

Moving On, Moving Up: Disciplinary Differences in Publishing for Career Advancement in International Academia Among Multilingual, Early-Career Scholars in the Social Sciences

Laurie ANDERSON
University of Siena (Italy)
laurie.anderson@unisi.it

International academia is increasingly characterised by high levels of transnational mobility. This is particularly true in the European context, as a result of regional integration and the large number of European scholars obtaining PhDs in Anglophone settings, particularly in North America. Drawing on a series of in-depth, semi-structured interviews with participants in an EU-funded post-doctoral program and on participant observation of writers' groups in the same context, this presentation explores the perceptions of and attitudes towards citation indexes and the practices of journal selection of a group of transnationally-mobile, multilingual, early-career scholars. The scholars in question come from a range of national contexts and from four disciplines: history, law, economics and political science. The analysis is conducted from a life-course perspective (Giele & Elder 1998; Wiggins et al. 2011), in which the impact of evaluation regimes on publishing is viewed as linked to both the stage at which scholars find themselves in their academic careers and the multiple contexts in which they are engaged – disciplinary discourse community, national higher education system(s), specific institutions. In the data, levels of awareness of the role of journal rankings and citation indexes in evaluation regimes and judgments about their appropriateness as measures of scholarly output vary according to discipline and place of PhD; decisions about how and to what extent to take such criteria into account in publishing decisions are linked, instead, to projected career trajectories, in particular to the desire to enter or re-enter certain national systems. More importantly, talk about citation indexes and about bibliometrics in general emerges as a particularly rich site for identity-related discourses – primarily disciplinary but also generational – that position scholars both as participants in national and linguistic scholarly communities and as members of civil society concerned with knowledge dissemination and policy implications.

References

- Giele, J. and G. Elder eds. *Methods of Life Course Research: Qualitative and Quantitative Approaches*. Thousand Oaks: Sage, 1998.
- Wiggins, M., M. Windzio, H. de Valk, H., and C. Aybek, C eds. *A Life-course Perspective on Migration and Integration*. Dordrecht: Springer, 2011.

Biodata

Laurie Anderson is professor of English at the University of Siena (Italy). Her research engages focuses on the use of English as a lingua franca (ELF), with particular reference to the multilingual practices of international scholars (among her recent publications: 'Publishing strategies of young, highly mobile academics: The question of language in the European context', *Language Policy*, 2013). She collaborates with the Max Weber Post-doctoral Programme at the European University Institute (Florence) and is a founding member of the FIESOLE Group, a network of applied linguists from various European institutions dedicated to developing reflexive, transnational approaches to training for academic practice.