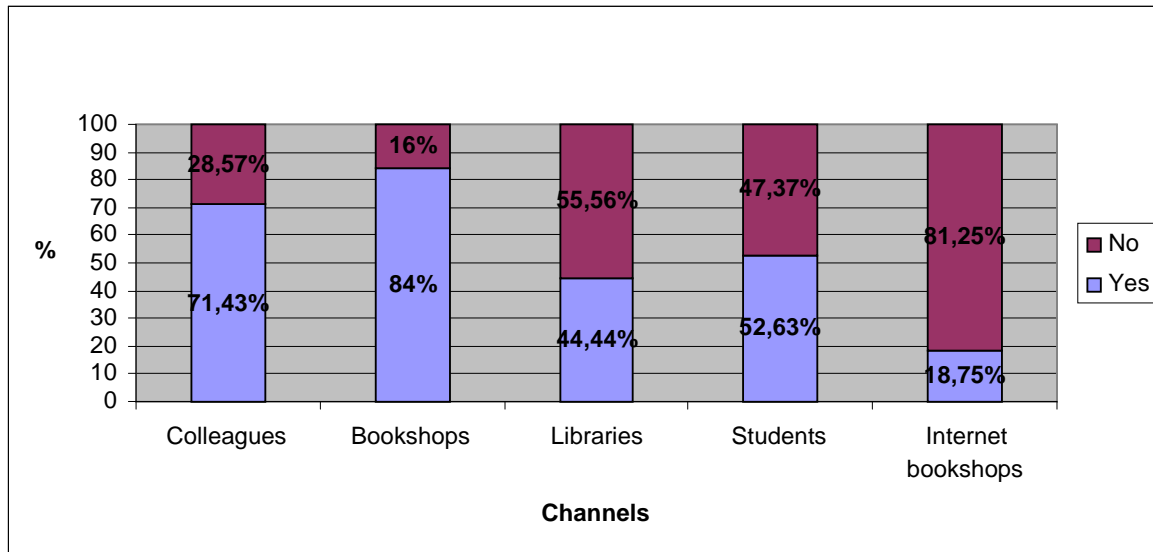
Figure 5.10 Channels of marketing used by the academic self-publishers

Because marketing, promotion and distribution prove difficult for self-published authors, they often resort to selling books directly to students. The perception that direct selling occurs because self-published authors feel they can make more profit is to some extent demystified. Note that the respondents are split almost equally between whether or not they market their books through students. The nature of the self-published texts implies that colleagues who co-lecture on a subject or module and campus bookshops which need to stock prescribed titles, are the channels used mostly in the marketing of academic self-published titles. Libraries will only really be interested in scholarly works. It is clear that most of the respondents were not aware of the possibility of marketing their texts through on-line bookstores. Respondents also recorded that they market their titles at workshops that they host and on websites dedicated to their title(s).

5.3.8. Aspects of self-publishing that authors enjoyed the most

Considering that self-published authors carry all the financial risk and publishing tasks on their own when they self-publish, there must be some aspects of the entire process that they enjoy most or not at all. However, from Figure 5.11 it is clear that self-publishers thoroughly enjoy most processes related to self-publishing, and find it only slightly difficult to cope with the publishing process itself.
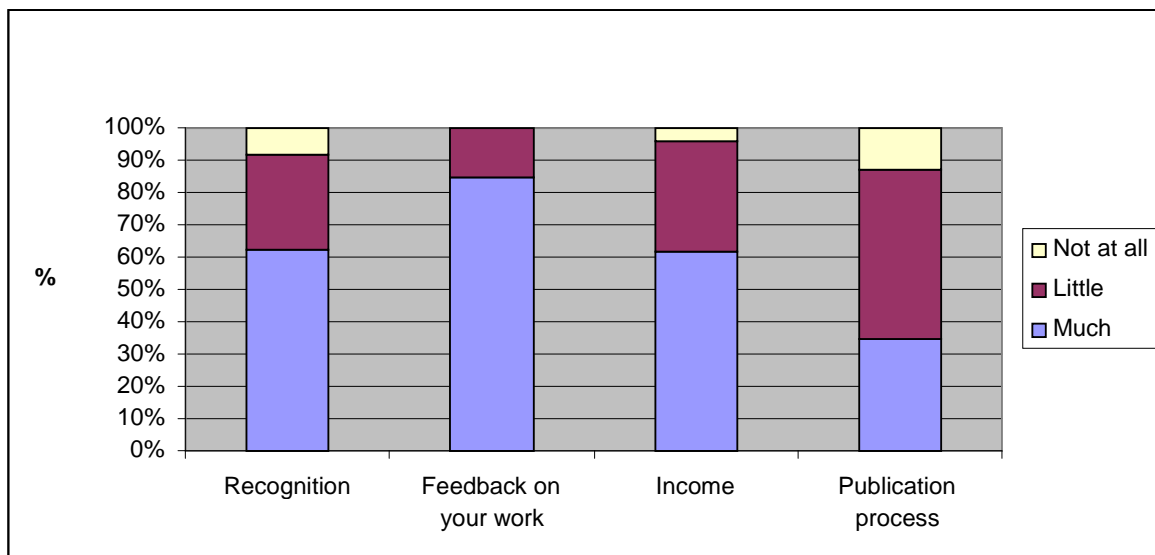
Figure 5.11 Aspects of self-publishing that authors enjoyed the most

Not unexpectedly, respondents indicated that at all times they enjoyed the feedback that they received on their work. This is ultimately the nature of the academic environment where scholars and academics must engage in academic discussion for the future benefit of their subject field. They also derived satisfaction from the income they made from the self-published work. Respondents indicated that they enjoyed the control they could exercise over the entire process, one of the main advantages of self-publishing mentioned in Chapter 4. They enjoyed the feeling that they were making a valuable contribution to the learning experience of the students and one respondent also indicated that he or she enjoyed the creativity of the publishing process.

5.3.9. Author satisfaction with quality of self-published texts

Under section 2.7 of this chapter, 52,17% of bookshop respondents indicated that the quality of self-published titles was good. When self-published academic authors were asked to indicate their satisfaction with the quality of their texts, the results did not prove much different. 51,85% of respondents indicated that they were **very much** satisfied with the quality of the finished publication, 44,44% of the respondents indicated that they were **very** satisfied with the quality of the finished publication and only one respondent indicated that he or she was only a little satisfied with the quality of their title. It appears as if the quality of the texts is better than assumed by the literature and other observers of the self-publishing phenomenon. One cannot ignore the possibility that authors may be biased in favour of their own work, but there is a positive correlation between the author response rate and the bookshop response rate on quality.

5.3.10. Perceived expenses of self-publishing process

Generally speaking, most processes related to the publishing process can be expensive. A commercial publisher will carry this financial risk on titles commissioned in the academic environment. However, once an author self-publishes and he or she undertakes most of the process on his or her own, the perception of what is expensive can be different from that of commercial publishers.
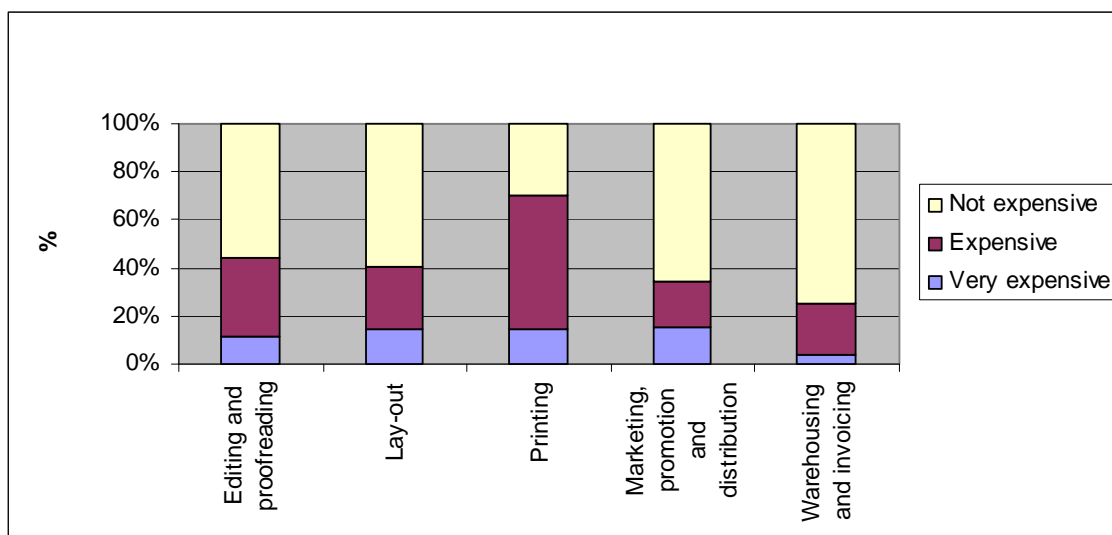
Figure 5.12 Perceived expenses of self-publishing processes

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From Figure 5.12 it is clear that most processes related to the publishing of a title are not expensive for self-publishers. Printing, as is the case with commercial publishing, is the most expensive aspect of publishing a book. Warehousing and invoicing is the least expensive because many self-publishers may not, in fact, keep their stock at a large warehouse and thus do not pay for warehousing space as commercial publishers do. It seems that self-publishers often cut out steps in the book publishing value chain, thereby cutting costs on their production process which results in a more affordable product.

5.3.11. Size of first print runs of self-published academic texts
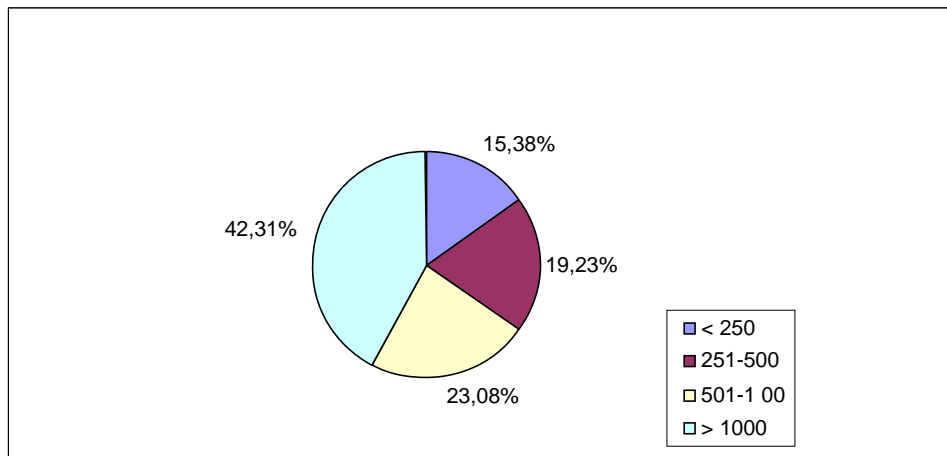
Figure 5.13 Size of first print runs of self-published academic texts

The fact that 42,31% of the respondents indicated print runs larger than 1 000 copies indicates that self-published texts are not simply material published for small niche markets, but rather academic textbooks that are being prescribed for courses and subjects with high student numbers. These findings clearly indicate that self-published material, especially in the academic environment, is not for a specialised market segment as is often the case with trade titles. This should be reflected in sales as well as will be seen from the next graph.

5.3.12. Copies sold in the first year of publication

Figure 5.14 illustrates that although the largest percentage of respondents indicated print runs of more than 1 000 copies, the actual copies sold in the first year did not exceed 500 copies. This

could be because self-publishers are aware of the advantages of a higher print run, but it would in turn depend on the printing method used, whether lithographic or POD, as only lithographic printing methods ensure a lower unit cost the more you print. Print runs of no more than 500 copies were only narrowly exceeded by print runs of more than 1 000 copies.
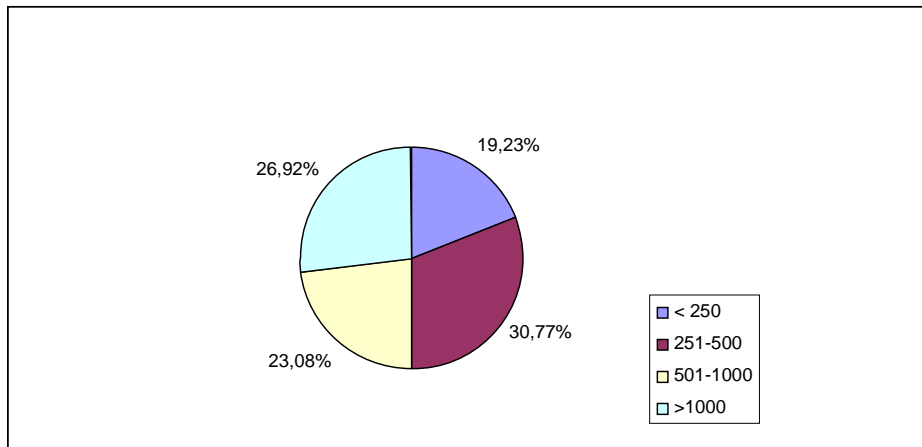
Figure 5.14 Copies sold in the first year of publication

5.3.13. Rate of registering an ISBN with the NLSA

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An ISBN is crucial if a self-publisher wants to sell his or her work through bookshops. 92,59% of respondents indicated that they did register an ISBN with the NLSA, be it under the 0620- prefix for self-published works, or under the ISBN-prefix that was allocated to them on registering their small-scale, independent publishing company. Self-publishers supplied various reasons for registering an ISBN:

- Most notably, respondents felt that it is the **right thing by law** to do, and is thus compulsory for publication. One respondent felt it was necessary to record properly the existence of his or her work.

- Just as importantly, respondents knew that the ISBN **adds value** to the publication as it is necessary for selling their title in bookshops; it adds value for invoicing and placing of orders; the ISBN authenticates the publication and presents it in a more professional manner; and finally is a necessary step in the process of acquiring a barcode.

- A less critical reason that was recorded is that all academic publications are requested by the institution of the author to have an ISBN as this then qualifies the work as research output.

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- One respondent ignorantly felt that the ISBN would protect his work from copyright infringement, which is, unfortunately, not the case.

5.3.14. Awareness of the Legal Deposit Act and depositing of legal copies

The value of the Legal Deposit Act No 54 of 1997 was discussed in Chapter 3. Interestingly enough, although 81,48% of respondents submitted the five legal copies of their publication to the NLSA, only 62,96% of the respondents were aware of the Act. It could be that when self-publishers registered ISBNs with the NLSA they were told to submit five legal copies of their publication, but not necessarily why. Those respondents who did not submit their legal copies indicated that they had difficulty obtaining the necessary forms and documentation from the NLSA; or they were unaware of this having to be done (unaware that this was in existence); and finally, one author again ignorantly noted that he or she saw no need to deposit legal copies as his or her book was simple transference of knowledge in which no legality was involved. The last reason supplied bodes badly for the academic publishing sector world-wide if this was the case, and is a sign of the new 'open-source' mentality that is emerging world-wide.

5.3.15. Selling self-published texts through bookshops

Bookshops are the main distribution channel for academic textbooks that are prescribed nationally at all higher education institutions. 85,19% of respondents indicated that they sell their self-published titles through bookshops. The main reason provided for this is the **level of convenience** this affords the author – books can be bought by students either cash or on credit through their accounts or bursaries; it makes the book available to all interested parties because the bookshop has the best sales network or distribution mechanism; and all this implies less administration of sales for the author and thus also less marketing.

5.3.16. Discount given to bookshops

This question was raised in the previous questionnaire (addressed under section 5.2) to academic bookshops as well, in which 29,41% of the respondents (academic bookshops) indicated that they

receive less than 10% discount on titles. This correlates closely with the responses received from the academic self-publishing author sample, in which 27,78% of respondents indicated that they give less than 10% discount to the bookshops for their titles.
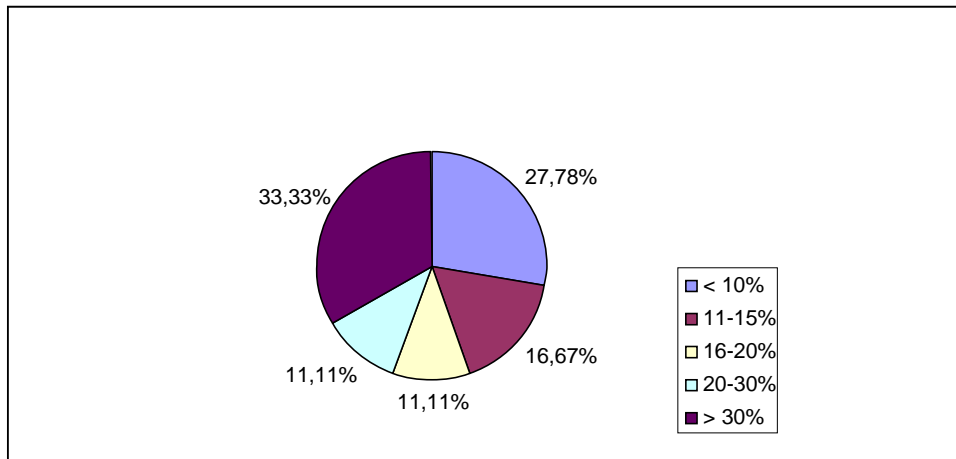
Figure 5.15 Discount given to bookshops

What is interesting, however, is the fact that only 5,88% of academic bookshops indicated they receive more than 30% discount, whereas 33,33% of the self-published academic authors indicate that they give more than 30% discount. Other comments on discount included:

- no discount is specified as the recommended retail price (RRP) is already heavily discounted and at its lowest profit margin;
- one respondent felt that some bookshops ask as much as 45% discount which he or she felt was unreasonable; and
- in one instance no discount was given as the book is sold at cost price.

5.3.17. Selling self-published texts directly to students

Direct selling of titles to students undermines the bookshops and is an extremely controversial issue in academic publishing. So much so, that the responses from academic self-publishers were closely divided, with 42,31% of respondents indicating that they do sell books directly to students and 57,69% of respondents indicating that they do not sell directly to students.

When authors did sell directly to students they supplied the following reasons:

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- their legally registered company was allowed to distribute books;

- by selling directly they felt they could provide the book at a cheaper price, thereby helping poor students who want to pay cash; and

- four respondents felt that this was the easiest way of selling books, as they are the lecturer of the specific course or module and thus have an established market.

When an author did not sell directly to students, the majority indicated that this was not allowed by the institution for which they work; or they felt it involved too much administration and was dangerous to work with money on campus; and finally, one respondent honourably noted that he or she would like to keep building a good relationship with the bookstore.

5.3.18. Where stock is kept of self-published titles

The perception of self-publishers has always been that once a book is delivered from the printer, the lounges and garages of the self-publishers are stacked with stock of their book. Figure 5.16 highlights the most common places where academic self-published authors keep stock of their books.
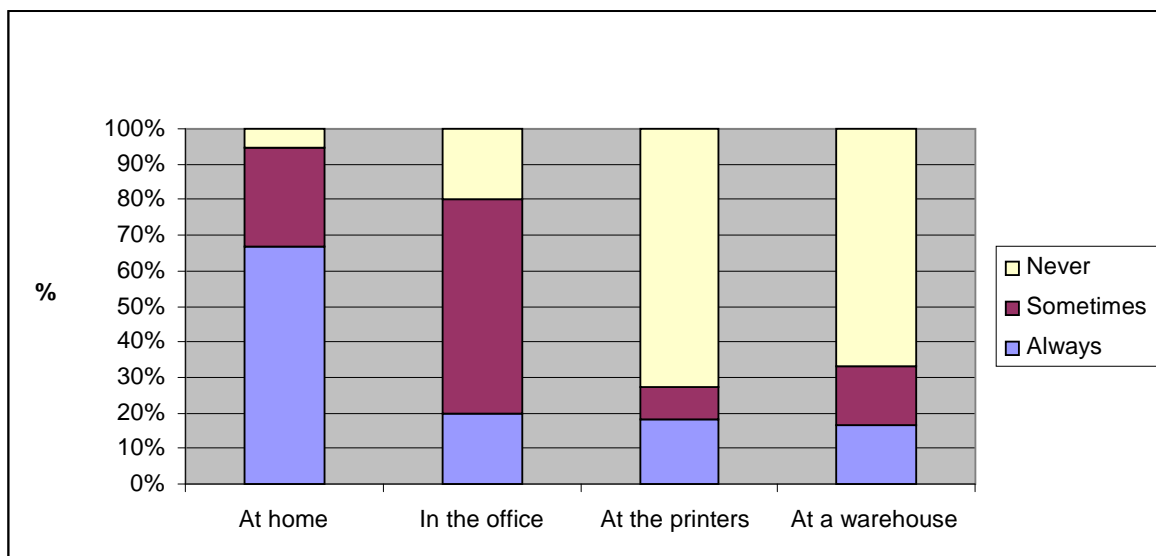
Figure 5.16 Where stock is kept of self-published titles

From the above it is clear that the general perception is in fact true. Stock of self-published titles is kept mostly at home. Two respondents indicated that they left stock with the self-publishing firm who assisted them.

5.3.19. How price was determined by the author of self-published texts

From the empirical research it is clear that self-publishers determine the selling price of their products in much the same way as commercial publishers. Respondents were asked to rate all production costs, printing costs, time and effort put into writing the work, and anticipated profit. Two respondents cleverly indicated that they also consider the price of competitive products on the market when determining the price of their own work.
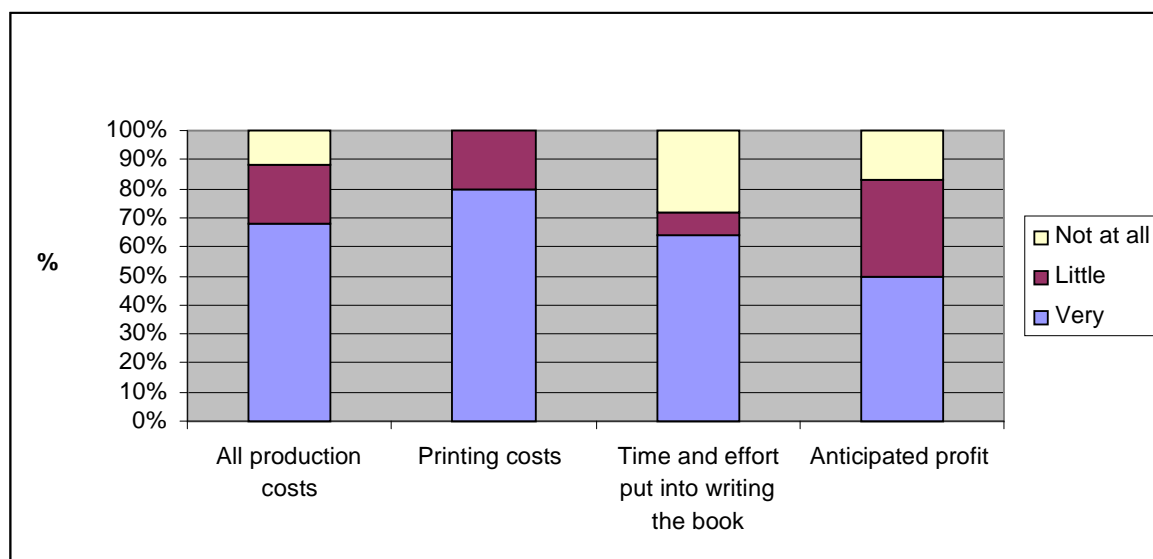
Figure 5.17 How price was determined by the author of self-published texts

Both production and printing costs always influence the selling price determined by the commercial publisher and this is true for academic self-publishing as well. Again, printing costs seem to be the most expensive costs of self-publishing and not one respondent indicated that they did not consider this as part of their selling price. Self-published authors, as commercially published authors, feel they want to be rewarded for their efforts, but not necessarily through profit, as only 50% of respondents indicated that their anticipated profit is very important in determining the selling price of the book. This result again demystifies the perception that self-publishers have as their main aim financial reward and profit.

5.3.20. Contact with a commercial publisher

Another perception that exists is that authors who self-publish have in the past been rejected by a commercial publisher. A total of 64% of respondents indicated that they did, in fact, approach a commercial publisher or are planning to. If a commercial publisher was contacted the following reasons were supplied:

- one or more publishers were contacted at the start of the process, but they indicated they were not interested in the manuscript;
- authors approached commercial publishers before they knew that they could do it themselves;
- authors contacted commercial publishers as they knew this would be a way of reaching a bigger market, especially an international market thereby increasing sales [ironically, both local and multinational commercial academic publishers find it difficult to market local product into international markets];
- authors contacted commercial publishers but were disappointed with the royalties on offer [contradicting findings on the previous question – financial incentives are one of the prominent reasons for self-publishing];
- authors were not interested in taking responsibility for the marketing of their title;
- authors hoped that by having the title published commercially more higher education institutions would get involved.

Authors who indicated that they did not at any point approach a commercial publisher supplied the following reasons:

- they feel that publishers take an excessive profit for doing very little;
- they feel it unnecessary to use publishers for local sales when they can do it themselves;
- realistically some indicated they knew the cost of production and the final product would be to too high for publishers to consider;
- the publication process would have taken too long;
- the authors wanted to keep editorial control;
- authors felt that there is very little interest in their specific text and with a small market a commercial publisher would not be interested; and

- some self-published authors are simply satisfied with the rewards and challenges of the self-publishing process.

5.3.21. Reasons for self-publishing by academic self-publishing authors

Various reasons were given by self-publishers as to why they decided to self-publish. These reasons are listed under the five main reasons for self-publishing as discussed in section 5 of Chapter 4:

- **Financial incentives** including: self-publishing provided the authors with a second income with the profit going where it belongs (to the author); it provides financial independence as authors obtain a much higher income and profit sharing than through a commercial publisher; there is instant return on investment as there is no long wait for royalties to be paid; respondents felt it unfair of commercial publishers to receive the main financial benefit from their hard work.

- The **author-publisher relationship** including: self-published authors felt they received no helpful assistance from commercial publishers at any time; one respondent noted that when the commercial publisher who published his work was taken over by a new firm, the new firm was no longer interested in the title; authors wanted to keep control of the entire process ensuring especially timely updates and new editions.

- **Copyright** including: self-published authors are unhappy with the fact that commercial publishers want full copyright to their intellectual property.

- **Rejection vs. recognition** including: a sense of personal pride and achievement, the author enjoys writing and saying what he or she wants.

- **Technological advances**: none mentioned, which could be an indication that DTP and POD are no longer processes far removed from society but are simply available to anyone who would like to use them and do not substantiate any reason to self-publish.

- **Other** including: self-publishing made their lives as academics and authors easier; imported books proved too expensive for the students; there were texts available in Afrikaans from commercial publishers; great need for the book the author wrote, especially if students in the past only used a small section of a major textbook and the lecturer did not want students to pay for information not used; author wanted to address the needs of his or her particular

higher education institution and group of students; wanted to supply students with more practical exercises of a high quality.

It is clear from this list that an entirely separate and new reason for academic self-publishing has transpired – academic self-publishing authors like to help both students and the larger academic community with their publication (this will be called community service). It is also interesting that no apparent technological advances were given as a reason to self-publish, except the fact that a self-publisher could do smaller print runs.

92% of respondents indicated that they would self-publish again in future because from their past success they gained much experience; did not have any major problems despite some small niggles; and liked the challenge and do-it-yourself feel of self-publishing. They also feel that publishers are making an unreasonable profit from other people's work and prefer to keep ownership of their intellectual property. The sense of community service is very big among academic self-publishers as they would self-publish again to fulfil the need of their students for better learning aids. The two respondents who indicated that they would not self-publish again in future indicated that they prefer the protection offered by a commercial publisher and that escalating printing costs are making the financial risk too high for them to carry.

5.3.22. Selling out of academic self-published authors

Only 16% of respondents indicated that their self-published work is either in the process of or has already been bought over by a commercial publisher. The rate of selling out of academic texts is thus very low.

5.3.23. Characteristics of a self-publisher

The main characteristic of a self-publisher, as noted by respondents, is the **sense of self-actualisation** – it is someone who knows what he or she wants, is confident, believes in himself or herself and their work, and is enthusiastic, passionate, creative and innovative about it. It is someone who wants to help students and places them first. Secondly, and closely related to this,

is the **hard-working nature** of self-publishers – they have perseverance, are determined, committed and dedicated to the process and to their students' needs, they are able to face both criticism and failure. Thirdly, a self-publisher is an **entrepreneur** – with an independent, do-it-yourself personality and a good support network. In fourth place, respondents feel that a self-publisher is someone who is tuned in to **quality** – paying attention to detail, organised, accurate and precise, with good writing and language skills.

5.3.24. Awareness of Small Publishers' Association of South Africa

The Small Publishers' Association of South Africa at the Centre for the Book in Cape Town will certainly be one of the most supportive organisations for academic self-publishers in the future. Although 5% of the queries at the Centre for the Book are from academic lecturing staff, 81,48% of respondents in the academic self-published author's questionnaire were not aware of its existence. Increased awareness of the support and services of this Association could result in an increase in the phenomenon of self-publishing.

5.4.   Conclusion

Both questionnaires provide valuable insight into the phenomenon of academic self-publishing. From the research some general perceptions and information from the literature review were proved and supported. However, some contradictory findings and new findings are also recorded. The final chapter will report on whether the original research question has been answered and what recommendations will come from this for the future.

CHAPTER 6: SUMMARY OF RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1.   Summary of the research findings

Commercial academic publishing in South Africa is facing many challenges in a post-apartheid dispensation. Nearly 13 years into the new democracy, the higher education environment in South Africa has been restructured in such a manner that the way of conducting business in this environment is completely new. The effects of this are felt not only by those servicing this market with their products, but also by those working and earning a living within the higher education environment.

At a national level the Higher Education Act No 101 of 1997 has brought and will continue to bring for some time, many changes to the tertiary education system. The Act resulted in a restructuring of the face of higher education by the merging of 36 tertiary institutions into 22, including the merging of the study programmes, staff and student culture, management styles and even library budgets. On the other hand, the Act also adversely affects the way in which tertiary institutions are managed and monitored, leading to increased strain and demands on the staff of universities, universities of technology and comprehensive institutions.

In the midst of these changes, the local commercial academic publishing industry is also trying to adjust to new requirements and legislation that affects the products of learning they have traditionally supplied to students and lecturers. Student profiles have changed dramatically, implying that products that used to satisfy student learning needs have to be re-thought and adjusted for the new market environment. The local commercial academic publishing industry itself is under tremendous pressure to transform and restructure its employment and ownership profile to afford previously disadvantaged individuals and groups of individuals economic opportunities.

At a global level, commercial academic publishers are influenced by increased competitiveness from multinational corporations with huge spending power and sophisticated lecturer support material. Technological growth and advances such as the Internet, on-line publishing and POD have resulted in knowledge being distributed faster and more quickly, and updated at the same level of speed.

Within these trends, commercial academic publishers, both local and multinational, are fighting for existence. The academic publishing market is not as large as its counterparts in the UK and USA and publishers are competing to commission academic textbooks that will sell well at all major higher education institutions nationwide. In the midst of augmented competitiveness a new phenomenon is increasing in frequency, that of self-publishing. Self-publishing is a phenomenon well-known to the trade and general market, where individual authors write and publish their own fiction or non-fiction titles, either as a gift to family and friends or as a result of not obtaining a publishing deal with a commercial publisher. Self-publishing is not a trend commonly associated with academic textbook publishing, but has in recent years increased in frequency and to some extent influences commercial publishing profit and new business. Marketing of a self-published title, which is generally a problem and challenge for trade self-publishers, is not a hurdle for academic self-publishers of textbooks who automatically have an offset for their printed material when they prescribe their self-published textbooks to their students in a particular course. This 'automatic market' has led to a level of dissatisfaction with campus bookshops that are either overlooked in the selling of these titles or are expected to stock these titles despite the administrative nightmare of getting them into stock and on the shelves.

The study aimed to show that self-publishing exists within the academic community, that it transpires as a result of various conditions and does, in fact, have an impact on the potential market share of commercial academic publishers.

By using quantitative and qualitative research principles, the researcher was able to establish characteristics and trends of commercial academic publishing, self-publishing and academic self-publishing; distinguish these three forms of publishing by virtue of their main features and processes; and establish the existence of South African academic self-publishing as a

phenomenon that does occur because of factors related to generic publishing processes and decisions.

6.2. Addressing sub-problems from the research question and recommendations

In Chapter 1 of the study various sub-problems were indicated that would help in identifying and researching the main research questions. These problems have all been addressed and each sub-problem will be individually discussed in terms of its related findings.

6.2.1. General characteristics of the academic publishing sector in South Africa

Chapter 3 addressed the main characteristics and trends facing the academic publishing sector in South Africa. These trends or changes are vast and have an influence on how academic publishers will conduct business with their market in future. The chapter clearly defines academic publishing in terms of its processes and procedures for selecting or commissioning manuscripts. The nature of the industry as both a business and cultural industry was addressed and indicated that academic publishing has an important role to play in the future intellectual capacity, production and direction of a nation's academic thought and knowledge. Knowledge and the publishing thereof can hardly be separated as the one feeds off the other in academic publishing; new knowledge needs to be published to stimulate scholarly, academic and national growth.

Early in Chapter 3 the dual nature of academic publishing was discussed, namely the fact that authors are both the creators and service providers for new content, but they are also the users of that content when deciding which academic textbooks are to be prescribed. In this role they have great power. The chapter discussed 14 trends and characteristics of the industry, after which a discussion was given of the regulatory bodies and legislation governing and regulating the academic publishing sector. All aspects mentioned in this chapter proved that academic publishing does not happen in a vacuum and in the process of trying to satisfy all customers, academic publishers have many challenges to face.

Although commercial academic publishers, both local and international, are in fierce competition with each other, there is a cooperative nature among academic publishers to ensure that each party gets its fair share of a relatively small higher education textbook market. The industry is well organised among itself, with a few companies setting trends for future sustainability. It proved valuable to describe the entire South African academic publishing sector in a thorough manner in order to illustrate the landscape in which the phenomenon in question, self-publishing, is taking place.

6.2.2. The nature of self-publishing

Self-publishing is a relatively new occurrence among authors of academic textbooks. Chapter 4 of the research provided a definition of self-publishing, went on to discuss the advantages and disadvantages of self-publishing a book, characteristics of self-publishers and possible reasons why authors opt to self-publish. As with the previous chapter, Chapter 4 is based entirely on a literature review. Very little information was found on academic self-publishing (only two actual sources), thus quite a bit of this chapter is generic in its classification of self-publishing. To support the fact that self-publishing is an increasing trend in academic self-publishing, the researcher highlighted some self-publishing services that are currently available to academic lecturing staff if they do decide to self-publish.

There is a negative perception of self-publishing as a vain endeavour. Some sources supported this fact. Concepts and ideas that were originally considered anecdotal in nature, were substantiated through the literature review in Chapter 4. It is important for academic publishers to be aware of the nature and extent of self-publishing to be able to recognise it within their own market space. The academic self-publishing author questionnaire provided valuable feedback on what constitutes self-publishing from the authors' perspective (section 5.3.3 Chapter 5).

6.2.3. Nuances in the self-publishing book value chain and in the traditional commercial book value chain

The original aim of this sub-problem was to record differences in the self-publishing process and the traditional book publishing process. In Chapter 4 the generic publishing book value chain was provided, followed by the traditional publishing process. However, in none of the literature studied for this chapter was the researcher able to find a model for the self-publishing process. All sources recorded a definition of self-publishing which simply implied that the author takes over the responsibility as publisher, including making all decisions and managing all processes relating to publishing a book. The definitions also confirmed that the author is responsible for all financial risk when publishing their own work. The academic self-publishing author questionnaire asked authors to indicate what processes of the value chain they conducted themselves (section 5.3.6 Chapter 5), and from this too it was clear that the processes conducted were no different to that of a traditional publishing firm, except for marketing and promotion which academic authors find little need to do because of the natural offset for their product (their own student populations).

However, the nature of self-publishing requires an author to make all decisions related to all processes in publication. By definition then, the process of self-publishing is different to the traditional publishing model. Whereas with traditional publishing various steps in the process are done simultaneously by different departments in the publishing house, self-publishing requires that the author make more than one decision at any given time. One aspect that is highlighted in the new model proposed by the researcher is the fact that administration is a critical element of self-publishing, especially if the author hopes to distribute, market and sell his or her publication successfully. Substantial feedback on the requirements for successful distribution was obtained though the academic bookshop questionnaire.

Future research could certainly be conducted into establishing a generic self-publishing model that could help self-publishers to increase their capacity for producing a quality self-published product. By definition though, the word 'self' implies individuality and uniqueness and no single model for self-publishing would then ever suffice.

6.2.4. Factors driving academics and academic authors to self-publish

Both Chapter 4, in the literature review, and Chapter 5, in the results of the academic self-publishing author questionnaire, addressed this issue. This forms the heart of the research, because if commercial academic publishers want to protect and secure their market share, they need to be aware of the reasons why academic authors are choosing self-publishing over commercial publishing. By understanding these reasons, academic publishers will be able to address possible shortcomings in their processes and needs in the marketplace.

The literature review in Chapter 4 identified five main reasons why authors self-publish, including:

- **Financial incentives**, especially the fact that self-published authors do make more profit by publishing and selling their own work and feel commercial publishers take too much profit for doing something they, the self-publishers, could have done themselves;
- **A volatile author-publisher relationship**, where the commercial publisher functions and makes decisions within a business environment governed by certain principles and where authors can be demanding in terms of time and attention – the relationship is especially sensitive to decisions regarding the manuscript itself, including content and presentation (layout, design and cover);
- **Issues of copyright and control**, especially the fact that commercial publishers in most instances take full copyright of a work on publication – self-publishers prefer to keep and own control of their work that allows them to decide who the users are and in what manner the material can be both exploited and presented;
- **Possible rejection by a publisher** versus the recognition received when published – once a single manuscript of an author has been turned down by various publishing firms, authors are reluctant to approach them again in future, even though they know that publishing affords them recognition within their associated community. Self-publishing, despite perceptions of vanity, provides authors with an opportunity to obtain recognition for their hard work; and
- **Technological advances**, most notably POD, have made it easier for printers to provide a service to small, entrepreneurial authors who want to print only a few copies of their title – by

implication stock levels and warehousing become less of an issue as self-publishers can print copies of the book as they need it.

From the academic self-publishing author questionnaire, it became clear, however, that these reasons for self-publishing exist in varying degrees within the academic community. Chapter 5 illustrated this clearly under section 5.3.21. Technological advances and the ease with which self-publishers could produce their own work, did not feature in any of the feedback provided by academic self-published authors. Two other important issues not identified from the literature review in Chapter 4 were mentioned in the results of the academic self-publishing author questionnaire. Firstly, academic self-published authors self-publish because they feel a great sense of pride and achievement in writing and publishing their own work. Secondly, academic self-published authors have a sense of community service in self-publishing their work. By producing their work more cheaply than a commercial publisher would, they are able to provide their learning material at a more competitive price than commercially published textbooks, thereby helping poor students who are struggling to afford textbooks. Furthermore, they feel they address the needs of the student community with textbooks that are in some cases available in both Afrikaans and English; textbooks that ensure students do not need to buy an expensive publication of which they may only use a portion of the actual text for their subject; and address the needs of their own higher education institutions with the specific student population requirements of their province and community.

This community-driven desire within academic self-publishing is a difficult factor for commercial academic publishers to deal with. Commercial publishers are all too often still viewed as greedy, money-making sharks, and have in some self-publishing circles even been referred to as 'shark-presses'.

6.2.5. The nature of self-published texts in circulation

Chapter 4 illustrated that generally speaking people associate self-publishing with fiction titles. The empirical research conducted in Chapter 5 under section 5.3.5 proved, however, that the full

academic textbooks and question-and-answer or solution textbooks are being self-published locally.

Academic campus bookshop respondents indicated that 70–100% of their sales of self-published academic titles are from the Business, Economics and Management Sciences field (section 5. 2.5 Chapter 5) and this was supported in section 5.3.2 of Chapter 5 indicating that 45,83% of academic self-publishing respondents are employed in the Faculty of Business, Economics or Management Sciences. This is traditionally a lucrative field for commercial academic publishers and by implication could have an effect on backlist titles they are trying to get prescribed at institutions, but also on new front list titles that they plan to commission. The more academics decide to self-publish in the future, the less new authors and market availability will exist for commercial publishers. Although it may not seem an immediate threat, there is increased availability of self-publishing services and support for academic authors that could result in the growth of self-publishing for local academic textbooks.

"I think that because self-published authors are very often motivated by the money, that there will always be lecturers who are prepared to go to all this effort for the larger profit they can make compared to what they would if they went to a commercial publisher. I also think, however, that although they are a threat to the local industry, the majority of lecturers will still prefer not to tackle this process themselves" (Martini, 2006). Time and money are probably the most daunting factors convincing academics not to self-publish, but the publishing process proves fascinating and enjoyable to academic self-publishers (section 5.3.8 Chapter 5). Self-publishers also enjoy receiving recognition for and feedback on their work. This is possible through a commercial academic publisher as well, and is in fact encouraged throughout the publication process – the market is asked to respond on published work. The only reason why self-publishers may find this insufficient from commercial companies, is because the process of collecting and sifting through this data before presenting it to the author does take up much time. Also, self-publishers are dissatisfied with the idea of their text disappearing into a large backlist.

6.2.6.   The impact that commercial academic publishers could have on this phenomenon

In a time when commercial academic publishing is facing so many challenges, it seems ambitious to make yet another request for change in the industry. However, the impact of academic self-publishing could be far-reaching in the not-too-distant future. In the changing economic and social environment, the traditional business model will need to be re-evaluated. Publishing is in essence a cultural and socially embedded process, rooted as it were in social networks, relationships and trends. Some positive strides have been made in changing the environment for authors, but it will require a complete transformation of publishing at its core to address the needs of the modern author. In the words of Gordon Graham, "A good publishing house has a life of its own and tends to prevail over proprietorial interference with the act of publishing. The ultimate bosses are the authors" (Graham, 1994:15).

The following recommendations are made based on the six reasons identified why academic authors self-publish:

- Authors will always want more financial reward for hard work on a manuscript or title. In Chapter 3 various suggestions were made on how to improve rewards for authors, including advance payments for commissioning of work. Once publishers can establish a payment on reprints based on the payment of an advance or lump sum on the first print run, this option could prove financially viable for both parties. Investigation into a change of payment models related to the price structure of a textbook can prove valuable.

- The author-publisher relationship is a soft issue and it proves difficult to make recommendations on this matter for the future. There has always been a general understanding that both authors and publishers are partners in the dissemination of ideas and knowledge; the author originates and the publisher disseminates (Graham, 1994:164). New market demands and technology have put further strain on this natural push-and-pull relationship that is based on the same principle – both author and publisher want a specific title to be as successful as possible. By implication, a better author-publisher relationship will depend greatly on the sort of individuals who are employed at a company and the company policy of service delivery.

- The signing of contracts is again always a tension-laden part of the publishing of any title. Authors are reluctant to sign over all rights of their intellectual property and publishers feel they can better manage and administer a title if they do have all rights to a manuscript. Some contracts make use of the concept 'to exploit all rights and possibilities' – this does have a negative tone. With the increasing organisation of academic authors through an organisation like ANFASA (Chapter 3), academic publishers will need to be careful of the rights they demand from authors. Chapter 3 also discussed the new move towards an 'exclusive licence' contract instead of 'exclusive rights' contract. Academic publishers will individually need to define their business model in terms of how they exploit the intellectual property commissioned by publishers or submitted by authors. If, for example, a firm has made a clear decision not to enter the electronic publishing arena, then they should consider signing exclusive licences for printed editions only and leave the authors with the opportunity and potential to investigate other options for their intellectual property to be disseminated in other mediums as well. However, if publishing firms have a proven track record of really exploiting content in as many ways and means as possible and this results in more income and exposure for the author, then an exclusive rights contract can be negotiated and all principles related to it must be clearly defined for the author. Publishing firms are encouraged to increase their involvement with author movements and associations. At the same time it will prove important for academic publishers to engage actively with the intellectual property offices of higher education institutions, who could in future stake a bigger claim of all material produced by an author in the employ of their institution.

- Rejection by a commercial publisher is often upsetting and interpreted as reflecting negatively on the author and his or her work. With the increasingly competitive nature of academic publishing in South Africa, publishing houses are looking more and more at filling gaps in their own publishing lists that could prove valuable in the long run. A wide coverage of topics on the backlist can allow for greater management of intellectual goods for future new products and market. On deciding to accept a new manuscript for publication, a publisher or commissioning editor will always ask: "Will this book, if skilfully handled, add value to my company's prestige and profits?" The fact is that academic publishing in South Africa remains a business and what publishers agree to publish depends considerably on the financial impact that a title could have on the company. In this, academic publishers too, have

a sense of community; although published titles must be financially stable as individual projects, collectively both back and front list titles ensure that future publishing and dissemination of knowledge occurs. Authors enjoy the recognition they receive once their intellectual property and work can be viewed by a greater community. In this instance, academic publishers in South Africa have in the past neglected to market authors as a brand in themselves. An academic title is successful not only because it has been adopted by many institutions, or been well-produced, but also because some thought on the content has gone into the project from the author and in some cases from the publisher as well. More diverse marketing could result in authors seeing more potential for themselves in the safety of a commercial academic publisher.

- Although technological advances proved less of a reason for academic self-publishing than originally thought, the impact of easy-to-use design programmes and POD cannot be ignored. Self-publishing services are especially geared to the use of new technology. Although we are now embarked on a change of medium, there is no change of role; computers and screens will still need authors and publishers. Technology should not only result in the possibility of smaller print runs, as is the case with POD, but should lead to new and exciting ways of managing intellectual property to ensure greater financial rewards for both author and publishing firm. This includes the routes of custom publishing that were mentioned in Chapter 3.

6.3. Addressing the main research question

The main research question asked: **What is the current state of self-publishing in the academic book publishing sector of South Africa and whether it impacts on commercial academic publishing?** By addressing the sub-problems to the research it became clear that the phenomenon of academic self-publishing is evident in the higher education environment of South Africa. "Many people, even those in the book world, such as librarians, booksellers, larger publishers, and book page editors are not aware of the extent and fertility of this part of the book world" (Higgs, 2006a:5). The aim of this research was to introduce academic publishers to the world of self-publishing and small-scale publishing related to their area of specialisation.

Publishers make important business decisions every day, and every day manuscripts are rejected and accepted. The research does not aim to point a finger at either party, whether author or publisher. There is certainly room for both kinds of publishing in the academic publishing sector in South Africa. However, commercial publishers can no longer ignore the effect that this sort of publishing could have on the sustainability of their business. It proved difficult to put a financial value on the impact of self-publishing or small-scale publishing on the academic publishing sector of South Africa.

6.3.1. Exploratory findings

The following evidence of interesting and significant patterns was recorded:

- Academic self-publishing is as active a part of the publishing industry in South Africa as is general or trade self-publishing.
- Academic self-publishers enjoy self-publishing for the same reasons that authors in the trade sector do.

6.3.2. Empirical findings

The following new factual discoveries were made and the existence of hypothesised phenomena was confirmed:

- Academic self-publishing is most prevalent in academic fields that are traditionally lucrative for commercial publishers.
- The quality of self-published academic textbooks remains a debatable issue.
- There is increased availability of services and support for self-publishers that could lead to an increase in the phenomenon itself.
- Marketing and distribution remain a challenge for self-publishers.

6.3.3. Interpretive findings

The following new interpretations were recorded:

- Academic self-publishers have a great sense of community for their students and scholarly environment.
- Commercial academic publishers in South Africa could possibly not be addressing author needs efficiently which has resulted in an increased occurrence of the phenomenon.

6.4.   Conclusion

"Publishing is not as remote and magical as it sometimes seems to aspiring writers" (Higgs, 2005:9). Self-publishing will result in greater understanding of the publishing process (whether commercial or otherwise) and lead to greater respect between factions of publishing.

Self-publishing and its related activities bring the concept of publishing into the fringes of society. If the aim of publishing, in whichever format, remains the communication and sharing of ideas, then there certainly is a place for self-publishers in distributing their indigenous knowledge. This is especially so in the academic environment of any nation, where new thoughts and ideas eventually lead to more research, innovation and subsequently growth and prosperity of a nation. Commercial academic publishers have defined their business and there can be no argument that there is some potentially publishable material that does not fit into the mainstream requirements of these publishers. But material not accepted by commercial academic publishers should not be considered unworthy of publication, but rather catering for a different market with different needs. In the higher education environment of South Africa there are increasingly more specialised niche subjects and modules. Along with the growth of these specialised markets, there is room for people who want to publish and market their own books.

"Is self-publishing going to grow? Without a doubt. As technology makes it easier and easier to self-publish and as authors want more and more control over how their intellectual property is managed, marketed and distributed and sold … watch this space" (Hackney, 2006:138).

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Annexure A: Academic Bookshop Questionnaire

1. Respondent number	V1 ☐☐☐☐	1-4

2. Do you keep stock of self-published books?

Yes	1
No	2

V2 ☐   5

Please supply reasons for your answer.

1) _____   V3 ☐☐   6-7

2) _____   V4 ☐☐   8-9

3) _____   V5 ☐☐   10-11

3. In which way do the following factors influence your stock levels of self-published titles?

	Always	Sometimes	Never		
Student numbers in course	3	2	1	V6	12
Invoicing and supply by self-publisher	3	2	1	V7	13
Sales history	3	2	1	V8	14
Other (specify)				V9	15

4. How would you describe your relationship with the author(s) of his/her self-published text in general?

Very poor	1
Poor	2
Indifferent	3
Good	4
Very good	5

V10 ☐   16

5. Do you find it problematic to sell self-published texts?

Always	3
Sometimes	2
Never	1

V11 ☐   17

Please supply reasons for you answer.

1) _____

2) _____

3) _____

V12			18-19
V13			20-21
V14			22-23

6. What percentage of your self-published sales is from the following fields?

	0-35%	35-70%	70-100%			
Social Sciences or Humanities	3	2	1	V15		24
Business, Economics or Management Sciences	3	2	1	V16		25
Natural or Agricultural Sciences	3	2	1	V17		26
Engineering	3	2	1	V18		27
Medical, Nursing or Health Sciences	3	2	1	V19		28
Education	3	2	1	V20		29
Law	3	2	1	V21		30
Information Technology	3	2	1	V22		31
Other (specify)				V23		32

7. What kind of discount do you receive from the self-published authors?

< 10%	1	V24		33
11-15%	2	V25		34
16-20%	3			
20-30%	4			
> 30%	5			
Other (specify)				

8. How would you describe the quality of the self-published texts in general?

Very poor	1	V26		35
Poor	2			
Indifferent	3			
Good	4			
Very good	5			

9. Have you received any feedback from the students who need to buy and use the self-published texts?

Yes	1
No	2

V27   36

Please supply reasons for your answer.

1) _____ V28   37-38

2) _____ V29   39-40

3) _____ V30   41-42

Annexure B: Academic Self-publishing Author Questionnaire

For office use only

1.	Respondent number	V1		1-4

2. In what capacity are you currently employed at your academic institution?

			V2		5
Junior Lecturer	1
Senior Lecturer	2
Subject Head	3
Head of Department	4
Professor	5
Associate Professor	6

3. In which academic faculty/school are you currently employed at your institution?

Social Sciences or Humanities	1
Business, Economics or Management Sciences	2
Natural or Agricultural Sciences	3
Engineering	4
Medical, Nursing or Health Sciences	5
Information Technology	6
Education	7
Law	8
Other (specify)	

V3   6
V4   7

4. Here are some statements about what it means to self-publish. Do you think they are true or false?

	True	False			
To write, edit, print and sell your own work.	2	1	V5		8
To act as publisher, marketer, distributor and warehouse for your own work.	2	1	V6		9
To take all risks involved in publishing your own work.	2	1	V7		10
To protect your Intellectual Property from other people (including publishers).	2	1	V8		11
To promote yourself by making your own ideas available through your own publishing process.	2	1	V9		12

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| Other (specify) | | | V10 | | 13 |

5. In general, how many academic texts have you self-published?

1-2	1		V11		14
3-4	2				
5-9	3				
>10	4				
Not any yet, but planning to	5				

6. How would you describe the nature of these texts?

	Yes	No			
Class notes to accompany prescribed text(s)			V12		15
Full academic textbook(s)			V13		16
Scholarly or research-based work(s)			V14		17
Questions and answers/solutions textbook(s)			V15		18
Other (specify)			V16		19

7. Which of the following did you undertake yourself?

	Always	Sometimes	Never			
Editing and proofreading				V17		20
Lay-out				V18		21
Printing				V19		22
Marketing, Promotion and distribution				V20		23
Warehousing and invoicing				V21		24
Others (specify)				V22		25

8. Which of the following did you approach to market, promote and distribute your publication?

	Yes	No			
Colleagues			V23		26
Bookshops			V24		27
Libraries			V25		28
Students			V26		29
Internet bookshops			V27		30
No marketing			V28		31

| | | V29 | | 32 |

9. How much did you enjoy the following aspects of self-publishing?

	Much	Little	Not at all			
Recognition				V30		33
Feedback on your work				V31		34
Income				V32		35
Publication process				V33		36
Other (specify)				V34		37

10. Were you happy with the quality of your finished publication(s) in general?

Very much	1		V35		38
Much	2
Little	3
Very little	4
Not at all	5

11. How expensive were the steps in the publishing process?

	Very expensive	Expensive	Not expensive			
Editing and proofreading				V36		39
Lay-out				V37		40
Printing				V38		41
Marketing, Promotion and distribution				V39		42
Warehousing and invoicing				V40		43
Other (specify)				V41		44

12. What was the size of your print run(s) in general?

< 250	1		V42		45
251-500	2		V43		46
501-1000	3
> 1000	4
Other (specify)	

13. How many copies did you sell in the first year of publication in general of any one title?

< 250	1
251-500	2
501-1000	3
> 1000	4
Other (specify)	

V44   47
V45   48

14. Did you register an ISBN with the National Library of South Africa (NLSA)?

Yes	1
No	2

V46   49

Please supply reasons for your answer.

1) _____

2) _____

3) _____

V47   50-51
V48   52-53
V49   54-55

15. a) Are you aware of the Legal Deposit of Publication Act?

Yes	1
No	2

V50   56

b) Did you deposit legal copies of your self-published books to the National Library of South Africa (NLSA)?

Yes	1
No	2

V51   57

c) If you previous answer was 'No', please supply reasons for you answer.

1) _____

2) _____

3) _____

V52   58-59
V53   60-61
V54   62-63

16. Do you sell to bookshops?

Yes	1
No	2

V55   64

212

Please supply reasons for your answer.

1) _____

2) _____

3) _____

		V56			65-66
		V57			67-68
		V58			69-70

17. What discount do you give bookshops?

< 10%	1
11-15%	2
16-20%	3
20-30%	4
> 30%	5
Other (specify)	

V59   71

V60   72

18. Do you sell directly to students?

Yes	1
No	2

Please supply reasons for you answer.

1) _____

2) _____

3) _____

V61   73

V62   74-75

V63   76-77

V64   78-79

19. Where do you keep your stock?

	Always	Sometimes	Never		
At home	3	2	1	V65	80
In the office	3	2	1	V66	81
At the printers	3	2	1	V67	82
At a warehouse	3	2	1	V68	83
Other (specify)				V69	84

20. How important were the following in determining the selling price of your text(s)?

	Very	Little	Not at all		
All production costs	3	2	1	V70	85
Printing costs	3	2	1	V71	86
Time and effort put into writing the work	3	2	1	V72	87
Anticipated profit	3	2	1	V73	88

Other (specify)	V74 ☐	89

21. Did you approach a commercial publisher or are you planning to?

Yes	1
No	2

<div></div>

V75 ☐   90

Please supply reasons for your answer.

1) _____   V76 ☐☐   91-92

2) _____   V77 ☐☐   93-94

3) _____   V78 ☐☐   95-96

22. Do you think a commercial publisher will be interested in your text(s) in general?

Yes	1
No	2

V79 ☐   97

Please supply reasons for your answer.

1) _____   V80 ☐☐   98-99

2) _____   V81 ☐☐   100-101

3) _____   V82 ☐☐   102-103

23. Why did you decide to self-publish? Please supply reasons for your answer.

1) _____   V83 ☐☐   104-105

2) _____   V84 ☐☐   106-107

3) _____   V85 ☐☐   108-109

24. Will you self-publish again in future?

Yes	1
No	2

V86 ☐   110

Please supply reasons for your answer.

1) _____   V87 ☐☐   111-112

2) _____   V88 ☐☐   113-114

3) _____   V89 ☐☐   115-116

25. Were any of your self-published work(s) later published through a commercial publisher?

Yes	1
No	2

V90 [ ] 117

26. Could you list 3 characteristics (personality traits) of the self-publisher?

1) _____

2) _____

3) _____

V91 [ ][ ] 118-119
V92 [ ][ ] 120-121
V93 [ ][ ] 122-123

27. Are you aware of the South African Small Publishers' Association?

Yes	1
No	2

V94 [ ] 124