A Cross-National Bibliometric Mapping of Quality Assurance Research in Higher Education (2015-2025)

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Abstract:

This study examined research trends in quality assurance in higher education from 2015 to 2025. It also examined cross-national productivity by country, author, journal, and institutional affiliation. The study retrieved the dataset from the Scopus database using the bibliometric method after developing a search strategy. Data analysis was achieved using Microsoft Excel and VOSviewer software. The study found that research productivity in quality assurance in higher education increased between 2019 and 2020 during the COVID-19 period. However, after 2021, sustained growth in publications has been recorded in the field, testifying to its global policy relevance. It was also revealed that, with conspicuous dominance from US institutions and the medical education context, the Global North has heavily dominated the productivity stage. The study also found strong collaboration networks within but not between global regions, indicating a lack of equitable North-South partnerships. On the other hand, thematic analysis revealed a greater focus on accreditation, accountability, and emerging frontiers in internationalization and digital learning. The novelty of this study lies in its cross-national bibliometric mapping of quality assurance research for the current decade. The study's finding of geographical imbalances in knowledge production and collaboration presupposes evidence-based insights for policymakers and scholars to work on an inclusive global research agenda.

Keywords: *quality assurance, higher education, cross-national study, bibliometric analysis*

Introduction

The globalized incremental transformation in the establishment and operation of higher education is apparent. This feat may be attributed to numerous factors, among which are digitalization and globalization. This paradigm shift from the traditional approach to the modern one, especially in recent years, has also brought about the establishment of more higher education institutions worldwide. However, education stakeholders felt that there is an utmost need for these citadels of learning to be regulated to ensure sanity and maintain quality. Various yardsticks, including course accreditation, ranking, and guidelines, were developed at the country, regional, continental, and intercontinental levels for this purpose. For instance, the World University Ranking has consistently ranked 2,191 universities from 115 countries (Times Higher Education, 2025). Consequently, universities are now competing healthily globally and adhering to internal and external quality assurance guidelines to improve their various higher education programs (Karakhanyan & Stensaker, 2020; Okebukola & Uvalic-Trumbic, 2023).

Another reason for the quality assurance task is the development of cross-border higher education leveraging digital technologies, which has been given different names, including online learning, distance education, blended learning, and competency-based education. Similarly, the idea of internalization of higher education, which is being managed internally by universities through the international office, necessitated more effort on quality assurance in higher education. Carvalho et al. (2023) suggest that all of these have led to stakeholders' ongoing demand for fairness and transparency in higher education quality assurance.

The period between 2015 and 2025 has seen accelerated efforts to standardize and harmonize QA practices across different national systems, particularly in Europe, through initiatives such as the European Higher Education Area (EHEA). The recent growth of QA systems has also given rise to more heterogeneous institutional standards, whose implementation varies due to national context and the existing higher education system (Alzafari & Ursin, 2019; Vašenda & Čadil, 2024). The Bologna Process-driven harmonization of QA policies and practices in Europe is now in an advanced stage of consolidation (European Education Area, 2022). In Africa, new regional QA networks (African Standards and Guidelines [ASG-QA]) and frameworks (Tuning Africa Quality Thresholds) have matured (African Union, 2017). Asian countries, on the other hand, have increased the coverage of external accreditation and QA agency operations (Sano & Meyer, 2024). These developments have been matched by an expansion in the QA research agenda; however, it remains unclear whether scholarship has advanced on a similar trajectory across regions, what theoretical and empirical knowledge gaps exist, and how the research patterns of the Global North and the Global South compare and contrast.

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Previous bibliometric research has explored various aspects of quality in higher education, including service quality (Goel, 2025). To date, systematic reviews of QA literature have either been geographically confined or thematic (specializing in accreditation, performance funding, or digital QA mechanisms). We have no cross-national bibliometric evidence that can map the advancement and progress of quality assurance research in higher education over the past decade. Most of all, no recent study has examined research productivity, collaboration networks, thematic clusters, and frontier knowledge concurrently for the 2015–2025 period using bibliometric tools. This limitation constrains policymakers, researchers, and QA agencies who need evidence-based inputs to benchmark reforms and align policies with global and regional trends in higher education provision.

The present study aims to fill the research gap by providing a comprehensive understanding of the research trends, conceptual structures, and international collaborations in quality assurance within higher education over a critical decade marked by technological and global shifts. Map global research trends, intellectual structures, and thematic evolution of quality assurance research in higher education from 2015 to 2025 using a cross-national bibliometric lens.

Research Questions

This study addresses the following research questions:

i) What are the global trends and growth patterns in research on quality assurance in higher education from 2015 to 2025?

ii) Which authors, institutions, journals, and nations influence QA scholarship in higher education during the period?

iii) What does science mapping reveal about intellectual links, co-citation networks, and co-authorship across the world?

iv) What are the thematic clusters and intellectual frameworks in QA research during this time?

Methodology

Research Design

A bibliometric research design was adopted to systematically analyze the evolution, structure, and cross-border distribution of research on quality assurance in higher education. It is evident that bibliometrics is useful in analyzing a large volume of research output. It helps to determine the trend in research productivity, collaboration, and intellectual influence through quantitative indicators (Bardakci et al., 2023). Given the mandate of this study to examine cross-national research productivity, a bibliometric research approach was particularly appropriate for determining the

dominant actors, thematic clusters, and emerging research frontiers in quality assurance in higher education across continents.

Inclusion and Exclusion Criteria

We applied inclusion and exclusion criteria to ensure the study was evidence-based, analytically relevant, and consistent. Only studies published between 2015 and 2025 and published in English. This period is chosen because it is characterized by quality assurance reforms globally (African Union, 2017; European Education Area, 2022). Also, only peer-reviewed articles published in academic journals that addressed quality assurance, accreditation, and related topics in higher education were included.
However, in accordance with the global practice in bibliometric research, studies published before 2015 and those consisting solely of editorials or book reviews were excluded. Also, studies that focused on non-higher education and those published in languages other than English were excluded.

Data Collection

Bibliometric analysis usually makes use of secondary data usually retrieved from databases. Therefore, this bibliometric review sources its data from Scopus, a reliable database known for indexing quality journals. The reason for choosing Scopus is because it is a credible database for studies in the education field (Ayan et al., 2023; Hallinger, 2020). Argued that Scopus is superior to other databases when the ease of database search and data extraction are considered (Pham et al., 2024). Afterward, we developed the search string, using relevant search terms on quality assurance as follows: (“quality assurance” OR “quality assurance in higher education” OR “quality assessment” OR “quality audit” OR “quality management” OR “accreditation” OR “external quality assurance” OR “internal quality assurance”) AND (“higher education” OR “tertiary education” OR “university*” OR “college” OR “postsecondary”) AND (“compar*” OR “comparative” OR “cross-national” OR “cross-country” OR “regional”)
To make the study replicable, credible, and transparent, the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) (Page et al., 2021) was employed to screen the identified records from the Scopus database. The PRISMA systematic review reporting flow chart is popular because it facilitates the creation of evidence-based studies. As shown in Figure 1, this study applied the rigorous inclusion criteria to arrive at 3,236 genuine peer-reviewed documents published between 2015 and 2025 on quality assurance in higher education globally.

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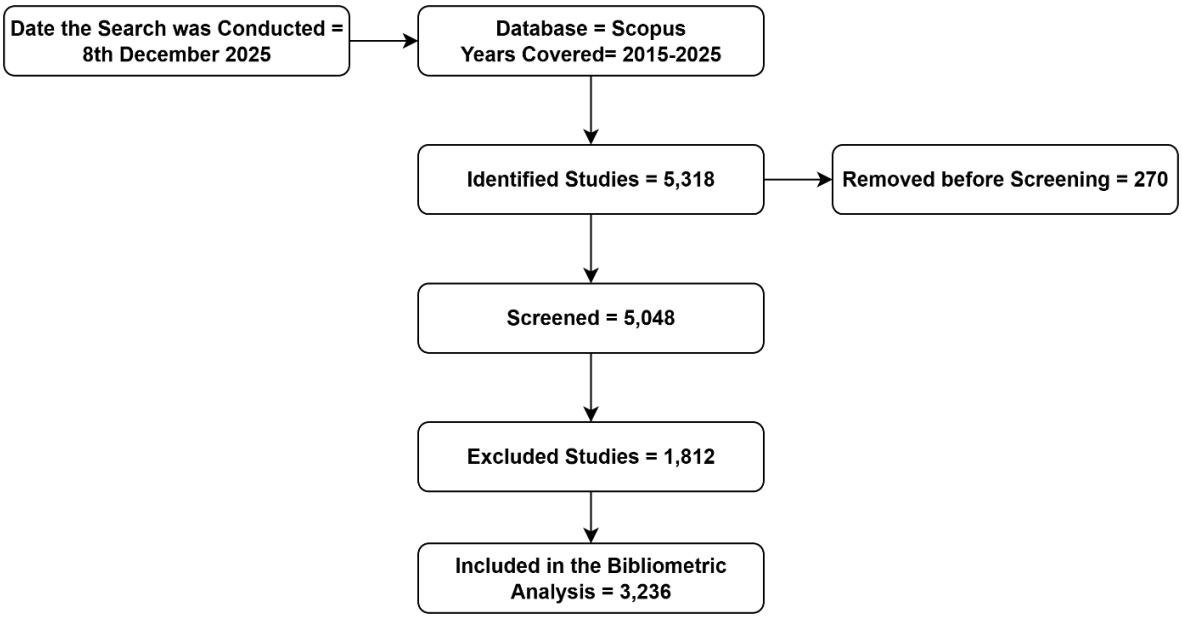

Figure 1: PRISMA Flow chart

Data Cleaning and Preparation

The retrieved dataset was meticulously cleaned, treated, and prepared to be useful and serve the purpose of this study, as well as to serve as a bibliometric analysis tool. During this exercise, duplicate data was deleted while authors' names, country, and affiliations were confirmed to be accurate. According to Chai (2020) data cleaning is essential before data analysis because it makes the researcher easily detect and handle potential data errors. Similarly, this effort is useful in guarding against misleading results presentation (Bardakci et al., 2023).

Data Analysis and Visualization

This study leverages bibliometric analysis software to analyze the dataset. We used tables, charts, and maps to present the results. The analysis began with a description of the dataset's nature and the growth in publication quality assurance studies in higher education over the years. Furthermore, results on networking and collaboration in research were mapped out. This pictorial results visualization is worth a thousand words (Chai, 2020).

On the other hand, science mapping was conducted to identify intellectual linkages and collaboration structures (Kumara & Patil, 2024) within the field of quality assurance research. Afterwards, network visualization was used to illustrate the patterns of relationships and thematic concentration. We used VOSviewer and Microsoft Excel to visualize the mapping. The VOSviewer tool, developed by Van Eck and Waltman (Van

Eck & Waltman, 2010), was utilized for bibliometric analysis due to its free availability and clear output.

Ethical considerations

Unlike conventional quantitative and qualitative research, which requires ethical approval due to the involvement of humans, bibliometric research does not. It solely used secondary data obtained from publicly available bibliographic records from databases. No personal or sensitive data was collected because it does not involve direct human participants. However, we duly observed academic integrity, transparency, and accurate citation of the included studies.

Results

Table 1: dataset used in the Study

Parameters	Results
Time frame	2015-2025
Source	1387
Document	3,236
Country	142
Organisation	8046
Author	17,773
Average age of the document	4.6 years
Publication's annual growth	4.3%
Citation	46,089
Average citation per document	14.24
All keywords	17,532
Authors' keywords	7753
Index keywords	11874

The dataset used in this bibliometric study, as presented in Table 1, covers the period from 2015 to 2025, encompassing 1,387 journals. Furthermore, the research on quality assurance in higher education has resulted in 3,236 peer-reviewed articles from 17,773 authors affiliated with 142 countries and 8,046 organizations. It is essential to report

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that research in this field witnessed 4.3% growth annually, with an average age of 4 years and 6 months per article. This indicates that it took up to 5 years to produce a new research output on quality assurance in higher education. Similarly, the record of a total of 46,089 citations, amounting to 14.24 citations per document, indicates that quality assurance research in higher education is moderately impactful and gaining attention from researchers.

Research Question One: What are the global trends and growth patterns in research on quality assurance in higher education from 2015 to 2025?

A) Performance Analysis

a) Annual publication trend

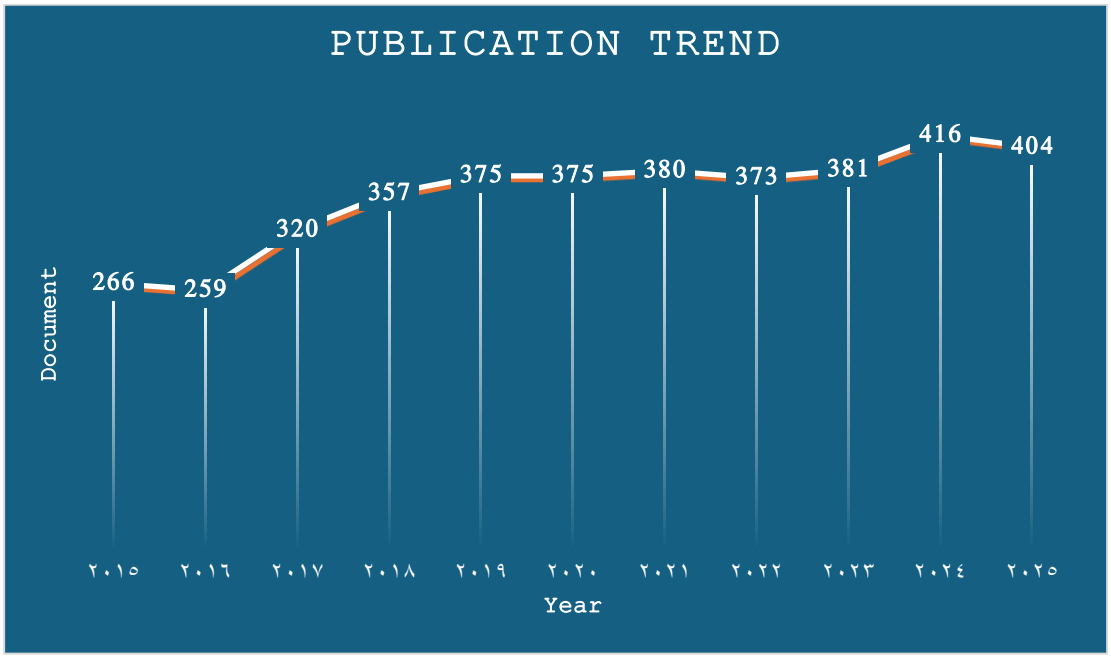

Figure 2: Publication trend on Quality Assurance in Higher Education

Figure 2 presents the trend in publications on quality assurance in higher education worldwide. It shows that a consistent upward trajectory has been maintained in research publications on quality assurance in higher education over the period under study. It also revealed that the output for 2019 and 2020 remained the same at 375 documents each. This could be due to the COVID-19 pandemic that struck the world unprepared. Moreover, the output increased to 380 in 2021 and then dropped back to 373 in 2022; however, since 2023, the research quality has been increasing steadily. This implies that the growth could be linked to internationalization, massification, and accountability campaigns and pressures in higher education across regions. Research on quality assurance in higher education It has therefore become a sustained research priority all over the world.

Research Question Two: Which authors, institutions, journals, and nations influence QA scholarship in higher education during the period?

Leading Countries

Table 2: Topmost countries in Quality Assurance research in Higher Education

S/N	Country	Document	Citation	per Document
1)	United States	1758	28342	16.1
2)	Canada	184	3757	20.4
3)	United Kingdom	158	2840	18.0
4)	Australia	140	2786	19.9
5)	Germany	121	1768	14.6
6)	Netherlands	64	2788	43.6
7)	China	163	3062	18.8
8)	Italy	54	951	17.6
9)	Saudi Arabia	53	511	9.6
10)	India	58	516	8.9

According to the continental distribution in Table 2, the developed countries, led by the United States and Canada, account for the majority of documents and citations, followed by Europe, which is represented by four countries that are strong in research efficiency. Countries in Asia, comprising China, India, and Saudi Arabia, are also strong in scale but with varying impact profiles, and Oceania (Australia and New Zealand) has strong research productivity. Most notably, no country from Africa or South America is included in this group, indicating a profound geographic imbalance in the global research landscape, which corresponds to a significant imbalance in the production of knowledge. Despite recent regional initiatives such as ASG-QA in Africa, this could contribute to inequalities in research capacity and visibility.

Leading authors

Table 3: Topmost Authors in Quality Assurance research in Higher Education

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S/N Author	Document	Citation
Bronsert, Michael R	16	286
Meguid, Robert A	16	286
Henderson, William G	15	258
Grauer, Jonathan Newman	20	891
Ondeck, Nathaniel, T	13	531
Bovonratwet, Patawut	14	547
Ko, Clifford Y	18	660
Hall, Bruce I	13	423
Nathens, Avery B	14	174
Komatsu, Daid Edward	12	51

The list of highly productive and influential authors in quality assurance-related studies in higher education is presented in Table 3. Their works have attracted substantial citations, reflecting how these scholars have shaped methodological standards and conceptual debates in the field of quality assurance research. For instance, Grauer and Jonathan Newman have attracted 20 documents, which have garnered 891 citations, while Ko and Clifford Y have followed with 18 documents and 660 citations between 2015 and 2025. This implies that the field is becoming more mature and establishing its position in the global higher education landscape.

Leading Organisations

Table 4: Leading Organisations in Quality Assurance research in Higher Education

S/N	Institution	Document	Citation
1.	Va medical University, North Chicago, United States	21	414
2.	University of Michigan Medical School, United States	30	306
3.	University of Utah school of medicine, Salt Lake City United States	23	469
4.	University of Toronto faculty of medicine, Toronto Canada	37	565
5.	Yale School of Medicine SC, United States	22	433
6.	College of Medicine, Charleston, SC, United States	16	202
7.	The George Washington University School of Medicine and Health Sciences	24	259
8.	Department of Orthopaedics and Rehabilitation, Yale School of Medicine	20	961
9.	University of Colorado school of medicine	15	212
10.	Johns Hopkins University School of Medicine	15	157

The assessment of leading organizations in quality assurance in higher education research productivity, as presented in Table 4, showed that research-intensive universities and medical schools in North America are at the forefront. The analysis results indicated that the University of Toronto Faculty of Medicine, located in Toronto, Canada, leads the table with 37 publications and 565 citations. The concentration of the leading organizations presupposes that quality assurance research is strongly embedded in professional and clinical education contexts, where accreditation and performance evaluation are deeply institutionalized.

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Leading journal

Table 5: Leading Organisations in Quality Assurance research in Higher Education

S/N	Journal	Document	Citation	SJR	h-index	
1.	Journal of Surgical Research	67	463	Q1	131	
2.	American journal of surgery	33	572	Q1	173	
3.	Surgical Endoscopy	33	555	Q1	178	
4.	Journal of Surgical Education	65	994	Q1	78	
5.	American Surgeon	27	172	n/a	105	
6.	Journal of Arthroplasty higher citation impact despite having a limited number of	41	1902	Q1	171	a
7.	Surgery for Obesity and Related					
8.	Diseases	39	729	Q1	113	
9.	World Neurosurgery	38	461	Q2	123	
10.	BMJ Open	44	358	Q1	176	
11.	PLoS ONE	26	426	Q1	467	

Table 5 presents the leading journals that disseminate research on quality assurance in higher education. The dominance of Q1-ranked journals, as shown in Table 5, indicates that in recent years, the dissemination of QA research has been primarily through high-impact scholarly outlets. In fact, the presence of multidisciplinary journals like BMJ Open and PLoS ONE indicates the cross-sector relevance of quality assurance debates beyond traditional education journals.

Furthermore, the pattern of citations across journals showed that influence is not determined by the number of publications. Some journals still have higher citation impacts despite having few publications. It also means that select contributions have shaped key debates.

B. Science Mapping

Research Question Three

What does science mapping reveal about intellectual links, co-citation networks, and co-authorship across the world?

Co-authorship Network

a. Country

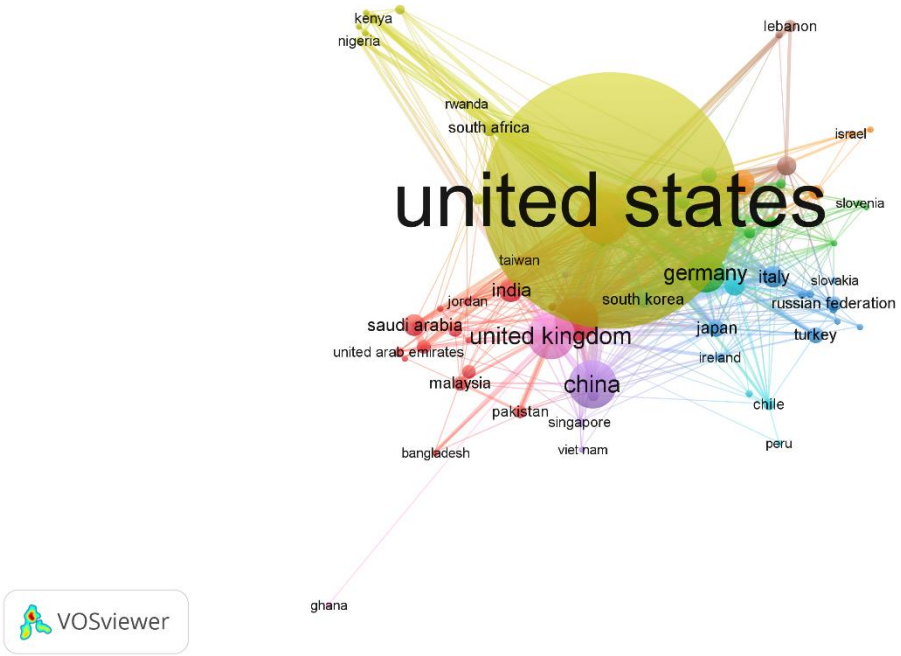

Figure 3:co-authorship network based on Country in QA in higher education research

Figures 3 to 5 visualized the co-authorship networks based on countries, institutions, and authors. This revealed the collaborative structure of quality assurance research at country, institutional, and author levels. On the basis of the country, collaboration clusters are strongly concentrated in North America and Western Europe, with dense connections among countries that share the same higher education governance tradition. This pattern showed both historical academic ties and shared policy frameworks that facilitate joint research.

b. Institutions

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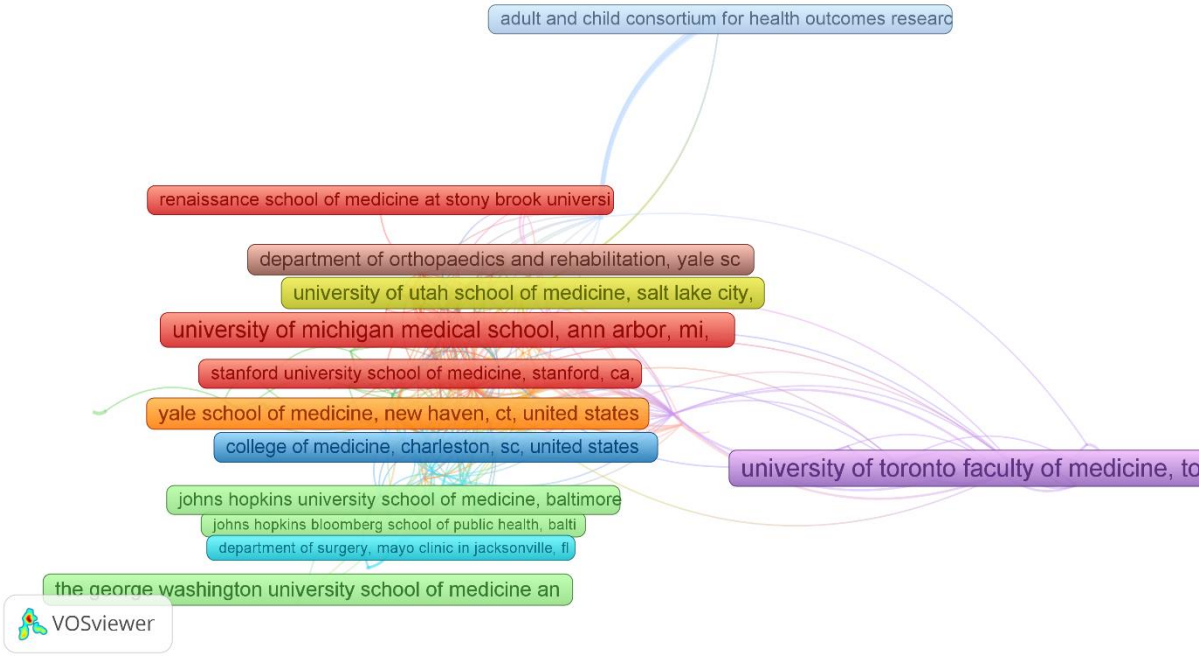

Figure 4:co-authorship network based on Organisation in QA in higher education research

Figure 4 presents the institutional networks of quality assurance in higher education research. The visualized network of institutions is similar to that of the countries, with highly connected universities characterized by their research-intensive nature acting as central nodes. It must be noted that these universities often serve as hubs that connect smaller, less visible organizations into broader research networks.

c. Author

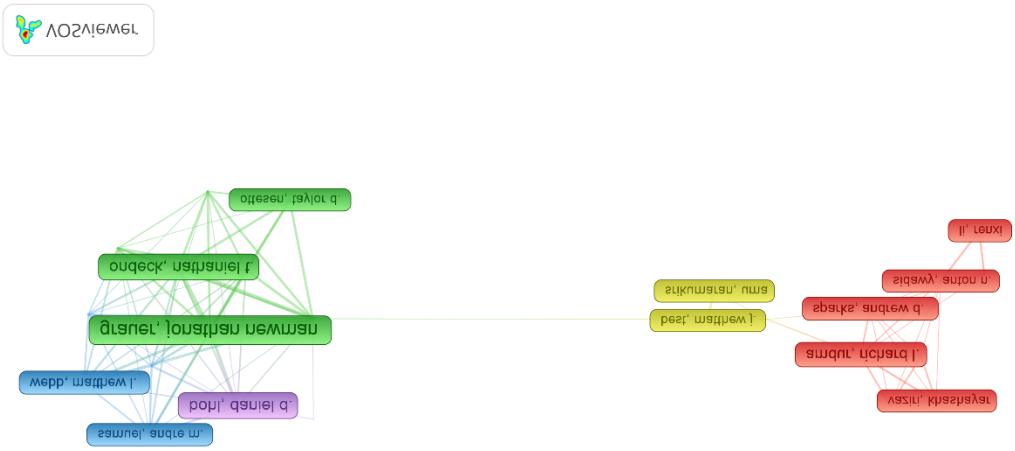

Figure 5: co-authorship network based on Authors in QA in higher education research

Figure 5 presents the co-authorship network on the basis of the author. It showed that collaboration tends to revolve around established scholars, reinforcing existing intellectual hierarchies within the field of quality assurance in higher education. While international collaboration is evident, cross-regional partnership involving the Global South remained underrepresented. This implies that the globalization of quality assurance policy has not been matched by equivalent integration in research collaboration.

Co-cited authors

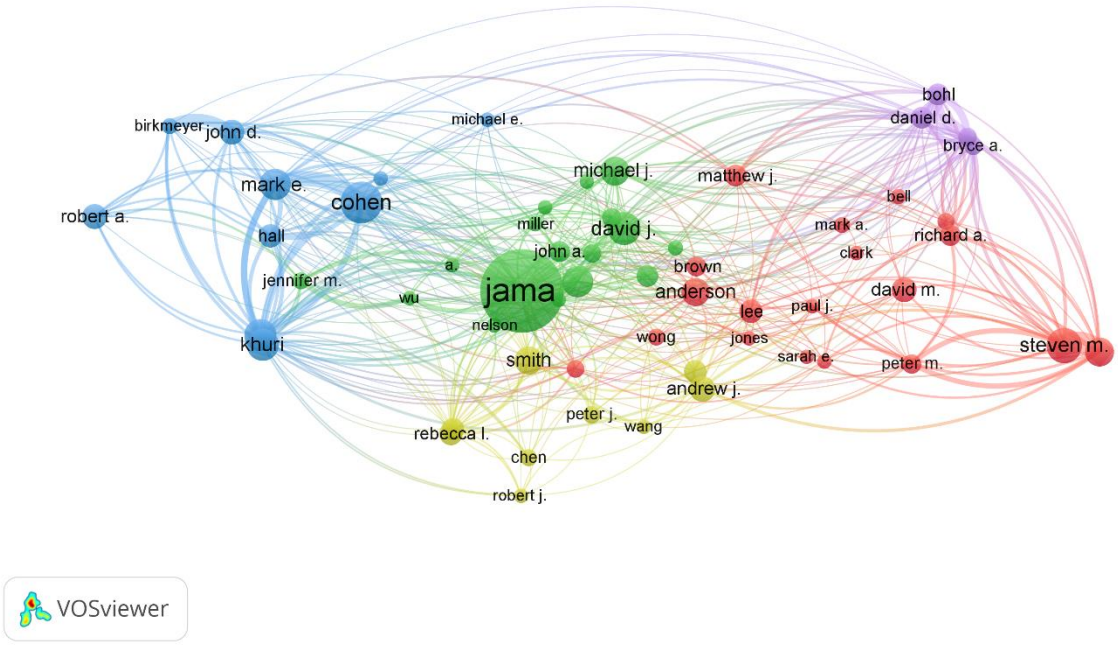

Figure 6: Co-cited authors in QA in higher education research

Figure 6 illustrates the co-citation structure of quality assurance research, revealing a relatively stable intellectual core. Authors who are frequently co-cited together represent shared theoretical foundations and commonly referenced frameworks. This presupposes that some scholars have been seen as the foundational authorities in the field of quality assurance in higher education.

Conversely, the co-citation results, which are limited to a few scholars in the field, presuppose that the theoretical diversification of quality assurance is limited. This implies that there is an urgent need for the international expansion of the field. This will enable developing countries and other underrepresented regions to lend their voices from individual cultural contexts and points of view.

Research Question Four: What are the thematic clusters and intellectual frameworks in QA research during this time?

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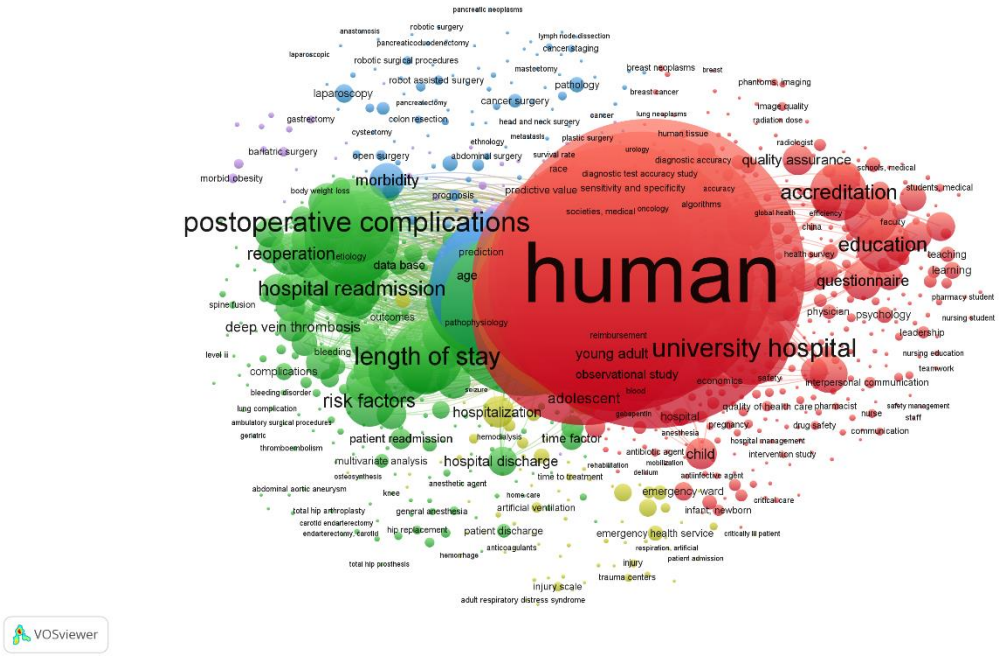

Figure 7: all keywords in QA in higher education research

Figure 7 visualized the dominance of keywords like "human," "hospital readmission," "postoperative complication," "hospital," "accreditation," and "education." This indicates the dominance of medical university research in quality assurance in higher education. This serves as a wake-up call to other conventional universities to invest more in quality assurance studies.

Figure 8: authors' keywords in QA in higher education research

As presented in Figure 8, the authors' keywords in quality assurance in higher education revealed the thematic structure in the field. Figure 8 showed that institutional evaluation, performance, quality improvement, accreditation, and accountability, among others, are the leading and commonly used keywords in quality assurance research. This also indicates that many studies in the field are more policy-oriented, which is in congruence with the regulatory focus in both internal and external quality assurance.

Furthermore, the emergence of digital learning, internationalization, and comparative keywords are the key themes in quality assurance. This illustrates the international partnerships and online learning initiatives, as well as digital learning efforts, across universities, particularly in the aftermath of the COVID-19 pandemic. It shows that scholars are aligning their research with the changing higher education environment, transitioning from face-to-face to virtual classrooms.

Discussion

The purpose of this study was to conduct a cross-national examination of research on quality assurance in higher education. It covered from 2015 to 2015. It has been found

that research on quality assurance continues to grow in terms of research productivity. However, a geographical and thematic imbalance indicates the dynamism and complication in the field. This study found that quality assurance in higher education has consistently experienced upward growth within the period under review. However, the output remained stagnant between 2019 and 2020 when COVID-19 was at its peak. The upward growth in output has resumed to date, indicating that the issue of quality in the establishment and operation of higher education has remained a major concern worldwide. This also testifies to researchers' resilience to continually advance research activities in the field. These findings corroborate the existing studies, which see research in quality assurance in higher education as a global priority (Carvalho et al., 2023; Karakhanyan & Stensaker, 2020). In addition to this, Okebukola and Uvalic-Trumbic (2023) submit that persistent effort in research activities after the pandemic-induced stagnation is motivated by stakeholders' demand for proof of quality in the management of higher education all over the world.

Furthermore, in the quest to determine the influential countries in the field, an imbalance in the influence of advanced countries from the Western bloc was found. The study revealed that the United States, the United Kingdom, and Canada lead in research output and citations, affirming inequality in productivity. This finding reveals that African and South American countries are obviously missing despite the policy initiatives from some of the continent's quality assurance, like the African Union (2017). This aligns with Bardakci et al. (2023), who noted a core-periphery structure in quality assurance research. These regional imbalances could be due to inadequacies in research infrastructure and research capacity. Sano and Meyer (2024) assert that regional quality assurance policies still lack empirical research that is context-specific to support these initiatives.

In terms of affiliation, the study revealed that leading research productivity and citations came from medical and health-related institutions. This implies that quality assurance and accreditation issues are being taken seriously in those institutions.

This study also found that the intellectual structures are still not balanced, as the collaboration network revealed an ongoing absence of research collaborations between scholars from the Global North and the Global South. This corroborates the findings of Vašenda and Čadil (2024) that every nation's peculiarity determines its research agenda, which will definitely influence researchers' co-authorship practices. The underrepresentation of cross-regional partnerships involving the Global South indicates that the globalization of QA policy has not been matched by equivalent integration in research collaboration, perpetuating a dependency on Northern-centric knowledge networks.

This study also found the dominance of the major terminologies in the quality assurance field, including accreditation and accountability, as a testimony to its policy-driven stance. This implies that research efforts are aligned with the regulatory focus (Hanh, 2020). Moreover, the study also found internationalization and digital learning

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as emerging themes. This, according to Carvalho et al. (2023), is the result of new modalities of teaching and learning, especially after the COVID-19 pandemic. Scholars have suggested the need to integrate regional-specific terminologies into quality assurance research (Kumaravelu & Suresh, 2021).

Conclusion

The outcomes of this cross-national bibliometric analysis have provided us with relevant information regarding research efforts on quality assurance in higher education over the last 15 years, from 2015 to 2025. The study revealed that, despite researchers' persistent and relentless efforts in contributing to the intellectual quality assurance field in higher education, a conspicuous imbalance in productivity distribution among regions exists. It was found that researchers from advanced countries, affiliated with professional institutions such as medical universities, have more influence in the field, especially those from Anglo-American and Western European countries. The restricted research collaboration with scholars from the global North further confirmed the existing unequal network, thus leaving scholars from the global South and their research activities underdeveloped. This points to the fact that knowledge production in quality assurance in higher education has not yet been democratized as it ought to be. Thus, context-sensitive solutions to quality issues have not yet been achieved. It is worth noting that keywords such as "accreditation" and "accountability" are among the most frequently used and researched themes in quality assurance in higher education worldwide. Moreover, emergent themes such as digital transformation, internationalization, and comparative studies of quality assurance testify to improvements and advancements in this field.

Implications for Policy, Practice, and Research

The findings of knowledge production imbalances in quality assurance in higher education between developed and developing countries imply an urgent need for quality assurance frameworks worldwide. This presupposes that policy makers at all levels, including continental and country levels, should invest in building sustainable research ecosystems, including funding for QA research, doctoral training, and standardization of national and regional journal outlets. Similarly, developing nations should not just invest funds in QA research; regular monitoring of compliance with the frameworks should be taken seriously.

The concentration of knowledge production at the advanced nations should be seen as a blessing in disguise. This means that all higher education institutions in developing nations, especially, should study how advanced nations achieve this feat. They must engage with research that highlights global realities. The emergence of medical institutions as the spearhead in quality assurance research should be emulated by other disciplines by studying their research culture, process, and resilience. This can

start internally at the micro level in various universities and also create feedback loops between practice, quality assurance, and knowledge production.

The findings of this study also suggest that higher institutions should establish mechanisms for international partnerships and research collaboration. Scholars from the Global South should expand their research collaboration networks to include scholars from the Global North. This will help to trim down the inequalities. Journals should not be biased in their judgment of research articles from the Global South. Unnecessary delays in manuscript reviews, evaluations, and desk rejections should be avoided, as this may drain the interest of scholars. Similarly, journal outlets should encourage empirical research using quantitative, qualitative, or mixed research methods to achieve more evidence-based research outcomes on quality assurance in higher education.

Limitations and Further Research

Despite the significant findings from this study, some limitations have been acknowledged and must therefore be addressed. The use of Scopus as the only database from which the study's datasets were retrieved limits the generalizability of the findings. While it is not disputable that Scopus indexes reliable works, some important quality assurance studies indexed in other databases, such as Web of Science and Dimensions, may have been excluded, particularly from developing countries in the global South. Additionally, the exclusion of studies not written in English may have overlooked important studies on quality assurance.

Another limitation acknowledged is the research approach being a bibliometric analysis, which only maps the trends and structures of other researchers' works. It cannot capture the theoretical quality and the impacts of the individual studies. The high productivity of QA research from the medical institutions demands further content analysis to determine the aspects of quality assurance it focuses on.

In view of these identified limitations, further research effort is needed to address the gaps. The database search should be extended to other reliable databases, including Web of Science and regional databases, to ensure inclusivity. Also, subsequent research should conduct a content analysis to know the aspects of quality assurance that individual institutions are focusing on, specific concerns, and their deeper relevance to broader higher education QA debates.

Conflict of Interest

The authors declare that there is no conflict of interest.

Authors' Contributions

All Authors: conceptualised and wrote the method section and administered the project
Adewale: prepared Figures 1-8 and Table 1-5
Jekayinfa and Jekayinfa: conducted the Database search and screening

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All author 4: prepared and proofread the Original manuscript
A summary of each author's contribution to the manuscript

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