



Editorial Vision for *Engaging Science, Technology, and Society*

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Open Panel, Transnational STS: Theories, Pedagogies, and Practices
Session III: Transnationalism in/of STS Publications (Sept 21)

The incoming Editorial Collective of [Engaging Science, Technology, and Society](#) (ESTS), the Open Access (OA) journal of the [Society for Social Studies of Science](#) (4S) comes forward as a transnational, cross-generational editorial collective with diverse experience in publishing, innovations in scholarly communication, open access advocacy, and leadership in STS. Between us, we have deep professional experience in India, Australia, New Zealand, Japan, Turkey, Europe, East and West Africa, North America, and Latin America.

Vision for ESTS in its next phase

In the broader ecology of scholarly publishing, we believe that *ESTS* has made two especially important contributions: (1) as an OA journal published by 4S, it has demonstrated how scholarly societies can help advance open access to scholarly research, and (2) through development of its digital publication platform, it has laid ground for new, media rich, and creative forms of scholarly communication.

Building on the strengths described above, we envision *ESTS* becoming a well-recognized venue for cultivating, evaluating, and sharing next generation STS research. Our work will be organized around four distinct but interconnected ideas: Strengthening Transnational STS, Going Beyond Open Access, Building Scholarly Community, and Cultivating Scholarship on STS Pedagogies. Organizing our work in this way will allow us to deepen the transnational character of the journal, ensure engagement with both established and emerging intellectual currents in STS, extend the journal's audiences and impact, and support development of the next generation of STS scholars.

Strengthening Transnational STS: Since the field's early days, STS scholars have pioneered ever-more nuanced understandings of the coproduction of sciences, technologies, and societies. The urgency of continued critical attention to the role of technoscience in the face of impending challenges in the contemporary moment can hardly be overstated. These challenges, however, are not limited to any one region or hemisphere. As a result, exciting efforts have been made by 4S to deepen its transnational character and reach, thus becoming a more "strongly objective" intellectual endeavor, in Sandra Harding's sense of the term. We aim to extend ESTS in this manner and direction.

Some priority actions to support transnational STS through *ESTS* in the immediate future include:

- 1) Reaching out to and cultivating authors and reviewers from different regions.
- 2) Identifying issues that are experienced and dealt with in different ways in different regions, drawing scholars focused on these issues into conversation.
- 3) Encouraging South-South comparisons and dialogue.
- 4) Encouraging reflexive theorization of transnationalism (and of related concepts, such as cosmopolitanism and globalization).
- 5) Identifying and stimulating pathways to maximize the impact of *ESTS* in transnational contexts, including for instance, publishing metadata for various scholarly outputs in multiple languages and collaborating with other STS journals and regional organizations.

Going Beyond Open Access: OA scholarly publishing embodies many important STS values, potentially democratizing access to knowledge (usually developed with public funds). We understand, however, that realizing the promise of OA is far from straightforward. We thus aim to proactively extend *ESTS*'s OA infrastructure and promise, enrolling the 4S community in the challenge. In other words, we recognize that the real potential of OA entails cultivating what anthropologist and STS scholar Christopher Kelty has called "recursive publics" that are deeply invested in the technical and social infrastructures that make their very existence possible.

The challenge is to both continue building the prestige of *ESTS* as a high-quality journal and to be a leader in establishing frameworks for pursuing OA scholarship in STS and allied fields. This is especially important because the STS community's understanding of and investment in OA remains limited, leading to an entrenched bias against it due to its association with low-quality work and pay-to-publish models.

Another increasingly important dimension of OA publication is that of Open Data. Digital space provides rich affordances, including the possibility of linking source data along with polished publications. Thus, readers potentially have access not only to scholarly analysis, but to the images, interviews, policy documents etc. that form the basis of the analysis. It also foregrounds the possibility of reusing the data towards different ends, encouraging the re-use and re-interpretation of data. This, however, requires repositories with well-considered data infrastructures and governance mechanisms that allow for moderating access, ensuring proper attribution, and articulating metadata frameworks more generally that can accommodate data reuse.

Immediate priorities that we have identified to realize *ESTS*'s OA mandate include:

- 1) Generating best practices for pursuing OA.
- 2) Developing Open Data policies for *ESTS* and working with authors to pilot data repositories.
- 3) Developing a Governance Charter for *ESTS*.
- 4) Developing peer review and other credentialing mechanisms for non-conventional scholarly outputs (including short-form writing, multimedia content, and development of pedagogical repositories).

Building STS Communities and Audiences: The diversity of intellectual traditions, disciplines, and communities of practice that make up STS contribute to its vitality and relevance. STS journals, especially 4S journals, should support and continually extend this diversity. *ESTS* should provide a venue for lively exchange across intellectual traditions and disciplines. *ESTS* should also provide space to work out and demonstrate what “Engaged STS” looks like. Following past 4S president Gary Downey’s vision for scholarship as a form of “critical participation,” we imagine *ESTS* as challenging the linear model of knowledge-production and diffusion by broadening the array of activities that are recognized as scholarship, including for example, teaching, advocacy, and committee work. We also imagine *ESTS* as responsive to past 4S president Wiebe Bijker’s call (in his 2001 presidential address at the annual 4S meeting) for STS scholars to serve as public intellectuals, working in a wide array of institutional contexts (in academia and beyond).

Immediate next steps for *ESTS* to support “Engaged STS” include:

- 1) Identifying and proactively reaching out to diverse STS publics including students, scholars, regulators, activists, and practitioners.
- 2) Providing opportunities and developing resources to sustain a productive engagement across diverse STS audiences.
- 3) Enhancing *ESTS*'s website and social media presence to support creative engagement across diverse STS audiences.

Cultivating Scholarship on STS Pedagogies: The Editorial Collective of *ESTS* is committed to promoting scholarship on STS pedagogies, taking up past 4S president Kim Fortun’s call to recognize that pedagogy is not second to research (in her 2019 presidential address at the annual 4S meeting). Recognizing teaching as a form of scholarship, we seek to make visible the work of STS scholars in translating STS theories toward classroom instruction and building STS curricula and programs in a variety of institutional contexts. STS pedagogies are critical not only for training the next generation of STS scholars and strengthening STS programs, but for taking advantage of their affordances as practices of critical participation, intervention, and engagement. As stated above, we imagine *ESTS* as challenging the linear model of knowledge production and diffusion, and this extends to our thinking about STS teaching and learning as lively and messy sites of coproduction. Whether in formal or informal spaces, STS pedagogies often entail creatively bridging across disciplines and adapting to different environments,

constituting a form of STS practice that enables not only scholarship *of* pedagogy but scholarship *via* pedagogy.

Some of our immediate work will include:

- 1) Encouraging scholarship on the development of STS pedagogies and STS programs in a variety of educational and national contexts.
- 2) Encouraging scholarship at the intersection of teaching and research.
- 3) Encouraging scholarly collaborations with students.
- 4) Developing short-form writing, multimedia content, and supporting resources that will enable uptake of ESTS publications in classroom teaching.

Upcoming Initiatives:

The first publications in ESTS under our editorship will start coming out in 2021 (Volume 7). In anticipation of this, we will be implementing a number of initiatives in the coming months. Some of these include:

- Upgrading our website and publishing infrastructure to promote ease of navigation and greater interactivity.
- Hosting webinars to draw in and support new authors from different regions of the world to publish in ESTS.
- Experimenting with new forms of publications that can link to source data.
- Collaborating with other journals (see roundtable discussion as part of this panel) to support transnational, open access STS scholarship in order to create greater impact overall.
- Launching a CfP inviting submissions aligned with our editorial vision outlined in this document.

Support us by:

- Take this survey (https://vuw.qualtrics.com/jfe/form/SV_3jZkblPcv1xJa6h) that helps us understand community priorities vis-à-vis STS publications
- Sign up for our mailing list for periodic updates (you can opt for this in the above survey)
- Sign up to be a reviewer for ESTS (you can opt for this in the above survey)
- Pitch ideas and collaborate with us to help build and extend OA scholarship and infrastructure
- Follow us on Twitter (@eSTSjournal)
- Help spread the word!

ESTS Incoming Editorial Collective



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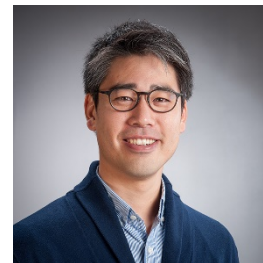
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