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English Medium "National" Journals Beyond the Anglophone Center: A Qualitative Study of Multilingual Scholars and Their Publishing Decisions in Taiwan

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ENGLISH MEDIUM "NATIONAL" JOURNALS BEYOND THE ANGLOPHONE CENTER: A QUALITATIVE STUDY OF MULTILINGUAL SCHOLARS AND THEIR PUBLISHING DECISIONS IN TAIWAN

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Title: English Medium "National" Journals Beyond the Anglophone Center: A Qualitative Study of Multilingual Scholars and Their Publishing Decisions in Taiwan

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This qualitative study investigates the publication practices of multilingual humanities and social sciences scholars in Taiwan. The purpose is to identify the forces and issues that have influenced participants' publication decisions in general, and with Taiwan-based English medium journals (TBEMJs) in particular. The dissertation is embedded in the semiotic habitat of Taiwanese higher education (HE), which is theorized as a complex sociolinguistic system (Blommaert, 2010, 2014) beyond the Anglophone center and impacted by its own history and globalization influences. Researchers' activity in this system is described in terms of center-directed mobility and margin-directed locality along indexical scales of education, institution, rank, and publications. The metaphor of a rhizome explains the knowledge economy at the "subterranean" level of the "semi-periphery" and its interaction with the Anglophone center.

Participants include 14 multilingual humanities and social sciences researchers. They represent various disciplines from 12 universities in Taiwan, and had published in one of four TBEMJs. Data include transcripts from one-on-one interviews, participants' curricula vitae, and policy documents. Interviews lasting one to two hours were conducted in English and/or Mandarin. The audio recordings were transcribed in the original languages, and Mandarin portions were translated into English. Participants' responses were summarized and researcher reflections recorded to identify themes; codes were assigned. A table was used to track

participants' references to codes in relation to their education, institution, and rank. Codes related specifically to TBEMJ experiences were identified for focused analysis.

Participants' general publishing practices were influenced by the assessment regime through institutional evaluation policies. Their experiences were shaped by when they entered HE and the type and location of their institutions. Forces and issues influencing participants' publishing in TBEMJs are reported in five findings: (a) Rejection from "international" publications, (b) Citation index, (c) Time pressure, (d) Suitability, and (e) Relationships. Integrated into findings were evaluation policies quantifying research output based on publications' citation index status. This *politics of citation indexes* created a "citation index complex," which seems to override research dissemination choices. Based on findings, practical steps that institutions and journals can take to raise the profile of TBEMJs, in Taiwan and beyond, are suggested.

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ACRONYMS AND ABBREVIATIONS

A&HCI: Arts and Humanities Citation Index

EMJ/EMNJ: English medium journal/English medium national journal

IIJ: Internationally indexed journal

ISI: Institute for Scientific Investigation

MOE: Ministry of Education

MOST: Ministry of Science and Technology

NSC: National Science Council

SCI: Science Citation Index

SSCI: Social Science Citation Index

TBEMJ: Taiwan-based English medium journal

THCI: Taiwan Humanities Citation Index

THCI Core: Taiwan Humanities Citation Index Core

TSSCI: Taiwan Social Science Citation Index

WoS: Web of Science

WST: World systems theory

CHAPTER ONE

INTRODUCTION

For multilingual researchers around the world, scholarly publication is a central component of their career paths. Research has shown that publishing in contexts where English is not a national language has become increasingly Anglicized with the publication process increasingly commodified. These conditions, which have been attributed to globalization-induced national policies, influence scholarly journals and researchers' publishing practices. Because of global ranking pressures, universities encourage researchers to publish in high-ranking "international" journals. The influences on journal publishing include a decrease in national language publication and a corresponding increase in English medium national journals. However, despite these trends, the national journals seem to maintain a lower status, with relatively little research on their conditions and practices, especially from authors' perspectives. This qualitative research study, which was conducted in Taiwan, investigates the forces and issues influencing the publishing practices of humanities and social sciences (HSS) scholars and their experiences with Taiwan-based English medium journals (TBEMJs). Based on document analysis and in-depth interviews with 14 researchers in various disciplines who have published in TBEMJs, the study argues that evaluation systems constructed through a ranking mentality do not necessarily encourage high-caliber research, and often create stressful conditions for scholars. It also argues that English medium journals published in national contexts can provide useful research outlets for scholars working in these conditions. This dissertation provides an understanding of the scholarly publishing environment of Taiwan, and the forces and issues confronting multilingual scholars there.

The effects of contemporary globalization (Eriksen, 2007) have impacted higher education systems and scholars around the world (Altbach, 2003/2013; Chou, 2008; Englander & Uzuner-Smith, 2013). In this study, globalization is recognized as having a historical backdrop of several hundred years (Eriksen, 2007; Held, McGrew, Goldblatt, & Perraton, 1999; Robertson, 1992; Wallerstein, 1991), but also that there has been a fundamental shift in geopolitical conditions, technology, and culture in recent decades (Eriksen, 2007; Held et al., 1999) driven especially by forces Wallerstein (1991) identified as the capitalist world economy, and described in world systems theory (WST). For Wallerstein (2004), *globalization* is a term "invented in the 1980s" (p. 93) for the most recent phase of the world-system. In WST, the "center" refers to those nation-states that exercise transnational economic power to dominate markets, which in turn affects the economic activity of "periphery" states. The "semi-periphery" refers to those states that have characteristics of both the center and the periphery. In the context of scholarly publishing on a global scale, the United States of America (USA) and the United Kingdom (UK) are considered to be the Anglophone center, where cutting-edge research is well funded. The periphery includes "off-networked" (Canagarajah, 2003) contexts, such as Sri Lanka or Tunisia (Labassi, 2009), which are constrained by a lack of material and linguistic resources, and are thus less competitive. However, as Bennett (2014a) maintains, there are many nation states that fall between these two extremes. Countries such as Taiwan or Korea are considered to be in the "semi-periphery" because they depend on the center to a certain extent to grow in the capitalist world economy, but they also take on center roles for periphery contexts. So while Taiwanese scholars are influenced by developments in the USA, Taiwan also provides research advancements and economic development to countries in Southeast Asia and Africa, for example. (See Chapter 2 for more on WST.)

In order to be recognized as a member of the global community through supranational entities such as the Organization for Economic Cooperation and Development (OECD), nation-states in non-center contexts push for investment and participation in the knowledge economy. Their goal is to reach higher levels in league tables such as the Times Education World University Rankings and Academic Ranking of World Universities. Because research output is a major criterion in assessment methodologies, the "publish or perish" phenomenon has spread to nations beyond the Anglophone center of higher education. To improve their position in the research category, national governments, through institutions, invest in researchers who successfully publish in high-status journals; this may come in the form of research funding, cash payments, advancement, and other opportunities. Therefore, institutions adopt evaluation policies to encourage scholars to publish their work in high-impact journals, especially those listed in the Web of Science (WoS)[1] citation indexes, including the Science Citation Index (SCI), the Social Science Citation Index (SSCI), and the Arts and Humanities Citation Index (A&HCI) (ex. Curry & Lillis, 2014; Soudien, 2014; Uzuner-Smith & Englander, 2015). In many contexts, academics' job security, advancement, year-end bonus, research grant awards and other benefits are directly related to the number of articles they publish in WoS journals. (H. Lee & Lee, 2013; Wu & Bristow, 2014).

According to Salager-Meyer (2008) "…there is a strong association between scientific research output and national wealth distribution across the world" (p. 122). Lillis and Curry (2010) showed that countries or regions with greater R&D investment have relatively more active journals and research output. Taiwan's Gross Expenditures on Research and Development

[1] The Web of Science (WoS) indexes were originally developed by Eugene Garfield and part of the Institute of Scientific Information (ISI) he founded in 1960. They were purchased by Thomson Reuters in 1992 and in 2016 sold to Clarivate Analytics.

(GERD) has been steadily increasing, and by 2013 stood at 2.99 percent. This places Taiwan third in East and Southeast Asia behind South Korea, which has the world's highest GERD (4.15), and Japan (3.47). While in actual R&D, the USA invests the largest portion, nearly 30 percent of the world total (UNESCOPRESS, 2016), its GERD has been decreasing and in 2013 was down to 2.73 percent, while the UK's was down to 1.63 percent. Even though China's percent of investment in R&D is catching up to the USA's, its GERD (2.07) is just ahead of Singapore, the lowest GERD in East and Southeast Asia (2.00). To compare to a few other semi-peripheral contexts mentioned in the literature on scholarly publishing, the 2013 GERD for Mexico and Turkey were .50 and .95 respectively, while in 2012 they were .99 and .75 in Serbia and Croatia, respectively (National Science Board, 2012, 2016; UNESCOPRESS, 2016). Simply stated, this shows that for a relatively small nation, Taiwan invests heavily in research and development.

According to Sheridan (2015), the overriding force on higher education and scholarly publishing in Taiwan is globalization, which has influenced the government's overall competitiveness and internationalization drive (Mok, 2000) and spawned institutions' "publish or perish" policies. These policies, which push researchers toward Anglophone-center journals, have affected all phases and aspects of academic life, especially evaluation and promotion review (I. Lee, 2014; Min, 2014). This emphasis on the quantity of articles published in "internationally" indexed journals has spread from the natural sciences to the humanities and social sciences (HSS) (Chou, 2014d; M.-h. Huang & Chang, 2008), generating what Sun (2013) refers to as the "SSCI phenomenon" and Chou (2014d) dubbed the "SSCI syndrome."

Drawing on Blommaert (2005), Lillis (2012) theorized that the normative centripetal pull of English language publishing is derived from "centering institutions" (p. 702). Likewise, the

growth of English medium national journals has also been observed in Japan (Ishikawa, 2014) and Serbia (Petrić, 2014) because scholars have increasingly published in English in order to contend with institutional ranking pressures of government globalization policies. In this situation, the government is a centering institution. Blommaert (2005) referred to "centring institutions"[2] as entities that generate expectations for how to properly "produce meanings" (p. 75). In addition, he maintains, "centring almost always involves either perceptions or real processes of homogenization and uniformization."[3] According to Lillis, the centering institutions, which can be near (such as universities) or distant (such as the citation indexes of the WoS), exert normative pressure on non-center publishing. For example, journals published beyond the Anglophone center may change their operations to satisfy requirements for membership in international or domestic citation indexes (Lundin, Jönsson, Kreiner, & Tienari, 2010; Sheridan, 2015).

The original purpose of the citation indexes was to help librarians make purchasing decisions. However, in recent years and for many institutions of higher learning, they have become a benchmark for quality research in various countries (Curry & Lillis, 2004; Ishikawa, 2014; H. Lee & Lee, 2013; Li & Flowerdew, 2009) and particularly in Taiwan (Chou, 2014d; A. H.-m. Huang, 2009). The impact of Anglophone normative pressure on scholars' research and publishing choices, among other issues, has been discussed and critiqued as being detrimental to the development of research most appropriate for Taiwan (Chou, 2014c, 2014d; Song & Tai, 2007; H. H. Wang, 2014). However, besides focusing on "international" indexes, the Taiwanese

[2] Centring institutions are "real or imagined actors perceived to emanate the authoritative attributions to which one should orient in order to make sense" (Blommaert, 2005, p. 251). Except for quotations from Blommaert (2005), I will adopt Lillis's spelling: centering.
[3] Blommaert explains homogenization and uniformization as "orienting towards such a center" that "involves the (real or perceived) reduction of difference and the creation of recognizably 'normative' meaning" (p. 75).

government has developed domestic citation indexes and has supported domestic scholarly publication production, thus providing more publishing possibilities for local HSS scholars (Sheridan, 2015).

Scholarly Publishing Beyond the Anglophone Center

Besides Taiwan, publishing in other national contexts has also been growing. For example, Kim and Chesnut (2016), reported that the operation of the Korean Citation Index (KCI) had been improving. In addition, the use of English in Korean journals had increased due to institutional ranking pressures and faculty evaluations, as has been reported in Taiwan (Liu, 2014; Sheridan, 2015). Furthermore, Feng, Beckett, and Huang (2013) found that even though a change in government policy banned new official journal registrations after years of growth in journal titles, academics have found ways around this rule by registering collections of articles as "books," which the Chinese Social Science Citation Index (CSSCI) is even listing (H.-Y. Feng, personal communication, July 18, 2017). These examples indicate that there is substantial interest in producing English medium national journals.

With various pressures and commitments brought about through globalization influences, multilingual scholars beyond the center consider many things when deciding where to submit their manuscripts (Lillis, 2012). Furthermore, because central to this dissertation is the understanding that different contexts interact with the effects of globalization differently (Eriksen, 2007), based on their sociopolitical history, globalization effects on publication practices in Taiwan are connected to the Taiwanese globalization experience. The rest of this chapter will provide greater context for the study in three sections. First, "Perceptions of English Medium National Journals Beyond the Anglophone Center" introduces issues raised in research on journals based on editors' experiences and contributors' perspectives. Second, "The

Sociopolitical Background of Taiwan as the Study Context" describes the current institutional policies shaped by recent history. Third, "Scholarly Journal Publishing in Taiwan" explains the emphasis on Taiwan-based English medium HSS journals and the development and significance of domestic citation indexes in relation to the study. The chapter ends by explaining the purpose and significance of the dissertation, along with an overview of its organization.

Perceptions of English Medium National Journals Beyond the Anglophone Center

Studies focused on journal publishing issues from beyond the Anglophone center have dealt with "local" or "national" journals whose editors encounter significant challenges; these include securing basic financial support and facing institutional "internationalization" policies under globalization influences. Challenges for journals in low-income countries, such as in Salager-Meyer (2008) and Labassi (2009) with a relatively low GERD, make consistent high-quality publishing difficult. In addition, based on her experience as an editor in China, Wang (2006, 2008) addressed challenges such as maintaining article quality, publishing regularly, and publishing more English articles. Shi, Wang, and Xu (2005) found similar issues in their interviews with six editors of foreign language education journals in China. National journals also tend to stay hidden from the broader research community, as Sun (2013) found in Taiwan, because researchers tend to not cite local journals, preferring to interact with internationally indexed journals. Based on these studies, national journals seem to be considered lower level publications compared to internationally indexed journals.

However, other studies have reported EMNJs' positive attributes as venues that generate local knowledge (Feng et al., 2013; Lillis, 2012; Petrić, 2014) or function as scholarly training grounds for novice researchers (Flowerdew & Li, 2009; Labassi, 2009; Lundin et al., 2010; Petrić, 2014). Also, according to Lillis and Curry, EMNJs can function as "'exchange capital'"

through library journal exchange programs in peripheral countries as a way to gain access to journals that might otherwise be too expensive to purchase. Next I will discuss studies on EMNJs based on editors' experiences and then contributors' perspectives.

English Medium National Journals: Editors' Experiences

A few studies on the relationship between globalization and scholarly publication beyond Anglophone center contexts have focused on EMNJs from the perspective of editors, either as autobiographical accounts (Lundin et al., 2010; Marušić & Marušić, 2014) or interview studies (Lillis, 2012; Petrić, 2014; Sheridan, 2015). Generally, the editors seemed cognizant of their publication's "place" in the global publishing arena as working from a local or national base, while changing its practices to meet "international" norms and practices, such as language of publication and peer review, as they hoped to eventually join a WoS citation index. Lillis (2012) profiled four EMNJs in four countries (Slovakia, Poland, Hungary, and Spain) whose editors indicated the main reason for publishing an EMNJ in a non-Anglophone context based on the assumption that English is the academic lingua franca. Regarding WoS, Lundin et al. (2010), Marušić and Marušić (2014), and Petrić (2014) discussed their journals' aims and development in European countries as they negotiated a national research identity and issues with internationalization trends, such as blind peer review.

English Medium National Journals: Contributors' Perspectives

Many studies in various national contexts have addressed the decisions multilingual researchers make regarding language of publication and the geographic location of target journals (ex. Belcher, 2007; Curry & Lillis, 2004; Duszak & Lewkowicz, 2008; Flowerdew & Li, 2009; Li & Flowerdew, 2009). According to (Lillis & Curry, 2010), this is an important aspect of global academic publishing that acknowledges the various research communities in which

multilingual researchers are invested. The focus of this dissertation is Taiwan-based EMJs in the HSS through the experiences of multilingual authors. Therefore, here I will discuss several studies on authors who have published in English medium national/local journals despite experiencing pressure to publish in internationally indexed journals.

English medium "national" journals have been situated as alternatives to "international" journals. In Liu's (2014) interview study of five HSS researchers in Taiwan, one participant said that she did publish locally, and the articles were all in English because they were the ones that had been originally rejected by international publications; thus the local journal was her back-up strategy. Thomas (2017) reported that scholars in Tanzania believe that publishing in prestigious international journals is very difficult without a co-author from abroad, and even too expensive because of perceived publication fees. Their alternative is local English medium journals published by institutions primarily for their own faculty or local Tanzanians. They believed it easier to publish in these journals because manuscripts are accepted based on relationships, especially when mentors have connections with editors. On the other hand, Shi (2002) studied TESOL researchers in China, who had extensive experience in Anglophone countries and preferred to write in English. However, their problem was the lack of quality English medium national journals because the prestigious journal in their field was filled with invited articles without rigorous blind peer review.

In Taiwan, J. C. Huang (2011) interviewed 15 researchers in the natural sciences at different career stages regarding their publication preferences. Huang found that the scientists based their journal choices on "impact factors[4], indexes and readership" (p. 119), even including

[4] The impact factor (IF) was developed by Eugene Garfield at the Institute for Scientific Information (ISI), which he founded, in the 1950s. IF was used in the Journal Citation Reports

PhD students who must publish in WoS journals to graduate. According to Huang, Chinese medium science journals are all but extinct, except for generalist or education publications for non-experts. Furthermore, without indexing or impact factors, they are not considered useful because they do not "count" in institutional evaluation systems. Another reason a participant cited for not publishing in Chinese, is "'in many fields, most people who can qualify as good reviewers are foreigners'" (p. 122) and since they cannot review Chinese, it would not be possible to have quality Chinese journals. In addition, participants believed that since their academic community in Taiwan is so small, they do not need to publish for this audience because colleagues are familiar with each other's work. Huang also reported that "the fact that scientific research is more independent of local culture" demotivates scientists to publish locally. Therefore, local journals in the natural sciences, regardless of language, were not a priority, and usually a last resort for manuscripts. Huang maintained that the environment generates a cycle working against Taiwanese journals. Illustrating this value system in Korea, H. Lee and Lee (2013) maintained that Korean researchers consider local journals as a "plan B" when a manuscript is rejected by an "international" journal because of the poor reputations of the journals and the Korean Citation Index (KCI).

However, there were also positive reasons for contributing to EMNJs. In Lillis and Curry (2010) education and psychology scholars from Slovakia, Hungary, Spain, and Portugal chose to publish in English medium national journals to expand their audience, especially when their national language is "not widely used outside the local context" (p. 44). Bocanegra-Valle (2014) surveyed Anglophone and non-Anglophone authors who submitted English manuscripts to *Ibérica*, a multilingual journal published in Europe. The authors identified six reasons the 161

(JCR) established by Thomson Reuters in 1975. ISI was later taken over by Thomson Reuters and in 2016 was bought by Clarivate Analytics.

respondents submitted English articles to the journal: (a) wider readership, (b) focus of research, (c) global communication, (d) academic genre, (e) promotion, and (f) bibliography. Sheridan (2015) reported that for Taiwanese English language teaching researchers, *English Teaching and Learning* was considered a relatively prestigious journal because it is part of the Taiwan Humanities Citation Index, which meant that publishing in it was helpful for promotion and evaluation. It also provided opportunities for scholars to become better researchers and reviewers.

Conclusion: Scholarly Publishing Beyond the Anglophone Center

This introduction to research on scholarly publishing beyond the Anglophone center shows that there has been considerable interest in EMNJ publishing. However, there appears to be a gap in research focused on the forces and issues that impact the journal submission decisions of humanities and social sciences scholars in Taiwan in general, and especially why they choose Taiwan-based English medium journals as publication outlets. Their decisions are embedded in the globalized Taiwanese higher education system, where English is a foreign language in most affairs, but increasingly a part of academic publishing. Next, I will explain the sociopolitical background of the higher education system in Taiwan, which has led to the conditions under which the participants in this study are working.

The Sociopolitical Background of Taiwan as the Study Context

As mentioned, higher education around the world has been affected by globalization, and Taiwan is no exception. Eriksen (2007) maintained that "different threads, or domains, in transnational processes do not necessarily move in the same directions, at the same levels of intensity or at the same speed. This means that all societies are unequally affected by different tendencies" (p. 9). In other words, particular national contexts determine how transnational conditions play out. Blommaert (2010) views globalization, not as a singular global village, but

sociolinguistically as multiple complex networks in which resources are mobile and mobility is tied to access to resources. In this view of globalization, (see Chapter 2), "[l]ocality and mobility co-exist, and whenever we observe patterns of mobility we have to examine the local environments in which they occur" (p. 22)[5]. Likewise, Taiwan has its own unique globalized situation brought about by historical developments (Mok, 2000). The end of martial law was the major turning point of recent history that led to the liberalization of higher education and changes in mobility for Taiwanese scholars and scholarship, i.e. its expansion toward the Anglophone center.

Taiwan's Post-Martial Law Era: Democratization and Higher Education Liberalization

Following the end of 38 years of martial law in 1987, Taiwan began democratizing. In the mid-1990s, effects of this liberalization spurred higher education expansion in support of national development policies. For example, in the 1994 University Act, the stated purpose of higher education "changed from 'studying for advanced knowledge and training specialists' to 'studying for advanced knowledge and developing both wisdom and moral uprightness in specialists able to enhance national development'" (Mok, 2000, p. 644). According to Mok, higher education institutes proliferated and admitted students from a broader sector of society by raising enrollments from the mid-1990s. Based on MOE data, Chou (2008) reported that in 1987 there were 107 universities and colleges in Taiwan. In 1994, the number had risen to 130 and continued to rise until peaking at 163 in 2006. However, with the falling birthrate in the 2010s, higher education began to contract, and by 2015 there were 158 higher education institutions including universities, colleges, and junior colleges (Ministry of Education, 2016).

[5] Mobility represents center-directed movement, while locality represents margin-directed movement; and they both relate to access to resources (Blommaert, 2010).

Also part of liberalization, budget and quality control concerns brought changes including denationalization as a way to pass more control from the Ministry of Education, which had controlled all personnel matters, to universities. However, with greater administrative autonomy, public universities soon had to generate more of their own budgets. In addition, according to Mok (2007), governments in East Asia, including that of Taiwan, have responded to public concerns regarding performance of universities; these responses include assessment based on research output and especially "international benchmarking" (p. 442) to determine funding decisions.

Academic rank and promotion regulations reform constituted a major change in Taiwanese higher education. The "new" hiring and promotion system officially began with the University Act (*Daxue Fa* 大學法) (Ministry of Education, 1994) promulgated in 1995 and gradually adopted until it was the standard at universities in the mid 2000s. There were two main differences between the old and new systems. In the old system, there was no assistant professor rank and instructors could be promoted to associate professor based on publications without earning a doctorate degree. In addition, there was no regular faculty or institutional evaluation mechanism; nor was there policy-based pressure to become a full professor or to publish a certain number of articles within a timeframe, or in English. About ten years later, promotion and institutional review policies were officially adopted with the 2005 revision to the University Act (Min, 2014; Ministry of Education, 2005, 2016). As part of the new system, the so-called time-limited promotion policy began to be implemented with new hires in 2000, mostly at national universities; however, except for vocational colleges, this has spread to most higher education institutions (see Chou, 2008; Sheridan, 2015). It means that new faculty who join a university as assistant professors are required to pass promotion evaluation to associate professor within six

years. The Ministry of Education set basic requirements, which universities can adjust to their particular needs. The research performance evaluation criteria are based on point systems in which WoS journal articles count highest over Taiwan-based journals (see Chapter 4). Next, I will explain the significance of the regulations.

The Changing Publishing Expectations Impacting HSS Researchers in Taiwan

According to Mok (2000), globalization and institutional autonomy generated national policies that encouraged the corporatization, privatization, and marketization of higher education in Taiwan. Taiwan also joined the race to produce a "World-class University" (Chou, 2008; Mok & Chan, 2008). Higher education institutes began to respond to these competitive conditions in the early 2000s with policies requiring faculty to publish more articles in English and in internationally indexed journals to increase national participation in the global knowledge economy, similar to other non-center contexts (Chou, 2014d; Englander & Uzuner-Smith, 2013; Lillis & Curry, 2013).

The first competitive funding projects for major higher education research and development grants from the Taiwan government began in 2000 (Chang, Wu, Ching, & Tang, 2009). After the Ministry of Education very publicly began ranking universities based on faculty research output in journals listed in Web of Science citation indexes (SCI, SSCI, and A&HCI) (J. Huang, 2003), universities responded by increasing research publication requirements for promotion and evaluation, as has transpired in other countries such as Mexico and Turkey (Englander & Uzuner-Smith, 2013) and Hungary, Slovakia, and Spain (Curry & Lillis, 2004). Then, similar to moves in Japan, Korea, China, and other countries in Asia (Mok, 2007), the Ministry of Education in Taiwan initiated the "Plan to Develop First-Class Universities and Top-level Research Centers" worth 50 billion New Taiwan Dollars or about US$1.64 billion in 2006

(Chang et al., 2009). The Ministry of Education English translation for the name of this program is "Developing World-Class Universities and Research Centers," but then renamed it "Heading Toward Top Universities" in 2011 (Ministry of Education, 2013, 2016). Twelve HEIs were allotted different sums of the budget based on how "promising" they appeared to the committee (Chang et al.). Franzoni, Scellato, and Stephan (2011) reported that countries that have provided cash incentives to researchers to publish internationally have increased their presence in prestigious journals, such as *Science*. The funding has been much more extensive than just cash incentives for publication successes. However, Chang et al. found that while the universities that received funding in the first year of the program did all increase the number of publications in WoS journals and improved other internationalization indicators, the amount of funding received did not determine their performance efficiency. For example, National Taiwan University (NTU) received ten times the funding as National Chengchi University (NCCU), but NCCU outperformed NTU in the researchers' efficiency scale in meeting development goals. They concluded that providing more funding does not necessarily lead to better results.

Nevertheless, based on the evaluation systems and following the natural sciences and engineering fields, HSS scholars' funding opportunities and advancement at their institutions have also become largely dependent on how much they publish, as well as the citation index of the publications. According to over 60% of participants in Ching (2014), publishing in WoS journals is more prestigious than doing so in non-indexed publications. Typical teaching and research entities require each promotion application to include "I-type" publications, as indexed journals are called, of which SSCI and A&HCI publications usually garner the most points compared to journals in domestic indexes and non-indexed publications. As a result of institutional policies encouraged by national government internationalization benchmarks,

professors in Taiwan, most of whom use English as an additional language and whose first and/or second language is typically Taiwanese or Mandarin, are under tremendous pressure to publish enough research to reach these promotion and evaluation requirements (Liu, 2014). According to Ching, getting published internationally, or at least publishing in English in respected domestic journals, has become the expectation, though the degree to which this is the case depends on particular departmental and institutional regulations and practices and "unwritten standards" (Chan & Lee, 2014, p. 44).

Apparently, the policies have been effective. Between 1993 and 2003, Taiwan's scientific article output more than doubled (Hill, 2007), becoming one of the top five non-OECD countries, along with Brazil, China India, and Russia in numbers of scientific publications. However, the quantity of publications does not necessarily reflect high caliber publishing or impactful research, as Uysal (2014) found in Turkey. Nevertheless, by the mid-2010s, the Ministry of Education proclaimed that "[k]nowledge and innovation is [sic] the only way to increase global competitiveness" (Ministry of Education, 2016).

Despite this official position, faculty organizations have spoken out against the "SSCI syndrome" (Chou, 2014d). A petition signed by 2,390 local scholars to protest the "Ministry of Education's overreliance on citation-indexed publications as the major evaluation criterion for their research performance," arguing that "it was an act of self-imposed colonization" (Min, 2014, p. 196). Min reported that as a result of this action, at least in the linguistics section, the National Science Council (now MOST), research grant application evaluation should "assign equal weighting to both quality local journals and citation-indexed journals…." However, participants in her study argued that universities still focused on citation indexes in evaluation policies. Later, Prudence Chou Chuing wrote an open letter to the Minister of Education, Wu Se-

hwa, to encourage him to take action on the issue (Chou, 2014b). Within a few months, the Ministry of Education released a recommendation that universities re-evaluate their review and promotion requirements to consider whether or not SSCI is the best benchmark for judging research quality. However, after more than a decade, these conditions have become the norm, especially for scholars at national universities and research institutions (Chao, personal communication, August 30, 2013) and increasingly at private universities.

The Impact of "SSCI Syndrome"

With academic freedom and research funding, it appears that after decades of democratic reform and economic development, Taiwan-based researchers no longer face many of the great trials of "peripheral" scholars in the underdeveloped world (Sheridan, 2015) described by Canagarajah (2003) and Labassi (2009). However, not all academics have a positive view of the tactics used in the campaign to raise the rankings of Taiwan's universities. Furthermore, the evaluation policies it has inspired have affected Taiwan-based scholars' decisions regarding where to submit manuscripts for publication.

The impacts of the "publish-in-internationally-indexed-journals or-perish" situation on scholars and scholarship in Taiwan has been contested by a group of researchers. Contributors to Chou's (2014d) edited volume about the "SSCI Syndrome" in Taiwan investigated the neo-liberal policy influences of globalization on the humanities and social sciences from a range of perspectives. The book challenges the official view that Taiwan-based HSS scholars should contribute to the "international" conversation of their disciplines and that the most valuable place to do that is in the "3-I" journals, meaning SCI, SSCI, and A&HCI (Wu & Bristow, 2014). Some of the authors raised issues regarding national and local journals in the Taiwan context. One was related to the point systems that institutions have established for faculty evaluation and

promotion purposes and how to meet the requirements, which in some cases seemed to allow credit for publications *besides* those in the 3-I journals. Noting the influence of international benchmarking, all of Mok's (2014) interviewees "… pointed out the importance to get their works published either in nationally leading journals or internationally indexed journals" (p. 19).

In Ching (2014), faculty and graduate student questionnaire respondents indicated that publishing in journals included in Taiwan indexes is important, but getting into WoS publications is "more important" in terms of number of articles published (p. 85). However, criteria differed for different evaluation purposes. When applying for a position, "social capital (network of friends, etc.)" (p. 92) was seen as more important than publications in Taiwan indexes, but WoS was the most important. For promotion purposes, publications' impact factor was least important after publications in WoS and Taiwan indexes. For regular faculty evaluation purposes, the order of importance was WoS publications, number of patents, Taiwan indexed publications, projects with industry, and lastly NSC (MOST) research grants. Finally, when applying for NSC (MOST) grants, national indexes were second after the WoS in importance, and these were followed by publications' impact factor, number of NSC (MOST) research grants, and publications' citation count. Ching's results seem to show that while WoS is the most important criteria in all situations, journals in domestic indexes also have a role to play in different aspects of scholars' professional development. Chan and Lee (2014) also found that there are "unwritten standards for research performance that exist in the categorization of statistics and in the minds of evaluators" (p. 44), which put English over Chinese publication, internationally indexed journals over national journals, TSSCI and THCI Core journals over

Taiwan Citation Index (TCI[6]) and conference proceedings, and even NSC [MOST] funded grants over funding from ministries or industry. On the other hand, one experienced scholar interviewed in Liu (2014) said that he did not read local journals and so did not even think about submitting his work to them. Therefore, although respondents believe the evaluation measures are not reasonable, some seem to have accepted the idea that the WoS-indexed journals are indicative of research quality.

Besides assigning point values to different research products, according to Liu (2014), "[o]ne significant impact of SSCI [syndrome] is that English has become the language used for intellectual discussions not only in the international journals but also in the local journals" (p. 124). Sheridan (2015) showed that at a bilingual English language teaching journal, the majority of articles were written in Chinese in 1995, but by 2010, the ratio had flipped to about 75 percent English articles, with some issues including only English articles. Moreover in her interview study of five researchers, Liu claimed, "English proficiency and academic literacy are the most salient problems encountered by NNES/EIL scholars"[7] (p. 124). Thus, this push for English publications poses a major challenge to Taiwan-based researchers who use English as a foreign language (Liu, 2014). However, according to Su (2014), this is especially the case for those who received their advanced degree in Taiwan, not in an Anglophone country.

Besides the effect of the 3-I ideal privileging internationally indexed journals on scientists and their research output, authors in Chou (2014d) also considered the broader impact of the trend brought by globalization. For example, Liu (2014) wrote, "most of the local journals suffer insufficient submissions and receive poorer quality manuscripts because Taiwanese

[6] Taiwan Citation Index (TCI) is a comprehensive database of journals published in Taiwan, Hong Kong, and Macao that is curated by the National Central Library in Taiwan (_ENREF_98).
[7] NNES: non-native English speakers. EIL: English as international language.

researchers prefer international journals" (p. 123). This seems to be an extrapolated finding based on her participants' negative attitudes toward national journals. However, an editor in Sheridan (2015) believed that her journal competes with internationally indexed journals for submissions, while Sun (2013) found that Taiwanese scholars tended to not cite Taiwan-based journals. In addition, one of Liu's "developing researchers" said that her local publications did not get her as much respect as those who have SSCI publications, while another said that the push for SSCI publications has diminished the value of local journals. These perspectives represent negative perceptions of local journals among scholars in Taiwan. In her conclusion, Su (2014) expresses concerns regarding the impact of "SSCI syndrome" on local research, ranging from:

> ... academic discrimination of locality/nativism, academic inferiority in the place of the global academic world, and partial development of Taiwanese academic research, all of which derive from language constraints and readership problems, to degrading local journals to a consequence of the latent threat of the academic colonization of the native English speaking countries. (p. 74)

The implication is that because of the evaluation system, research that is important to Taiwan is not done or not published. Ultimately, it seems clear that, as in other locations (eg. Hanauer & Englander, 2013; Lillis, 2012; Salager-Meyer, 2008), the influence of policies tied to globalization and the prestige of Anglophone scholarship impact knowledge production and academic development in the local/national context of Taiwan, and one reason for this is that researchers may feel pressured away from local publications.

Based on the authors cited from Chou (2014b), scholars do not feel a lot of incentive to publish in Taiwan-based journals, because they are lower on the list of publication outlets in

evaluation rubrics. However, the central government has provided funding through the National Science Council, which in 2014 was promoted to Ministry of Science and Technology (MOST), to support national scholarly publishing. Since 2005 and 2008, the number of journals in the TSSCI and THIC (Core) has increased steadily (RIHSS, 2015, 2016). In addition, the number of Taiwan-based English medium journals (TBEMJs) getting into WoS indexes has grown. In Taiwan, the push for scholarly output seems to be developing in two tiers simultaneously: in I-type international Anglophone publications and I-type domestic journals (Sheridan, 2014) that can eventually reach international status through admission to international indexes. However, both, while ultimately embracing internationalization, may be interrelated in Taiwan-based scholars' publishing experiences. While global forces have raised international publication expectations for HSS faculty at Taiwan's higher education institutes, there has also been substantial journal publishing activity at universities, research centers, and professional organizations, as indicated by development of the Taiwan Citation Index—Humanities and Social Sciences and preliminary Internet research done for this study, which will be described next.

Scholarly Journal Publishing in Taiwan

According to Lillis and Curry (2016), research on scholarly publishing has shown that scientists in the natural sciences and STEM fields have faced greater pressure to publish in English than HSS scholars. J. C. Huang (2011) found that the greatest concern among science researchers she interviewed in Taiwan was getting published in SCI and EI journals; English language writing issues were less of an issue for them. When the Ministry of Education ranked Taiwan's universities according to numbers of WoS indexed publications, the science and technology universities, especially the national ones, ranked highest (J. Huang, 2003). Until then,

publishing, especially in English, was not stressed in the HSS, but this changed with the new evaluation system (Min, 2014). Two things happened after this turning point in the early 2000s. One was the establishment of domestic citation indexes, one for social sciences journals and one for humanities journals, with the principal purpose of raising HSS publication quality and providing a measure of local journal quality. Concurrently, numbers of journals accepting English articles increased, and the ones that did received increasing numbers of English submissions (Sheridan, 2015). On the other hand, a citation index for science and technology or STEM fields was not established in Taiwan. Therefore, considering the increase in the demand for English language research in the HSS since the early 2000s, this study's focus is on Taiwan-based English medium HSS journals.

There are currently 1,152 journals listed in the Taiwan Citation Index-Humanities Social Sciences (TCI-HSS), a comprehensive database initiated by the National Central Library (National Central Library, 2017). Raising the quality of local research has been the mandate of the two Taiwan citation indexes established by the Ministry of Science and Technology, which include those journals that meet certain qualifications. In 1999, the National Science Council established the Social Science Research Center and the Humanities Research Center (Sheridan, 2014). The former launched the Taiwan Social Science Citation Index (TSSCI) in 2004. In 2006 and 2008, the latter inaugurated the Taiwan Humanities Citation Index (THCI) and the more exclusive THCI-Core, respectively. In order to be included in these indexes, publications must publish consistently and meet certain standards for at least three years (Guo Ke Hui, 2009); they are also subject to annual review thereafter (Sheridan, 2014). In 2013, the two research centers were united into the Research Institute for Humanities and Social Sciences (RIHSS) and the criteria and review process for admittance were merged. In addition, the National Central Library

was commissioned by the National Science Council to cooperate with several other research organizations to catalog all Taiwan-based journals into the Taiwan Citation Index—Humanities & Social Sciences (TCI-HSS), and began running a beta version accessible from the library's website (National Central Library, 2013). This searchable index began with all titles in the THCI database and TSSCI from Taiwan, as well as journals from Hong Kong and Macao. It also includes doctoral dissertations and books. The goal is to create a resource where all of this scientific knowledge can be made freely available through the public library system. In 2015, the original THCI, the database including all humanities journals, changed to include only journals that had been previously in the THCI Core. In this dissertation, I will use the current names to refer to the current content of the TSSCI and what is now the THCI; these are Taiwan's domestic citation indexes run by the RIHSS for MOST.

The Core journals are funded and published by university entities, academic and professional organizations, or the national research center, Academia Sinica. The editor participant in Sheridan (2015) mentioned that editors contribute their time and energy, while earning no extra pay, but also that there is a budget from the department for an editorial assistant and copy editors, and peer reviewers outside the department. Besides the index development, the MOST, through the research centers and universities, has been providing funding to local journals for editing fees and for TSSCI or THCI journals' expenses associated with applications for inclusion in international indexes since 2009 and 2010, respectively (Sheridan, 2014). Sheridan reported that on their websites, journals acknowledged funding for these purposes. This indicates that through these government-sponsored initiatives, established journals have been professionalizing and attempting to internationalize by adopting criteria stipulated by RIHSS, which is modeled on the WoS; these criteria include blind peer review, English abstracts, English

key words, consistent formatting, and a regular publication schedule (Testa, 2017b). The development of the national citation indexes, TSSCI and THCI, by the RIHSS is considered to be a major influence on local journal publishing, according to interviewees in Sheridan (2014, 2015).

An increase in numbers of TSSCI and THCI journals indicates steady development of national journal publishing in Taiwan. In 2004, there were 68 journals in the TSSCI, and 11 years later there were 104. In 2008, the first year of THCI Core, there were 41 journals, and by 2014 the number had risen to 58. After reorganization, in 2016 there were 98 journals in the THCI listed as core journals and 20 that were not core (RIHSS, 2016). Of the total journals included in 2014, when this study began, 14 were found to regularly publish full articles written in English. Six of these are in the TSSCI and ten are in what was the THCI Core, including two listed in both. In addition, one is in the SSCI and one in the A&HCI, with another listed in both. These journals will be described further in Chapter 3, Methodology.

Journals that have ascended into the TSSCI or THCI have become respected outlets for some scholars submitting promotion applications (Ching, 2014). Respondents in Sheridan (2015) reported that at *English Teaching and Learning* (*ETL*), a national TESOL journal in Taiwan, an enhanced peer review process and other adaptations were undertaken to increase its quality and gain entry to THCI as a core journal. While this development is seen as critical to raising journal prestige, the requirement to meet the standards for these journals has considerably increased the time and effort that potential contributors must invest in articles, compared to publishing in non-indexed journals. According to Ching's (2014) respondents, some scholars consider Taiwan-indexed journals "as sometimes *more* stringent (strict/harder) than submitting to ISI journals" (p. 92, italics original), while Sheridan (2017) found that the review process can be so long and

difficult that authors under promotion pressure may pull their submission from a journal, even if the journal is included in a domestic index, to try to publish it more quickly elsewhere. At *ETL*, interviewees believed that potential contributors carefully consider whether to expend their effort with the locally indexed journal or to try for an "international" one. Therefore, editors and reviewers perceive that *ETL* competes with "outside" journals, meaning beyond Taiwan, for quality submissions from local scholars (Sheridan, 2015).

Sheridan (2014, 2015) concluded that the THCI has been a homogenizing force on national journals in Taiwan; drawing on Blommaert (2005), this means that journals change their practices to meet standardized requirements established by the research institute that operates the domestic citation indexes. Furthermore, taking a pragmatic view, this was perceived as a positive development by the participants because it allowed the journal to become more prestigious. Blommaert (2010) proposes that "[t]he 'margin'…" can "be seen as a space in which *different but related norms are produced*, responding—'ecologically', so to speak—to the local possibilities and limitations" (p. 80, italics original). Likewise, journals may establish particular practices that represent "analytically autonomous" glocalization, meaning "the refraction of globalization through the local" (Roudometof, 2016, p. 403). For example, Sheridan (2017) reported that editors at a national journal adopted blind peer review in order to qualify for a citation index, but changed it to "triple blind review" in order to satisfy concerns regarding integrity.

Purpose of the Study

To reiterate, studies have explored the experiences of multilingual researchers in various countries publishing in English, especially in Anglophone center journals (i.e. Casanave, 2002; Flowerdew & Li, 2009; Hanauer & Englander, 2011; Lillis & Curry, 2010). Some articles and

dissertations have been published about national journals in the globalized scholarly publishing environment (eg. Delgado, 2011; Donovan, 2010; Lillis, 2012; Lundin et al., 2010; Marušić & Marušić, 2014; Petrić, 2014; Sheridan, 2015), but these have tended to focus on particular journals and editors' perspectives. There have been studies conducted in Taiwan on HSS scholars from various disciplines, such as the collection in Chou (2014d); however, most are small-scale studies focused on issues about Taiwanese scholars' struggles publishing in SSCI journals. Min (2014) surveyed applied linguists' publishing practices and Huang (J. C. Huang, 2010, 2011) investigated Taiwanese researchers' language choices and challenges. There seems to be a lack of research on the publishing practices of Taiwan-based HSS researchers from various disciplines, especially as related to English medium national journals. While scholars' "international" journal publishing challenges is a salient issue in Taiwan, their working relationships with local journals is worth investigating because it has been shown that local journals can be beneficial to scholars (Flowerdew & Li, 2009; Marušić & Marušić, 2014; Petrić, 2014).

Furthermore, as described above, there is a developed scholarly publishing environment in Taiwan. There are over eleven hundred journals included in the Taiwan Citation Index of Humanities and Social Sciences (National Central Library, 2017). Of these, 96 are listed as "Core Journals" (RIHSS, 2016) including 86 that are in the TSSCI or THCI (previously THCI Core). As mentioned, the stated purpose of higher education by the Ministry of Education in the mid-1990s was to support national development, and by the mid-2010s it was to support the nation's competitive advancement. The central government, through the Research Institute of the Humanities and Social Sciences of the Ministry of Education and the Central Library, has funded a national scholarly publishing infrastructure, especially for raising the quality and distribution of

domestic journals. In turn, university entities, academic and professional associations, and research institutes produce the publications through a variety of funding sources. Finally, individual scholars contribute time and effort to run the journals. Therefore, by funding and supporting local journals in Taiwan, it would seem that the government and institutions believe local journals fulfill some need in knowledge creation that contributes to national development. Also, considering the number of journals published in Taiwan, with so many Taiwan-based scholars working on and contributing to them, these journals are likely also part of the professional life of Taiwan-based academics, as was the case for those who worked with *ETL* (Sheridan, 2015). Therefore, an important question arises: if national journals are generally considered to be subpar (Sun, 2013) and scholars are intensely pressured into publishing in "international" journals, why are so many national journals supported and developed in Taiwan? This is a phenomenon that should be better understood. Therefore, this dissertation investigates Taiwan-based English medium journals in the era of contemporary academic globalization through experiences of individual authors. It considers their experiences with particular journals and the factors that influence their publication outlet choices.

The research question and sub-questions that guide this inquiry are:

What are humanities and social sciences scholars' perspectives and perceptions regarding their publication practices in the higher education environment of Taiwan?

A: What forces and issues influence participants' general publication practices?

B: What forces and issues influence participants' decisions to publish in Taiwan-based English medium journals?

Significance of the Study

According to Chou (2008), with post-martial law socio-political change, liberalization of the educational system in general and higher education in particular has been an ongoing project officially initiated by the University Act in 1994 (Ministry of Education, 1994). Mok stressed that "social and political liberalization started from the 1980s" (p. 652) was the primary influence in the Taiwan context, and that the Taiwan government skillfully incorporated the globalization trend into the locally significant socio-political agenda in order to compete in the international arena. Because of Taiwan's political isolation due to China's insistence on Beijing's "One China principle" (Norton, 2016), these conditions are somewhat unique to Taiwan in comparison to influences of supranational organizations such as the World Bank on other nation-states cited by Hanauer and Englander (2013) and Lillis and Curry (2013). This could be related to pressure from China to marginalize the island internationally by trying, with mixed results, to limit its participation in diplomatic meetings and entities such as the Organization for Economic Cooperation and Development (OECD), and the World Health Organization (WHO) (Hsu, 2008). Therefore, participating in knowledge production at a transnational level is one way that Taiwan is able to participate in the world system.

This study responds to the call by Lillis and Curry (2016) who suggest that "[f]uture research will need to foreground political and institutional policies and pressures to publish and explore how scholars' writing practices are refracted through policies at local and transnational levels" (p. 215). The policy changes brought about by globalization (Englander & Uzuner-Smith, 2013) have caused researchers around the world to publish in "international" journals, especially those included in the Web of Science (Lillis, 2012). However, researchers beyond the Anglophone center publish in a variety of venues (Curry & Lillis, 2013; Lillis & Curry, 2010).

This study, which focuses on authors' experiences with Taiwan-based English medium journals, is important because the understandings gained through the project will have implications for the academic community in Taiwan and beyond, from graduate students to policy makers. On a practical level, the findings of this dissertation will be of interest to other Taiwan-based scholars in the humanities and social sciences, possibly enabling them to more clearly understand their own situations. In addition, this study potentially provides editors of TBEMJs with insight into the dilemmas that current and potential contributors face when deciding where to submit their manuscripts. This may give editors some ideas regarding how to encourage more high quality manuscript submissions or ways to recruit better reviewers. On a larger scale, this dissertation project informs an understanding on the broader purpose of English medium journals published in semi-peripheral contexts (Bennett, 2014b) and sheds light on issues of global academic publishing, especially regarding knowledge production in a globalized world that favors Anglophone scholarship from the center.

Organization of This Dissertation

Including this introduction chapter, the dissertation includes eight chapters. Chapter 2 will introduce the study's theoretical framework built on Blommaert's (2010) theory for globalization of sociolinguistics. Chapter 3 will explain the methodology used to conduct the study, which included in-depth one-on-one interviews and document analysis, and its rationale. Chapter 4 introduces the 14 participants in this study, including their educational background, institutions where they have worked, and their general publishing experiences. Chapter 5 introduces the promotion and evaluation policies at participants' institutions based on analysis of regulations available online. Chapter 6 responds to the first research sub-question; it looks into the discourse of this environment to understand the forces and issues behind participants general

publishing decisions. Chapter 7 reports findings related to the second research sub-question to understand the forces and issues influencing participants' decisions to submit manuscripts to TBEMJs. Finally, Chapter 8 provides the conclusion and implications of the study.

CHAPTER 2

CONCEPTUAL TOOLS IN THE LITERATURE AND THE THEORETICAL FRAMEWORK

Chapter 1 showed that globalization effects interact with scholarly publishing at multiple levels of higher education policy, journal production, and individual scientists' activity in non-center contexts. The purpose of this chapter is three-fold. First is to introduce and problematize terminology that describes global activity commonly used in scholarly publishing literature and to explain their use and alternatives to their use in this dissertation. This includes contested descriptors such as "international" and "national" (Lillis & Curry, 2010) and terms adopted from world systems theory (WST) including "center," "semi-periphery," and "periphery" (Wallerstein, 2004). Second is to introduce three qualitative research studies focused on English medium national journals (EMNJs) that provide a useful foundation for the current study. Lillis (2012), Petrić (2014), and Sheridan (2015) were interested in the increased use of English for publication in "national" journals in non-Anglophone non-center contexts. They theorize the journals' activity using the concepts of centering institutions and centripetal forces (Blommaert, 2005; Silverstein, 1998) and other related concepts that describe supranational influences on HEIs that impact "national" journals. Based on their findings, I end the section with an exploration of the production of EMNJs using the metaphor of a rhizome. The third purpose of this chapter is to build upon the three studies by incorporating additional concepts from a sociolinguistics of mobility (Blommaert, 2010, 2014) in four parts: (a) sociolinguistic scales and indexical order, (b) orders of indexicality, (c) semiotic habitat, and (d) polycentricity and fractal replication. These concepts contribute to an understanding of the movement of scholars, academic texts, and journals, through a transnational sociolinguistic system. Such movement depends on linguistic and non-linguistic resources, and access to the resources is determined by power relationships at

different levels of academia, from the global to the local. Incorporating these concepts into the context of the current study will build a framework that can be used to describe, analyze, and interpret the findings. Therefore, this chapter adopts Blommaert's (2010) view that theory comprises "new vocabulary to describe events, phenomena and processes, new metaphors for representing them, new arguments to explain them" (p. 1-2). The goal is to provide a framework to understand EMNJs in non-Anglophone contexts beyond the center because "learning more about the way this academic world works is one way of beginning to engage productively with our concerns and to consider ways of acting on them" (Lillis 2012 p. 718).

Contested Terminology From Theoretical Perspectives of Global Activity

Canagarajah (2002) and Lillis and Curry (2010) are explicit regarding their critical view of geopolitical conditions influencing academic text production around the world. Lillis and Curry refer to a "politics of location" (p. 6) to describe the power of the Anglophone center over academic publishing. The privileging of the Anglophone center normalizes a global view based on the vantage point of that center, especially from the USA and UK. In this section, I will address geopolitical terminology related to scholarly publishing research to clarify how it is commonly used and how it will be applied in this dissertation. These terms, such as "international," "national," or even "local," as well as terminology from WST, tend to be oriented around perceptions of the dominant world powers. Therefore, they carry the assumptions of the global north, which render limited understanding of what is actually experienced by the rest of the world's peoples. The section will be divided into three parts. First will be a discussion of "international," followed by a discussion of terms from WST. The section will conclude by explaining how such terms will be applied in this dissertation

"International"

Lillis and Curry specifically critique the use of "international" as an adjective, noting it commonly signifies English language medium scholarship. In the Taiwan context, "international journals" tend to signify those published in the Anglophone center or higher quality publications that follow Anglophone-center norms in WoS indexes (Sheridan, 2017) published in English. However, there are *Taiwan-based* WoS journals, of which two are represented in this study. Should these journals be considered "international" or "national"? They are included in international indexes and are published in English, they are even published by companies in the USA or Europe. However, they are produced at Taiwanese institutions by Taiwanese academics; hence, I refer to them as Taiwan-based. Lillis and Curry acknowledge the problematic nature of "international," describing it as a "'sliding signifier'" that they avoid, instead substituting it with "*transnational*" and "*supranational*" (Lillis & Curry, 2010, p. 7, italics original). Otherwise, they explicitly explain, "when we do use it, we do so with 'scare quotes' to signal its contested status" (p. 7). Their discussion of the issue of indexed vocabulary of global relations, and their solution to it, seem to dovetail with Bhattacharya (2011), who advocated for the explicit critical use of "the West" and other geopolitical descriptors.

World Systems Theory Terminology

Terminology from WST (Wallerstein, 1991), which was introduced in Chapter 1, is highly relevant to scholarly publishing research; however, it is limited by the complexity of different contexts and cannot sufficiently describe the movement of people and resources in the current globalized environment. Wallerstein's use of "center" versus "periphery" and the in-between "semi-periphery" for describing nations and regions in terms of political and economic relations is a Marxist critique of modernism (Deji, 2012). The implication is that they are based

on the history of colonialism and other factors, especially the capitalist world economy. Within the three nation-state categories is the "Western" viewpoint that labels countries as "First" or "Third World" according to various economic and "dependency" measures (Deji, 2012). While WST terms are used to place and limit, which might add convenience and even (perceived) stability to an analysis, they easily index the dominant geo-political perspectives of the so-called "Western developed nations."

Therefore, while the terms "center," "periphery," and "semi-periphery" form an established theoretical context for the current study, they need to be critically understood. As Lillis and Curry note with the sliding signifier of "international," there is likely much slippage in the WST terms. In other words, nation states can play different and multiple roles in the world system, depending on many factors. Wallerstein seemed to envisage the world as mostly made up of "core" and "periphery" states with some outliers labeled "semi-periphery," where semi-periphery states trade core-like products to peripheral zones and peripheral products to core zones. However, in the present globalized environment, especially in the context of scholarly journal publishing, these distinctions do not hold up very well because "borders" are not actual boundaries. The terms do not fully apply to the intensified transnational flows of production, information, and people in the multilingual and multicultural landscape (Blommaert, 2014) of the *current* world "system." It can be argued that the majority of activity operates in a so-called semi-periphery zone. Besides, this intensive horizontal movement and the relationships among core, semi-periphery, and periphery are mirrored in "fractal replication" at national and local levels around multiple centers (Blommaert, 2010). Despite these issues, vocabulary from world-systems theory has persisted, continuing to be used in discussions regarding scholarly publishing in a global context (eg. Bennett, 2014b), albeit to varying levels of critical awareness (Lillis &

Curry, 2010). To resolve this limitation, similar to Lillis and Curry (2010), Blommaert uses "trans," which by drawing on Pennycook (2007), he describes as "an attempt to do away with the legacies of modernist thought on language" (p. 18).

The Use of Geopolitical Terminology in This Dissertation

In order to acknowledge the contested and imprecise nature of geopolitical terminology, I will take several semantic steps based on Bhattacharya (2011). She critiqued the uncritical use of descriptive terms, such as "the West" and called for explicitly raising awareness of and countering colonial assumptions of semiotic meanings. First, following Lillis and Curry (2010), I will use the term *transnational*, rather than "*international*," to identify experiences that cross national borders. When referring to the contested nature of the term, especially in relation to academic journal publishing issues, it will be placed in scare quotes: "international." As far as other terms, aside from referring to Wallerstein's work and WST, I will use the terms "core" and "center" to refer to and index the location of prestigious Anglophone journal publishing, primarily in the USA and UK, but also Canada and Australia. I will refer to the "semi-periphery" and "periphery" as *beyond* the "core" or "center" to indicate their contested status because, as mentioned above, these terms are not particularly appropriate for the current situation of scholarly publishing on a global scale, even though they are not uncommon in scholarly publishing research (ex Bennett, 2014b). In conclusion, through this discussion and these steps, I believe I have answered Bhattacharya's (2011) call.

Theorizing English Medium National Journals: Three Studies

In this section, I will consider how globalization effects on "national" journals have been theorized in three studies on EMNJs that, like this dissertation, have primarily used qualitative research methods. These studies have investigated particular English medium, bi-lingual, or

mixed language (English with national or other languages) journals published in non-Anglophone non-center national contexts where English is a foreign language. They are Lillis (2012), who interviewed the editors of four psychology journals in European countries; Petrić (2014), who interviewed fifteen editors of journals from a variety of disciplines in Serbia; and Sheridan (2015), who interviewed five scholars in Taiwan, who had participated in the production of an English language teaching (ELT) journal as authors, reviewers, and/or editor. The three studies adopted the concept of centering institutions and centripetal forces (Blommaert, 2005; Silverstein, 1998) and other related concepts to form a theoretical perspective of the purpose, challenges, and impacts of the journals in the national and transnational localities where they operate. In addition, they contend with direct or indirect influences of globalization in higher education and scientific knowledge production. I will first introduce the purpose and background of each study, followed by the theoretical perspectives and analysis of their investigations of the EMNJs. In the last part of this chapter, I will explain the concepts adopted for the theoretical framework of the current study.

Purpose and Background of the Three EMNJ Studies

Lillis's (2012) fundamental goal was to raise awareness of the role that English and other conditions play in knowledge production beyond the Anglophone center among center academics, who may be unaware of their privilege. She chose to study EMNJs because the presence of English in journals published in contexts where English is not used officially or as a common means of communication, the "expanding circle" (Kachru, 2001), has been growing, especially in the humanities and social sciences (Lillis & Curry, 2010). Based on her informants, Lillis maintains that this is because, in the globalized HE environment, English is seen as the "'academic lingua franca'" (p. 696). Therefore, the purpose of her article is to explore the

production of EMNJs "to consider where such journals can be located within the dominant global academic economy and in so doing seek to throw into relief the nature of knowledge making practices more generally" (p. 696). In order to do this, she interviewed four editors of four psychology journals—one each in Hungary, Slovakia, Portugal, and Spain. They were all EMNJs, but three of them accepted manuscripts in languages other than English and then translated them after the review process.

Following Lillis (2012), the purpose of Petrić (2014) was to investigate the "nature of English-medium journals on the semi-periphery by investigating the motivations for journals' adoption of English and their related goals" (p. 190). Petrić interviewed 15 editors (five in person and ten by email) of English medium, mixed language, or bilingual journals published in Serbia. The majority were hard-applied sciences journals, with a few in the social sciences. The language-of-publication trends of the journals included in her study showed that previously bilingual/mixed language journals have increasingly moved to English dominant, while relatively recently launched journals have published only English articles from the start. She ties the growth of EMJs in non-Anglophone countries to the pressure on scientists to publish in English internationally.

Sheridan's (2015) case study historiography (Matsuda, 2013) of the longest-running English language teaching journal in Taiwan, *English Teaching and Learning* (*ETL*), begins with the hypothesis that Taiwan's "publish or perish" conditions that started in the mid-1990s with sociopolitical democratization and HE liberalization affected not only individual scholars (Liu, 2014), but also scholarly journals published in Taiwan. One-on-one interviews with five academics, who had been authors and/or reviewers (including one editor), were conducted. In addition, the text objects of *ETL*, which publishes original articles in either English or Chinese,

were studied as a genre set. Findings were presented as a history of ideas to understand the way the journal changed as new HE policies were established between 1995 and 2010. Over the 15 years, the journal changed from a Chinese magazine about teaching and learning English, with a mix of mostly Chinese articles, to a formal academic journal publishing original research, mostly in English.

The Three Studies' Theoretical Application of WST

Lillis (2012), Petrić (2014) , and Sheridan (2015) identify the national contexts of their studies as semi-peripheral, in terms of WST (Wallerstein, 1991, 2004). From this perspective, WST delineates categories of global production, where the "center" controls the majority of scientific output and the "periphery" produces very little, instead acting mostly as consumers of knowledge (Lillis). Sheridan considers Taiwan as "from the margins" (Lundin et al., 2010, p. 310) as opposed to the periphery, and refers to Lillis to classify Taiwan as "semi-periférico" a term from Sousa Santos (as cited in Lillis, 2012, p. 701) similar to Hungary, Spain, Slovakia, and Portugal. Petrić interprets the theory as establishing "geopolitical areas of knowledge production characterized by differential levels of access to material and symbolic resources, and therefore differential levels of power to define and validate knowledge" (p. 192). Besides knowledge production, Lillis applies the linguistic capital of English to the center-periphery analogy, suggesting that the four nation states in her study are on the semi-periphery not only economically, but also linguistically in terms of scholarly work. Petrić concludes that terms, such as national, regional, and international are all problematic and contested, citing Lillis and Curry's (2010) critique of such terminology, as also noted in the first section of this chapter. Petrić states, "[c]learly, 'national' and 'international' cannot adequately describe the scope and nature of English-medium journals in non-Anglophone countries" (p. 204).

Translocality. Similar to Blommaert (2010) and Lillis and Curry (2010), Petrić answers this semantic conundrum with the "translocality framework" from Greiner and Sakdapolrak (2013). Petrić proposes "considering English-medium journals on the semiperiphery as a *translocal* phenomenon" because it "helps accommodate both their rootedness in the local (institutional and national) context and their ability to open up spaces for knowledge flows connecting the local context both with other localities and with higher-than-local levels" (p. 205). By alleviating the "local/global and national/international binaries" there can be more "emphasis on activity at levels in between, showing that English-medium journals on the semiperiphery [sic] serve important functions in a continuum of contexts" (p. 207).

The Three Studies' Use of Centering Institutions, Centripetal Forces, and Polycentricity

Applying world systems analysis categories to her study, Lillis introduces the concept of centering (also centring) institutions from Silverstein (1998) and Blommaert (2005) that are present "at all levels of society, nationally and transnationally, which tend to be highly centripetal in nature" (Lillis, 2012, p. 702) to explain global and institutional impacts, especially the normalization of English for publishing, on EMNJs and scholars. Also, according to Lillis, and reiterated by Petrić, incorporating the idea of polycentricity (that there are center-to-periphery hierarchies within different scale levels) Blommaert (2010) challenges the normative forces, for example through publication of "national" journals focused on issues that are important to a particular or a combination of *non*-Anglophone-center contexts. Similarly, regarding the use of English specifically, Petrić (2014) maintains, "[a]s the journals operate in a polycentric environment and are oriented towards centring institutions at both local and higher-than-local levels, tensions may occur as a result of conflicting goals and priorities" (p. 206). Hence, the homogenizing effect of centering institutions may work as a centripetal force to pull

from one higher-scale-level center, but also a centrifugal force pushing toward centers at other levels. This is illustrated in Sheridan (2015).

Sheridan (2015) analyzed the HE and publishing environment in Taiwan by explaining how near and far centering institutions affect individuals, entities, and a journal with strong and weak centripetal forces. She concluded that globalization effects were the overarching influence and that "changes in *ETL*'s external features, language, and content between 1995 and 2010 occurred as a result of multiple influences acting on multiple entities in multiple directions" (p. 80). She illustrated that the immediate centripetal forces on the journal were from HEIs and the domestic citation index, THCI-C. She did not use "centrifugal force" in her analysis, but the interaction between *ETL* and researchers illustrates the idea of mutual centripetal and centrifugal forces. In addition, it appears that the researchers bore the brunt of normative influences from several sources including SSCI, peer reviewers, the NSC/MOST, HEIs, and *ETL*. Sheridan concluded that, regarding the journal, "the overall development has been toward a global standard adopted from distant centering institutions such as the Web of Knowledge" (p. 80).

Economies of Signs

Finally, Lillis (2012) combines the ideas of centering institutions and polycentricity to understand the "economies of signs" (p. 703) in a globalized HE environment, and to explain how the status of English as a sign is represented at different levels of knowledge production. For example, at a micro level, reviewer comments connote attitudes about a multilingual writer's English ability, while at a macro level, institutions use articles published in Anglophone journals to constitute a sign for high quality research with greater material and symbolic capital attached to them than would be attached to local language publications. In the context of her study, she maintains that English "constitutes considerable cultural capital" (p. 702) because English is a

"semiotic resource and ... a networked resource—that is a resource attached to other key resources such as center academics and center-based networks" (p. 701-702).

Lillis's use of English as a sign with centering institutions helps explain the increase in English medium publishing in otherwise non-Anglophone contexts. As such, Sheridan (2015) found that:

> Although *ETL* did not make any explicit language policy change, its external features indicated a steady increase of English on and in the journal in its design and editorial communication. In this way, the English language can be interpreted as a symbolic and practical sign indicating an understood prestige. (p. 80)

Lillis also suggests that the semiotic function of English leads to editors' desire to "internationalize" their journals with the ultimate goal of entering a WoS citation index, also a goal at *ETL* (Sheridan, 2015). However, to get to this higher "use value" is a daunting task, which Lillis suggests is possibly unachievable, or not worth the effort if there is a lack of readership. On the other hand, she admits that EMNJs are in a unique position to make important contributions because "English is a semiotic resource increasingly used around the globe and available to all to use for whichever purposes they wish" (p. 716); therefore, these EMNJs exert centrifugal force because they can cover topics and issues that are not possible in Anglophone center journals or local language journals. Furthermore, they are able to take on trans-disciplinary areas, while center journals have narrow foci. "In other words," according to Petrić (2014), "the more successful they are in developing local-to-local and local-to-higher-than-local knowledge flows, the more valuable they will be perceived to be in the local context" (p. 205).

What the Three Studies Say About TBEMJs From a Theoretical Perspective

Through the review of the three studies, an idea of the integral role of EMNJs as a junction within the "world system" of scholarly publishing begins to form. The theoretical concepts of centering institutions, centripetal forces, and polycentricity, are useful tools to understand these phenomena, while economies of signs adds subtlety to understanding the impact of English on publishing in non-Anglophone contexts. According to Lillis (2012), EMNJs can be interpreted as "relocating the center in the periphery in ways which are of most interest and value to local scholars" (Lillis, 2012, p. 716) because just by existing, EMNJs are challenging the centripetal forces of the center. Petrić (2014) suggested that

> While such [translocal] spaces are in some cases created as a result of internal and external pressures, they may also play an emancipating role in the local community, offering local scholars a more supportive environment than English-medium journals in the center and an opportunity to publish in "locally international" journals as a stepping stone to publishing in more high-stakes journals. (p. 205)

Sheridan (2015) concluded that with proper support ensuring regular publication with consistent quality, and by meeting the demands of centering institutions, "national" journals can become useful venues for researchers and eventually contribute research from beyond the center to the center. Because they are all identified as "semi-peripheral" and under the primary centering influence of globalization effects (Sheridan, 2015), the interpretations of the three studies just reviewed are quite similar.

In conclusion, the EMNJs in these studies are clearly situated in a "semi-periphery" of a "world system" with recognized power relations between the "core" and "periphery," although

these can be challenged. Lillis (2012) considers the links the journals forge with other locations of the semi-periphery by studying the authors' institutions, and Petrić (2014) notes the cross-disciplinary work traversing geographic locations that can find a home in EMNJs. This horizontal spread may be made possible by networks such as those Curry and Lillis (2010) identified and represents a sociolinguistics of mobile resources (Blommaert, 2010), which will be introduced in the next section of this chapter. First, I will consider scholarly publishing in contexts beyond the center as *rhizomic* activity operating below the surface of the center's awareness.

EMNJs as Rhizome

Reflecting on Lillis's (2012) observation that scholars in the relatively privileged center are not aware of the situation beyond their context, I propose the theoretical metaphor of a rhizome to understand the generation and movement of knowledge through the EMNJ level of scholarly publishing in non-center transnational contexts as described in Lillis (2012), Petrić (2014), and Sheridan (2015). According to Merriam-Webster's Collegiate Dictionary, a rhizome is a "somewhat elongated usually horizontal subterranean plant stem that is often thickened by deposits of reserve food material, produces shoots above and roots below, and is distinguished from a true root in possessing buds, nodes, and usually scalelike leaves." As a metaphor or theoretical concept, it has been used in disciplines such as philosophy and media studies to describe the movement of knowledge and information, often in contrast to the metaphor of the tree, which represents hierarchical power structures and dualistic thinking (Gartler, 2004) . The metaphor of rhizome can be applied to the current study to account for perspectives on EMJs from the three authors described above.

From the perspective of the academic center of publishing, the network of scholarly publishing in the semi-periphery is largely invisible. However, that does not mean it does not exist or that work is not going on "below the surface." The metaphor of a rhizome describes the growth of knowledge or disciplinary expansion that is not visible to outsiders. At a certain point the root of knowledge coalesces into a series of disciplinary nodes, each constituting a center, perhaps with a journal. The journal provides a location where knowledge, not yet ready (for the Anglophone center), can be generated. When a journal harnesses enough energy and gets to a certain point of maturity, it is able to send up a shoot so that it can be seen by the center. This could happen in various ways, but an obvious one, in lieu of this dissertation, would be when the journal is reaching for membership in a citation index, or some other mechanism created by, and thus visible to, the Anglophone center.

This metaphor perhaps presents problems from a critical perspective because, while it is meant to originate with the growth of a root, it appears that the work going on in semi-peripheral contexts does not see the light of day until it can gather enough veracity to leave its environment in ways that satisfy the world above. The perspective may appear as developed from the outside and distant gaze of the Anglophone center, one that perhaps does not wholly appreciate the work at "subterranean" centers. Likewise, the application of the rhizome metaphor to the construction of the World Wide Web has been critiqued because it is actually built on a hierarchical structure that corporations have been able to harness to maintain dominance (Gartler, 2004) . However, based on the studies on EMNJs introduced in this chapter, journals beyond the center do seem to be dependent on the Anglophone center for legitimacy as explained by WST, raising some questions. For example, what is helping or hindering the scholars and journals working in these nodes? How do they make the journals strong enough to punch through to the surface? And

ultimately, why are they willing to participate in this activity that is not, at least initially, visible or valued to multiple centering institutions?

A possible answer is that, according to Gartler's (2004) summary, the rhizome still interacts with the tree roots, and because the roots are what make it possible for the branches to grow, "the rhizome is able to infiltrate the tree [so] fluidity and openness infect the closed, unchanging, and static." Because Lillis (2012) and Petrić (2014) seemed to indicate some ways that EMNJs connect scholars and knowledge transnationally among different semi-peripheral contexts, they are connected in a globalization of distribution among localities. The problem is that the normative pressure from centering institutions seems to make it difficult for scholars and journals to gather the momentum needed to send a shoot from the rhizome node to the surface. Having said that, there are some examples of EMNJs getting into WoS citation indexes (Petrić, 2014), and according to Testa (2017a), the WoS has increased numbers of regional journals. This "de-centering" of the indexes (Flowerdew & Li, 2009) is bound to eventually impact scholarship at the center (Sheridan, 2015), or up through the tree roots, truck, and even branches. Some concepts from Blommaert's (2010, 2014) theoretical constructs of globalization can help to explain the conditions that may make the momentum possible.

Sociolinguistics of Mobile Resources in a Semiotic Habitat

According to Blommaert (2010), globalization has not created the McLuhanesque "global village" (Eriksen, 2007), but rather a "complex web" of locations connected in various ways (Blommaert, 2010, p. 1). Blommaert maintains that a theorization of sociolinguistics embedded in globalization must be able to dynamically account for the "cultural, social, political and historical" aspects in the environment of the object of study. The theory also must account for connections between levels rather than traditional investigation into "static variation" of a

sociolinguistics of distribution over horizontal space. He contends that language must be viewed "as something made for mobility" (p. xiv). He attributes his stance to the ethnographic approaches of John Gumperz, Dell Hymes, Erving Goffman and Aaron Cicourel; critiques of structuralism from scholars such as Pierre Bourdieu and Michel Foucault; and the "development of multimodal analysis" by Gunther Kress. He credits the immediate inspiration for Blommaert (2010) to Michael Silverstein and Salikoko Mufwene.

Next, I will build upon the ideas covered in the previous discussion of EMNJs and introduce additional key terms and concepts that Blommaert uses in his sociolinguistics of mobility that can further assist in the theoretical understanding of EMNJs beyond the Anglophone center. The fundamental perspective of this theoretical framework is based on Blommaert's (2010) sociolinguistic system of mobility, in particular through several conceptual tools that include scales, indexical order, semiotic habitat, and polycentricity. It accounts for the movement of people as dependent on access to linguistic and nonlinguistic resources, both in space and time, physically and symbolically. Here, this system will help to describe and understand the conditions for knowledge production in higher education beyond the Anglophone center of the academic research world in general. Later in this dissertation, they will be applied to theoretically explain the Taiwanese higher education context of scholarly publishing—in particular in relation to EMNJs through the experiences of authors.

Sociolinguistics of Mobility

Blommaert (2010) proposes a sociolinguistics of mobility to replace a sociolinguistics of distribution. He describes globalization as "mobility of signs across time and space, combined with a strong sense of the local." In this view, though they operate mutually, mobility overrides locality, while locality is "a powerful frame for the organization of meanings." Therefore,

"whenever we observe patterns of mobility we have to examine the local environments where they occur" (p. 22). In other words, while common conditions are experienced transnationally, mobility is center-directed over time and space. However, its movement is understood, determined, and organized by locality. The "local" context still influences its mobility in the ways it moves toward the "center." In the rhizome metaphor, the nodes are the locality where nutrients are concentrated before it releases the center-directed vertical shoot. The results are determined by the content of the nodes.

In terms of scholarly publishing in non-center contexts, this locality-mobility tension can be observed at transnational, national, and individual levels. At a transnational level, scholars are working around the world in different socioeconomic conditions and these conditions impact scholarly activity (Salanger-Meyer, 2008; Lillis & Curry, 2013). Therefore, while the pull of global centripetal forces (Lillis, 2012) encourages "international" research activity (mobility), locality—in this example, the nation state—ends up as the organizational force based on cultural, social, political and historical factors. In the context of national journal publishing in semi-peripheral contexts (the rhizome), the organizational force is in the form of higher education policies in which some journals are provided greater mobility than others based on local conditions (the quality of the soil). For example, in the past, the Nursing Association in Taiwan had three publications: a Chinese newsletter, a Chinese journal for applied research, and an English medium research journal. In order to conserve resources, the newsletter was discontinued. Then, effort was concentrated on getting the EMJ into the TSSCI, a domestic citation index, and eventually the WoS SSCI, illustrating the node gathering sufficient nutrients to send a shoot to the surface. At the individual level, researchers in semi-peripheral contexts are under pressure to move their research into center level contexts by publishing in internationally

indexed journals. However, material and non-material or linguistic and non-linguistic resources of their localities help or hinder their center-directed mobility. These conditions likely contribute to the complexity behind publication decisions that Lillis (2012) reported and that will be covered in the results of the current study. Based on this analysis, it is possible to ascertain the relationship between locality and mobility in scholarly publishing for researchers and journals beyond the center, which can be thought of as two ends of a continuum housed in the environment of any context. The movement between locality and mobility changes over time as determined especially by locality. Next, the concepts of scales and indexical order can further explain the prestige value associated with that movement at the three levels just explored: transnational, national, individual.

Sociolinguistic Scales and Indexical Order

Sociolinguistic scales and indexical order are concepts that help to describe historical, social, and cultural connections to sociolinguistic phenomena in "TimeSpace" (Blommaert, 2010, p. 34). According to Blommaert, the idea of scales relates to levels of conceptualization of time and space phenomena in terms of what happens between relationships in a stratified "power-invested" hierarchy (pp. 33-34). Scale helps identify roles of sociolinguistic phenomena over the diversity of semiotized conditions that are "lower scale" or "higher scale," meaning below or above a "normative standard" established at the power center. Scale is a vertical continuum that works across horizontal ones, especially that of geographic space. Furthermore, "[d]ifferent scales can interact, collaborate and overlap or be in conflict with one another, because … there are issues of normativity at play" (p. 37).

While Blommaert uses scales as related to language, I will apply it to four scales related to scholarly publishing activity that can interact, collaborate and overlap or conflict with each

other. The first is citation indexes (levels of journals), followed by three scales that affect researchers' professional trajectories (Hanauer & Englander, 2013): education, institution, and rank. All four of these scales represent hierarchies based on normative standards in TimeSpace of HE in a semi-peripheral transnational context. First, the scale of citation indexes applies to journals, and is based on the relative prestige of journals on typical evaluation systems as reported in (Ching, 2014). From lowest to highest:

1. Non-indexed domestic
2. Domestic in domestic index (TSSCI, THCI)
3. Non-indexed "international"
4. Domestic in WoS (i.e. SCI, SSCI, A&HCI)
5. "International" in WoS

On this scale, citation indexes (TSSCI, SSCI, A&HCI, etc.), function as an economy of signs (Lillis, 2012). This economy of signs represents such a strong structure built into the evaluation regime that it will hereafter be referred to as the *citation index complex*.

The other three scales—education, institution, and rank—are related to the academic experiences of individual scholars and range from locality to mobility at national and transnational levels, indicating perceived prestige. The scale of education includes universities in the following levels representing locality to mobility:

1. Private domestic
2. National/public domestic
3. Hong Kong or Singapore
4. UK and British Commonwealth
5. USA

The scale of institution includes typical HEIs in Taiwan from levels of locality to mobility at a national level: (a) vocational college, (b) university, and (c) research institute with public/national institutions higher than private at each type. The scale of rank includes full-time faculty ranks used in the HE system in Taiwan: (a) instructor, (b) assistant professor, (c) associate professor, and (d) full professor. The indexical order of items on the scales "produces social categories, recognizable semiotic emblems for groups and individuals" that define "a more or less coherent semiotic habitat" (Blommaert, 2010, p. 38), which will be explained below after orders of indexicality.

Orders of Indexicality

I have described four scales involved with scholarly publishing to show how they "organize different patterns of normativity of what counts" (Blommaert, 2010, p. 37) in HE in Taiwan. In this way they are each organized in a particular order. Being "inspired by Foucault's 'order of discourse'" (p. 38), Blommaert stretches the concept to "order of indexicality" as a "sensitizing concept" that can be used to understand "a higher plane of social structuring: an order in the general systems of meaningful semiosis valid in groups at any given time." Bringing orders of indexicality into analysis of sociolinguistic phenomena—indexical scales—provides a view of how power is experienced in different combinations of time and space among different groups of people in different TimeSpace. By incorporating orders of indexicality into the HE scales described above, further analysis related to "authority, access and power" can be performed. How this can be applied to the current study is illustrated within the broader environment of the study, its "semiotic habitat" (Blommaert, 2010, p. 38).

Semiotic Habitat

A coherent semiotic habitat (Blommaert, 2010, p. 38) is the environment of the sociolinguistic system determined by forms of indexical order created through "long and complex histories" (p. 37) related to major historical events, which organize "social categories, recognizable semiotic emblems for groups and individuals" (p. 38). The current semiotic habitat of Taiwan can be attributed to developments at the national level that have influenced and been influenced by the global or transnational level. Although the following historical background was provided in detail in Chapter 1, I will now interpret it as a semiotic habitat in which higher education assessment policy formed.

According to Mok (2000), the end of martial law in 1987 and subsequent democratization was the main catalyst for socio-political change in Taiwan. This major historical event also set socio-economic change in motion as the government endeavored to raise Taiwan's international competitiveness; toward that goal, HEIs became the key to national participation in the global knowledge economy. To push innovation and decrease financial burden on the central government, neo-liberal policies decentralized HE through privatization and marketization (Chou, 2008). The subsequent institutional evaluation and competitive funding schemes fostered commodification of research production into what can be described as the semiotic habitat of Taiwanese HE. In this environment, citation indexes, especially those in WoS, came to function as signs for the normative value of knowledge in an assessment regime. Therefore, citation indexes function as a "semiotic emblem" (Blommaert, 2010, p. 38) for individual scholars and for journals operating along the rhizomes of disciplines. In a literal sense, index acronyms are usually listed at the end of researchers' curriculum vitae entries, signifying the indexical scale of the publications. This semiotic practice became normalized on CVs because the citation index

status of publications was added to Ministry of Science and Technology grant application forms, ostensibly to incorporate into national rankings. In addition, on the homepages of most indexed Taiwan-based journals, the digital image of citation index membership certificates are usually displayed prominently. This display signals the journal's place in the order of indexicality within the citation index complex of the broader assessment regime. However, while this semiotic habitat of Taiwan has its center in the capital city, Taipei, the entire habitat is but one system within the "world system," as will be explained next.

Polycentricity and Fractal Replication

Polycentricity was mentioned in the three studies on EMNJs covered in the second part of this chapter (Lillis, 2012; Petrić, 2014; Sheridan, 2015), but here I will explain the idea in terms of the current study. Polycentricity means that there are multiple centers existing at any one time based on the context and experience of individuals or entities. For example, based on WST, the "center" of global academic publishing is the Anglophone countries, the US and UK. However, at the national scale level, there are also centers. The entities from a center act as centering institutions, pushing the normativity that is formed through historical, social, and economic factors. For example, Taipei is the "center" of Taiwan, but the MOE functions as a "center" for educational institutions throughout Taiwan. By considering how polycentricity weaves into orders of indexicality, sociolinguistic systems in the age of globalization can be explained. People (and texts) move across distances and while doing so encounter different norms determined by which center is dominant, i.e. which is indexed higher through greater mobility. This is a reflection of power and authority.

Applying a Sociolinguistics of Mobility to Rhizomic EMNJs

Considering the concepts discussed in this chapter, it appears that national journals beyond the center operate in a *rhizomic* way as a mechanism of the knowledge market in which articles/texts are mobile resources that enable scholars to move up indexical scales. The mobility establishes networks across networks so knowledge flows horizontally through regions to other localities. In addition, journals and the knowledge they produce are more or less mobile based on resources that allow them, as nodes, to gather energy and mature to the point where they can grow shoots to move up indexical scales, as represented by citation indexes, to become visible by the center. In the semiotic environment of Taiwan, for example, the names of the indexes function as signs representing relative proximity to the center, based on the citation index complex; this complex has been built by government institutions to support the assessment regime. Furthermore, as journals grow closer to the center by jumping indexical scales, they become more visible to scholars in other centers at national or transnational levels. Perhaps in this way the negative spiral of "peripheral" journals (Salanger-Meyer, 2008) is reversed. On the other hand, based on polycentricity, a journal's center-directed mobility may be interpreted differently in different centers based on respective indexical scale levels. For example, from a non-center "national" perspective, Anglophone normative pressure is higher at "internationally" indexed journals published in the UK than those published in Taiwan. In this chapter, the conceptual tools of a sociolinguistics of mobility have, so far, focused mostly on the journal level of scholarly publishing beyond the Anglophone center. However, while this dissertation investigates EMNJs in Taiwan, it aims to do so through the experiences of authors. Therefore, next I will consider how the theoretical tools explicated in this chapter can be applied to the individual level of the scholars themselves.

Applying a Sociolinguistics of Mobility to EMNJ Scholars

First of all, the language of the knowledge flow—in this case, English used for scholarly publishing—can be interpreted as "a mobile complex of concrete resources" (Blommaert, 2010, p. 37) and the mobility of scholars is determined by their access to it through linguistic and nonlinguistic resources. Applying Blommaert's critical perspective means that this access is an unequal condition determined by individuals' TimeSpace. This study proposes that participants' TimeSpace moves along the three indexical scales: education, institution, and rank. More specifically, scholars' mobility is affected by temporal situations determined by place (north or south Taiwan, education background, and type of institution), time (when entered HE and current rank), and structural conditions (evaluation policy and material support). One can then infer that scholars' TimeSpace-determined mobility impacts the reasons and the ways in which they participate in the production of EMNJs.

Conclusion

This chapter includes three sections. The first problematized geopolitical terminology that is used in scholarly publishing literature, much of which is from world systems theory (Wallerstein, 1991, 2004), and then established a critical approach to using such terminology in this dissertation. The second critically reviewed three qualitative research studies that investigated EMNJs in different semi-peripheral contexts. In that process, concepts from Silverstein (1998) and Blommaert (2005) were introduced and analyzed. These included centering institutions, centripetal forces, polycentricity, and economies of signs. In brief, centering institutions exert centripetal forces of normative pressure on multiple centers at different levels of HE, especially impacting EMNJs, around which English, as a sign, indexes higher scale activity. This environment was then interpreted using the metaphor of a rhizome

because much of this scholarly activity beyond the "semi-periphery" is not visible to actors in the Anglophone center. Only when enough resources provide a proper environment is the strength harnessed in a particular node of the organism so that a shoot can grow up through to the surface, as when a journal enters the WoS. The theoretical concepts used in the three EMNJ studies were effective in beginning to build an understanding of the position of such journals in a "world system" of scholarly publishing. Therefore, the third section of this chapter expanded the discussion to include additional concepts from Blommaert's (2010) sociolinguistics theory of globalization, particularly one that emphasizes the mobility of researchers based on access to linguistic and non-linguistic resources. The concepts include sociolinguistic scales and indexical order, and orders of indexicality. These concepts interact with mobility in TimeSpace in a semiotic habitat, which is the environment impacted by historical, social, and cultural events in which language ideologies are fundamental (Blommaert, 2014). Thus, the semiotic habitat of HE in Taiwan was established.

Based on the theorizing of EMNJs using this set of theoretical tools, the entire environment constitutes a sociolinguistic system not only of mobility, but also of considerable complexity. Building upon earlier concepts in Blommaert (2005, 2010), Blommaert (2014) lists ten theoretical propositions for complexity in sociolinguistics. Global academic publishing (GAP), especially EMNJ publishing beyond the Anglophone center, can be considered a complex sociolinguistic system for several reasons. I will summarize those that seem especially pertinent into three points and attempt to suggest how they can be interpreted in the context of the current study.

- **Power relations.** Primarily, a complex sociolinguistic system is "characterized by internal and external forces of perpetual change, operating simultaneously and in unpredictable

mutual relationships" (p. 10). In GAP, these forces seem to originate in the global capitalist system that is conceptualized and experienced as globalization through perpetual competitive forces on nation states. In HE contexts this is represented in worldwide university rankings that impact governments' HE funding and evaluation policies.

- **Polycentricity.** In addition, a complex sociolinguistic system consists of multiple centers on different levels. Global conditions straddle the macro transnational level. Macro levels with their own centers include micro levels, and because of power relations, reside in different scale levels in relation to the different centers. In GAP, this can be interpreted as the nation state level as macro centers in which other centers operate, such as the Ministry of Education or Ministry of Science and Technology in Taiwan. From that level, power relations impact higher education institution level, which also act as centers with their own power structures. Policies, such as evaluation regulations, are established by one level and then imposed across micro levels which also straddle lower micro individual level through "publish or perish" demands on researchers.
- **Mobility.** The third important aspect within a complex sociolinguistic system related to this study is mobility. This was discussed in the third section of the current chapter. Blommaert (2014) stresses that this mobility is not unidirectional in a complex system. I suggest that the direction of mobility is related to relative scale levels. In addition, when related to scholars' mobility, it can be represented in physical, textual, or symbolic ways. For example, perhaps an academic earns her PhD in the US and then returns to her home in Taiwan to take an assistant professor position at a private university. Going to the US for doctorate education represents mobility, but in the "world system" view in which the Anglophone center is the highest level of mobility, returning to Taiwan is a move toward locality. However, textual

mobility would then be represented by publishing in WoS journals and symbolic mobility would be being promoted to associate professor. Therefore, the locality-mobility continuum exists along the indexical scales of education, institution, rank, and citation indexes.

In conclusion, this chapter has presented research on EMNJs that is methodologically and theoretically aligned with this dissertation. The three studies lend a perspective to a GAP system that operates on a multi-level power structure: transnational, national, and individual. The additional concepts of indexical order of sociolinguistic scales in a semiotic habitat make it possible to more critically evaluate the sociolinguistic system. This critical view has revealed a complexity that must be acknowledged. Please refer to Figure 1 for a diagram attempting to represent such a complex system. This theoretical view, especially as related to EMNJs in Taiwan, will be used in this dissertation to guide the data analysis, the findings, and the interpretation of those findings.

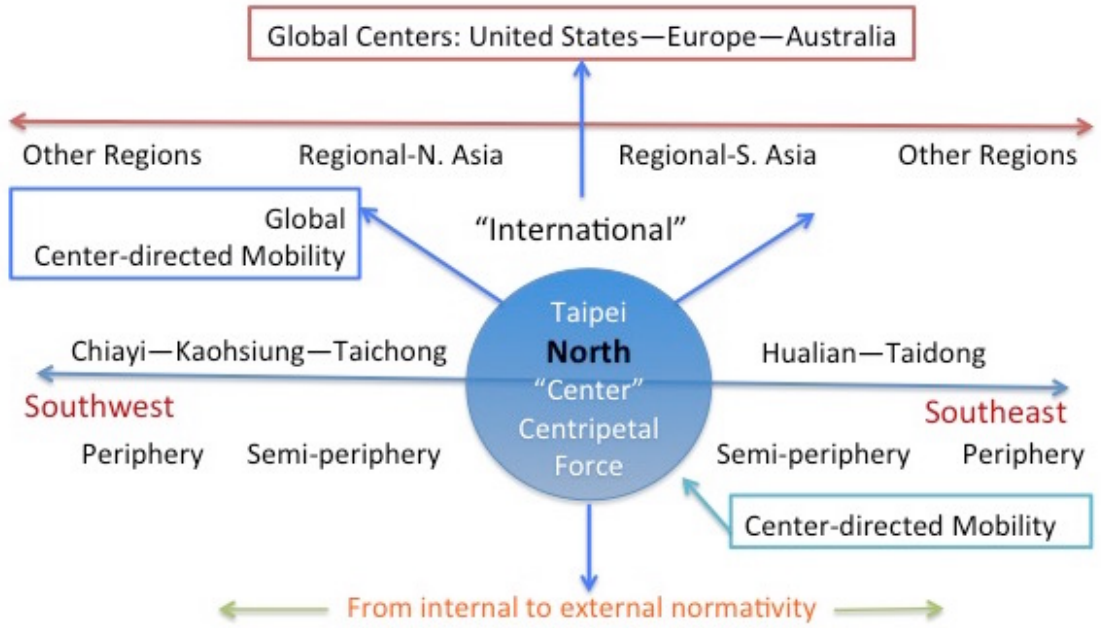

Figure 1. Fractal replication of the world system in a vertical indexical scale on the global level and as a horizontal space distribution in Taiwan with both margin- and center-directed movement. In Taiwan, Taipei is the "center" and geopolitical space and influence are margin-directed, radiating southbound toward the semi-periphery and periphery along the west and east. Localities beyond Taiwan are "international." As resources are held in the Taiwan center, standards through the evaluation regime radiate outward through centripetal force. Center-directed mobility represents movement up indexical scales, which can occur from any point on the geo-continuum. Through harnessing linguistic and non-linguistic resources, scholars beyond the Taipei center can gain center-directed mobility. Those at the center have access to more resources and thus have opportunity to move to the next scale level, regional and/or international. This mobility can be physical, textual, or symbolic. The access to the resources is theorized as based on location on indexical scales of education, institution, and rank, i.e. their TimeSpace.

CHAPTER 3

METHODOLOGY AND RESEARCH DESIGN

This qualitative study explores the phenomenon of English medium national journal publishing in the semi-peripheral context of Taiwan. By learning about the publishing experiences of multilingual researchers working at Taiwanese institutions under globalization-induced institutional policies, who have nonetheless published in English-medium "national" journals, an understanding of those journals is gained.

Chapter 1 explained why English-medium journals are the object of study in this dissertation. In sum, it is because their publishing of full articles in English is likely an indication of the discipline's connection to international Anglophone scholarship (Lillis, 2012), along with institutional expectations that the discipline's scholars publish in English. TBEMJs in the THCI Core and TSSCI are of interest because citation index inclusion indicates adherence to a set of standards and publication stability over time and connotes a sense of quality (Sheridan, 2015). On the other hand, scholarship in the natural sciences, medicine, technology, or engineering in Taiwan gravitated toward the Anglophone center journals before the quest for higher global university rankings. Therefore, there are nearly no domestic journals in these disciplines (J. C. Huang, 2011), which would explain why there are no domestic indexes for them in Taiwan. The study is guided by one primary open-ended ethnographic question and two sub-questions:

What are humanities and social sciences scholars' perspectives and perceptions regarding their publication practices in the higher education environment of Taiwan?

A: What forces and issues influence participants' general publication practices?

B: What forces and issues influence participants' decisions to publish in Taiwan-based English medium journals?

In this chapter, the rationale for the qualitative research design will be introduced and explained before the design of the study is described. Next, the setting will be introduced, including an overview of numbers of journals published in Taiwan, narrowed down to the English medium journals that are represented in the domestic databases. Then the sampling procedure will be described, including the selection of journals and identification of individual authors invited to participate. The last sections of the chapter cover data collection in two phases, transcription and translation, data analysis and interpretation, and ethical considerations.

Rationale for Qualitative Research Design

This study explores the phenomenon of national scholarly publishing in a semi-peripheral context through the experiences of individual authors in Taiwan. The research methodology needs to reveal the complexity of the situation viewed through a theoretical framework using scales and polycentricity of the globalized environment in order to not have the results collapse into a simplified picture of a local phenomenon. According to Creswell (2007) "this detail can only be established by talking directly with people, going into their homes or places of work, and allowing them to tell the stories unencumbered by what we expect to find or what we have read in the literature" (p. 40). Therefore, the primary method of data collection for this qualitative study was one-on-one in-depth interviews at a location of each participant's choice. Other data included participants' curricula vitae and their universities' policy documents.

Study Design

To address the research questions, 14 multilingual Taiwan-based humanities and social sciences (HSS) scholars were interviewed about their publication practices, especially regarding their experiences with Taiwan-based English medium journals (TBEMJs) that are included in Taiwan's citation indexes. Therefore, the study utilized in-depth one-on-one interviews at a

location of each participant's choice, which included offices at their institution or coffee shops. During the interviews, each participant referred to their curriculum vitae while responding to individuals' perspectives and perceptions, and reflections on their experiences. Their curricula vitae were also used to triangulate and fill in gaps of interview data during analysis. Finally, further document analysis of the CVs and institutional policies was conducted.

Setting

The setting of this study is broadly the higher education environment in Taiwan, in which English medium "national" journals have been supported while other policies push scholars to publish in Anglophone center journals. Because the study seeks to understand TBEMJs through the experiences of authors in Taiwan, the criteria set to identify potential participants were not limited to Taiwanese faculty or even to multilingual academic writers, meaning that all authors of articles in the journals were considered potential participants, as long as they were affiliated with a Taiwanese institution. Furthermore, the study sought to gather in-depth perspectives from at least a dozen individuals from different disciplines, as well as educational and institutional backgrounds, to gain a broader perspective than previous studies such as Liu (2014), who interviewed five scholars, and Sun (2015), who surveyed only applied linguists in Taiwan. Before compiling a list of potential participants, however, an understanding of the overall "national" journal publishing environment was necessary.

Assessing Potential Journals From Which to Recruit Interview Participants

Duff (2008) suggested surveying the context before sampling to gain a broad perspective of the potential sample "to establish either the representativeness or uniqueness of the cases ultimately selected against the backdrop of the population from which they are drawn" (p. 122). First, two major databases that cover nearly all journals published in Taiwan were utilized to

create a list of those that publish full articles in English. The databases were the Taiwan Citation Index—Humanities and Social Sciences (Beta) (TCI-HSS) [臺灣人文及社會科學引文索引資料庫] from the National Central Library, and China Electronic Periodical Service (CEPS) [中文電子期刊服務]. In addition, Airiti Library [華藝線上圖書館], a commercial scholarly publisher that has established a database including CEPS and other indexes, was consulted. At the time of this search, there were 1,015 journals listed in TCI-HSS. CEPS includes journals from Taiwan, China, and Singapore and listed 1,278 humanities and 2,854 social sciences journals. This research on citation indexes and journal websites found that most journals in Taiwan are published by university academic departments, while some are published by other university entities, professional organizations, or Academia Sinica, a national research center. It was found that a total of 57 humanities and social science journals based in Taiwan indicated on their websites that they publish full articles in English. However, many of them had rarely, if ever, done so. Then, the lists of journals included in the Taiwan Social Science Citation Index (TSSCI) and the Taiwan Humanities Citation Index (THCI) (formally, the THCI Core) were consulted to narrow the potential selection of journals from which to build a sample of participants. Of the 57 EMJs previously identified as publishing original research articles in English, ten were found to be in the THCI Core and six in the TSSCI, with two in both (RIHSS, 2013b).

As Table 1 shows, this library database research identified 14 Taiwan-based journals that not only indicated on their websites that they publish full original research articles in English, but have done so regularly over at least the last five years. Seven publish articles only in English and four are bilingual journals, with articles submitted in either English or Chinese. In addition, *Language and Linguistics,* instead of publishing bilingual issues, publishes four English language and two Chinese language issues per year. However, following TSSCI and THCI

requirements, English abstracts are provided for all Chinese language articles in all journals.

Besides language of publication and publishing entity, data collected about each journal included: frequency and years of publication, membership in domestic citation indexes, and website address. Based on this initial data collection, four journals from different disciplines were chosen, from which a sample of potential participants was drawn. This process will be described next.

Table 1

TSSCI and THCI Core Journals That Regularly Publish Full Articles in English

	RIHSS Category	Title	Publication frequency	Lang-uage	Year Est.	TSSCI	THCI	Publisher
1	Law	*National Taiwan University Law Review*	semi-annually	English	2006	2009-2013		College of Law, National Taiwan University
2	Linguistics/ Moved from Education in 2016 list	*Journal of Chinese Language Teaching*	3/year	English / Chinese	2004	2009-2016	2005-2016	World Chinese Language Association
3	Linguistics	*English Teaching and Learning*	quarterly	English / Chinese	1976		2008-2016	NTNU Department of English
4	Linguistics	*Language and Linguistics**	6 per year (4 English, 2 Chinese)	English or Chinese	2000		2011-2016	John Benjamin's
5	Linguistics	*Taiwan Journal of Linguistics*	semi-annually	English	2003		2008-2016	NCCU Graduate Institute of Linguistics
6	Linguistics	*Concentric: Studies in Linguistics*	semi-annually	English	2004		2008-2016	Department of English, National Taiwan Normal University
7	Literature	*Tamkang Review*	semi-annually	English	1970		2008-2016	Western Language Department, Tamkang University

8	Literature	*NTU Studies in Language and Literature*	semi-annually	English	1985		2008-2016	Department of Foreign Languages and Literatures, National Taiwan University
9	Literature	*Wenshan Review of Literature and Culture*	semi-annually	English / Chinese	1995		2010-2016	NCCU Department of English
10	Literature	*Concentric: Literary and Cultural Studies***	semi-annually	English	2004		2008-2016	Department of English, National Taiwan Normal University
11	Manage-ment	*Asia Pacific Management Review*	quarterly	English	1996	2005-2015		College of Management, National Cheng Kung University
12	Manage-ment	*International Journal of Information and Management Sciences*	quarterly	English	1990	2008-2015		Graduate Institute of Management Sciences, Tamkang University
13	Multi-disciplinary	*EurAmerica: A Journal of European and American Studies*	quarterly	English / Chinese	1971	2009-2015	2008-2013	Institute of European and American Studies, Academia Sinica
14	Multi-disciplinary	*Journal of Nursing Research****	quarterly	English	2001	2005-2015		Taipei: Taiwan Nurses Association

Note: This list was first compiled based on lists for TSSCI and THCI Core published in 2014 and updated in May 2017 from the TSSCI list published in 2015 and the THCI list published in 2016. The lists include journals that met citation index requirements for at least the three prior years.

* Arts and Humanities Citation Index, and Social Science Citation Index

**Arts and Humanities Citation Index

*** Joined Social Science Citation Index

Sampling

The sampling strategy used in this study was purposive (Schwandt, 2007) at the level of selecting journals; within each journal, participants were chosen from a list compiled from the journal's website, depending on the overall numbers of each journal. First, from the 14 journals,

two journals from the TSSCI and the THCI were chosen from the disciplinary sections determined by the RIHSS for a diverse sample. The categories are: Law, Linguistics, Management, and Multidisciplinary. For categories with more than one journal, the longest-published title was chosen, except in the case of two journals. The first exception was in the linguistics category because I have already studied *English Teaching and Learning* quite extensively (please see Sheridan 2015, 2017). However, for other reasons, one participant who published in *ETL* was interviewed, which I explain in the next section. The second exception was in the Multidisciplinary category because, in the longest-published journal, *EurAmerica*, of 86 articles written by Taiwan-based authors between 2007 and 2015, only 26 were in English. With a look over the issues of 2005 and 2006, it was reasoned that the potential sample of Taiwan-based authors who had published in English would not be sufficient. Next, I will briefly describe each of the journals based on information available on their websites. Table 2 provides further information about the four journals during the period from which the sample was drawn.

National Taiwan University Law Review

According to its website, *National Taiwan University Law Review* (*NTU Law Review*) is published by National Taiwan University College of Law.

> The main purpose of the *NTU Law Review* is to promote the understanding of Asian legal systems, deal with the latest legal issues and introduce Taiwanese law in English. Therefore, the *NTU Law Review* invites the submission of original articles, on any law related topic concerning Taiwan, Asian or any other jurisdictions of the author's choice. (NTU Law Review, 2017)

Language and Linguistics

According to its website, *Language and Linguistics* "publishes research in general and theoretical linguistics on the languages of East Asia and the Pacific region, including Sino-Tibetan, Austronesian, and the Austroasiatic and Altaic language families (Indo-European and Afro-Asiatic languages are not included)" (Language and Linguistics, 2017). The journal is associated with the Institute of Linguistics, Academia Sinica, which published it from its inception until 2014; that year, it began to co-publish with SAGE for worldwide distribution until 2016 (Volume 15-17). Then, beginning in 2017 (Volume 18), the publishing partnership changed to John Benjamins.

International Journal of Information and Management Sciences

According to its website, *International Journal of Information and Management Sciences* has been published since 1990 by Tamkang University, a private university in the Taipei metropolitan area. In addition

> IJIMS focuses on, but is not limited to, topics of Information, Management Sciences, Operation Research, Decision Theory, System Theory, Statistics, Business Administration and Finance and others. All mathematical models for theoretical study with or without its applications are welcome. The former is encouraged. (International Journal of Information and Management Sciences, 2017)

Journal of Nursing Research

The Journal of Nursing Research (*JNR*) is the flagship journal of the Taiwan Nurses Association. It

> is comprised of original articles that come from a variety of national and international institutions and reflect trends and issues of contemporary nursing

practice in Taiwan. All articles are published in English so that *JNR* can better serve the whole nursing profession and introduce nursing in Taiwan to people around the world. Topics cover not only the field of nursing but also related fields such as psychology, education, management and statistics. (The Journal of Nursing Research, 2017)

Table 2

Journals from Which Sample Was Drawn

Discipline	Journal	Domestic Index	Thomson Reuters Products	Other Databases	Open Access
Law	*National Taiwan University Law Review*	TSSCI	None	None	Yes
Linguistics	*Language and Linguistics*	THCI	A&HCI; SSCI; Thomson Reuters: Current Contents - Arts & Humanities	Journal Citation Reports/Social Sciences Edition, Linguistic Bibliography/Bibliographie Linguistique, Linguistics Abstracts, MLA International Bibliography, ProQuest: LLBA, SCOPUS	Yes
Manage-ment	*International Journal of Information and Management Sciences*	TSSCI	None	None	Only abstracts; No electronic versions; only paper copy.
Multi-disciplinary	*Journal of Nursing Research*	TSSCI	SCIE, Journal citation Reports/Science Edition, SSCI, Journal Citation Reports/Social Sciences Edition, Current Contents/Social and Behavioral Sciences and Current Contents/Clinical Medicine.	Academic Citation Index (ACI) (Taiwan), Cumulative Index to Nursing and Allied Health Literature (CINHAL), MEDLINE; SCOPUS	No, except for some random issues

Developing the Sample

Journal articles were accessed either from the journal websites (open access) when available or the Aritri database. First, for each journal a database, including all authors in the last five years or up to 70 authors whose email addresses were provided with the article, was compiled. I limited the sample to those who had published in the last five years because the publishing experience would likely be relatively fresh for the participants and would represent the recent status of the journals, helping to get a picture of current conditions of academic publishing in Taiwan. Information collected, when available, included institution, rank, and email addresses of the authors. Author status (first, corresponding, other) and other roles in the journal, such as reviewer, editorial board member, or editor, were also noted. The goal was to identify up to 70 individuals who had published at least one article in one of the journals from 2015 back to 2010, and to whom I emailed an invitation to participate in one in-depth, individual interview (Appendix A).

Please see Table 3 for information regarding the study sample and completed interviews. Special circumstances arose with each journal. For example, the law journal has only been published since 2006 and fewer than half of the authors were from Taiwanese institutions. Therefore, all Taiwan-based contributors were contacted (N=43). For the linguistics journal, the email invitation was sent to the 50 corresponding authors that were identified between 2010 and 2015. In addition, one author from the English language teaching journal was included in the linguistics category. This is because she was originally contacted as an editor of another journal, but then also responded to the interview questions for authors. For the management journal, 58 authors were found between 2014 and 2015 because all authors' emails were provided, not only those of the corresponding authors; therefore, all corresponding authors and alternating second,

third, or fourth author for each article were contacted. For the nursing journal, 70 corresponding authors between 2012 and 2015 were contacted. An invitation written in English and Chinese to participate was sent to 221 authors (Appendix A) in two rounds in August and September of 2015. Authors who agreed to participate included 1 from law, 7 from linguistics (different sub-disciplines including English language teaching, psycholinguistics, indigenous languages, literature/culture, and cognitive linguistics), 3 from management, 3 from nursing, and 1 from TESOL, for a total of 14 author interviews.

Table 3

Study Sample and Completed Interviews

Discipline	N contacted	Period of Publication	N Interviews Conducted
Law	43	2006-2015	1
Linguistics*	51	2010-2015	7
Management	58	2014-2015	3
Nursing	70	2012-2015	3
Total	222		14

*An ELT journal and a generalist linguistics journal that covers many sub-disciplines

Data Collection

Phase One: Pre-Interview Research

Existing data related to each participant's professional and publishing experience were sought online from individual and/or university websites. They were also asked to email their most recent curriculum vitae to me before the interview. This gave them a chance to think about their experiences prior to the interview. The CVs were also helpful in triangulating the interview transcripts during data analysis. In addition, promotion and review regulations publicly available on the websites of participants' institutions were gathered.

Phase Two: In-Depth Guided Interviews

The main source of data in this study was in-depth interviews. Scholars who responded to the email invitation (Appendix A) participated in one face-to-face interview that lasted from one to two hours. The interviews encouraged the participants to explore their perceptions because, as Marshall and Rossman (2011) maintain, "an assumption fundamental to qualitative research" is that "the participant's perspective on the phenomenon of interest should unfold as the participant views it" (p. 144). This form of interview was chosen because, as full-time faculty members with publishing experience, they would likely be able to speak confidently about their perceptions (Creswell, 2007). However, at the same time, the topics covered in the interview can be considered sensitive; therefore in order to protect participants' privacy, the interviews were one-on-one and held at a location of their choice. Five chose to meet at their on-campus office and the rest requested to meet at a coffee shop at a location convenient for them.

Before each interview began, the participant was presented with two informed consent forms, one from my doctoral institution and one from the university where I am employed in Taiwan (Appendices B and C). Participants had the option to choose their own pseudonym; otherwise, I assigned one to them. Interviews were conducted in Mandarin and/or English, depending on the participant's preference, audio recorded digitally, and transcribed verbatim; this process will be described in greater detail in the next section. The interview protocol (Appendix D) consisted of ten open-ended questions, five related to their experiences and perceptions and five related to institutional expectations. During the interview, we referred to their CV to keep track of their professional timeline and focus discussion on particular experiences. Interview questions were open-ended in order to gather participant oral history data regarding their experiences and perspectives of working with TBEMJs in particular, and their

scholarly publishing experiences in general. After the interview, participants were offered a cash gift of NT$500, about US$17, which was provided by my research grant from the Ministry of Science and Technology of the Republic of China. Two interviewees declined the gift.

Transcription and Translation

Audio recordings were transcribed word for word in languages used by interviewees (Mandarin Chinese and/or English). Mandarin sections were translated into English by native speakers of Mandarin, who were either research assistants or professional translators, and myself. All transcriptions were checked by at least one individual again, either the research assistant or myself. I also conducted a third check of all the transcripts and translations by listening to the recordings, while reading translations and referring to notes taken during the interviews, to ensure accuracy of translation and meaning. Interviewees' portions, originally spoken in or translated to English, were then proofread following Lillis and Curry (2010), who suggested the approach to "navigate a position between one which offers accuracy and a flavor of scholars' expression in English, while avoiding representations which might stigmatize them in any way, for example as 'non-native' users of English" (p. 178).

In the additional transcription process for the short autobiographical narratives, which recalled individual experiences with a journal and illustrated the reasons for submitting their article to the journal, my voice with questions and comments is not included, and neither are the teller's utterances of 'uh,' 'um,' or laughing, etc. Standard spelling, sentence, and paragraph structure were used as suggested by Atkinson (1998).

Data Analysis and Interpretation

Description, analysis, and interpretation are three parts of analysis (Wolcott, 1994). Creswell (2007) described a data analysis spiral as entering with data, going through a series of

"analytic circles," and coming out with an account or narrative (pp. 150-151). In this study, there are three sets of data including (a) transcripts from interviews with journal contributors; (b) participants' curriculum vitae and websites; and (c) existing documentary data in the form of publicly available policy documents. This inquiry was guided by the research questions as the description of the raw data from different perspectives evolved.

Analysis Process

First, a table was developed, using pseudonyms, to map out each participant's basic information including discipline, which of the four TBEMJs they published in, academic rank at the time of the interview, if they worked at a private or public university and what region in Taiwan it is located, the year and nation where they earned their highest degree, and the nation where they completed other university education. Because of privacy concerns, this information will not be presented in one table. In addition, actual names of participants were not included in any analysis tools. Each transcript was copied in the original question and response order into an Excel sheet, with interviewer and interviewee in separate columns. Participants' responses were summarized in another column, and in yet another, researcher reflections were written through immersion, the process of reading the transcripts several times and writing memos (Creswell, 2007). As in Sheridan (2015), sections were color coded by broad topics generated from research questions, including: factors for submitting to the TBEMJ, and positive and negative aspects of the experience, along with attempts to identify possible themes at macro and micro levels. Based on this, a summary of salient issues for each participant was drafted. Next, additional columns were added as themes were revealed, and codes were assigned—a reiterative process. The themes were: (a) Reasons (Publishing expectations): Promotion, evaluation, grant review, graduation; (b) Reasons for publishing in general, especially WoS, (c) Problems, challenges,

success; (d) Reasons for publishing in TBEMJs; (e) Experiences with TBEMJs (step by step); (f) Perceptions of TBEMJs based on experiences; (g) Other perspectives and future.

A code is defined as "a label attached to a section of text to index it as relating to a theme or issue in the data which the researcher has identified as important to his or her interpretation" (King, 1998, p. 119). Through this reiterative process, codes and "multiple forms of evidence to support each" were identified (Creswell, 2007, p. 151). The number of descriptive and interpretive codes fluctuated as categories were made apparent. I identified "code segments … [to] be used to describe information and develop themes" (Creswell, 2007, p. 153) based on what in the data might be expected, what is surprising, and what is especially interesting. To begin this process, another excel sheet was created. The columns were labeled with participants' pseudonyms, and indicated if they were part of the "new" or "old" hiring/promotion system, their rank, and discipline. The rows were labeled with themes, sub-themes, and codes. During the reiterative process of reading transcript data in the excel file, the table was used to track which participants mentioned which ideas related to the codes and the coordinates of the cell or cells in the transcript excel sheet where it was found. The tally does not indicate how many times each was mentioned. Three major themes were found from the analysis process: (a) publishing, (b) promotion, and (c) evaluation. Within each of these, sub-themes became apparent and codes developed. Sub-themes for publishing included: (a) choosing the journal and (b) journal location. Sub-themes for promotion included: (a) perceived publication preferences, (b) points, (c) policy impact, and (d) other criteria. Sub-themes for evaluation included: (a) requirements set 1, which included practical top priorities based on institutional policy; (b) requirements set 2, which included practical secondary priorities based on institutional policy, and (c) indexicality, which expressed the perceived hierarchies of "international" over "national" and levels of citation

indexed journals based on location. As the number of codes grew within the sub-themes, the sub-themes were grouped. Finally, data related specifically to TBEMJ submissions were pulled from the larger data set to identify forces and issues related to authors' publishing decisions.

Presentation of the Data

Data and findings related to the two research sub-questions are presented in Chapters 6 and 7, respectively. Chapter 6 deals with participants' general publication practices, which are presented in themes, two related to issues and two related to forces. Chapter 7 deals with forces and issues that influence their decisions to submit manuscripts to TBEMJs. The findings are presented in five categories: (a) Rejection from "international" publications (N=8), (b) Citation index (N=6), (c) Time pressure (N=5), (d) Suitability (N=6), and (e) Relationships (N=7). Table 10, which is organized by rank of participants, shows which categories apply to each participant. Extended excerpts of their narratives are incorporated into the manuscript. Therefore, sections related to their experiences with a TBEMJ were compiled, with the goal of presenting the teller's "intended meaning" (Atkinson, 1998, p. 56).

Ethical Considerations

This study was approved by the Indiana University of Pennsylvania (IUP) Institutional Review Board for the Protection of Human Subjects in Indiana, Pennsylvania, USA, and the Research Ethics Committee of National Chengchi University in Taipei, Taiwan. It was funded by a Graduate Research Grant from IUP and another individual research grant from the Ministry of Science and Technology (MOST) of Taiwan (104WFA0250372). As mentioned throughout this methodology chapter, the purpose and nature of the study was explained in the informed consent forms, which they signed willingly (Appendices B and C). Steps have been taken to maintain the anonymity of the participants. These include the use of pseudonyms and masking the names of

institutions where they have studied or been employed. In addition, the years spent at any of the institutions were not specifically provided. Finally, their areas of study have been referred to only in general terms, and no particular articles which they have authored have been referenced.

Trustworthiness of Researcher, Data, and Analysis

As a relatively naïve college student, born and raised in the United States, I went to China and then to Taiwan as an exchange student in the mid 1980s. As a result, for most of my adult life I have lived and worked in Taiwan and traveled, especially within Asia. Since the mid-1990s, I became socially connected to several professors at local national universities while they were pursuing their doctoral degrees because of encouragement (i.e. pressure) from their institutions. They were part of the "old" system and knew the PhD was necessary for survival in the changing environment. They finished their degrees, were promoted, and persisted until they were eligible for retirement. Beginning in 2000, researchers from national universities, who had financial support from their institutions, began contacting me to help edit the English manuscripts they were planning to submit to "international" journals for the first time. By 2004, I began teaching part-time at a national university and in 2005 was hired full-time at a private university. At the former, a colleague, who was one of the first to encounter the new promotion system, was able to hire me (through financial support from the school) to help proofread and edit her main publication for the package she was submitting. At the latter, experienced instructors were now beginning or contemplating doctorate degrees as the pressure to increase PhD holders spread to the private universities. The issue was also a personal one for me, and I began considering my options regarding a PhD. As time went by, I witnessed the publication struggles and successes of researchers in various fields from the perspective of a "language broker" (Lillis & Curry, 2010) and as a friend and colleague of English teachers in Taiwan. Inspired by what I was learning

about second language writing, I began to pursue this doctoral degree. In 2011, the Symposium of Second Language Writing was held in Taipei with the theme, "Writing for Scholarly Publication: Beyond 'Publish or Perish'" (Matsuda, 2011). Presenting my historiography of a Taiwan-based EMJ and attending other sessions reinforced the idea that the struggles of Taiwanese scholars were being duplicated in other countries around the world.

I recall my experiences in order to expose any possible bias I may bring to this study on the one hand, but also to show how my involvement in this environment over time "facilitates a more in-depth understanding of the phenomenon under study" increasing credibility (Bloomberg & Volpe, 2012). To temper possible bias, a number of steps were taken throughout the implementation of this project toward strengthening the trustworthiness of the data and analysis. These included triangulation of methods to provide "additional observations [to] give us grounds for revising our interpretation" (Stake, 1995, p. 110). During the interviews, participants referred to their curriculum vitae to confirm their recollections. The CVs were also used during analysis to confirm interview data. Institutional policies were collected and analyzed in relation to interview data. All participants were provided the transcript from their interview. One individual requested certain comments regarding a colleague's publication experience not be included and to not mention his institution, conditions that were already part of the steps protecting participants' identities. Member checking occurred with two of the participants through email exchanges to clarify my understandings of their perspectives. The understandings developed from this process were incorporated into the data (Swanborn, 2010). Concerns regarding dependability were addressed in the thorough documentation of how the data were handled and the analysis process as described in this methodology chapter. Finally, I suggest that this study provides transferability, described by Marshall and Rossman (2011, p. 252) "ways in which the

study's findings will be useful to others in similar situations, with similar research questions," in two aspects. First is in the theoretical framework, which, in Chapter 2, provides rationale through the previous literature on globalization; this is followed by a detailed description of concepts adopted from a sociolinguistics of globalization (Blommaert, 2010) to build a framework from which to understand scholarly publishing in the semi-periphery. Second, based on the data collected regarding each participant, their institutional policies, and the broader environment, I have provided "thick description" from Geertz (1973), described by Lillis (2008) as "building up a detailed pictures [sic] of places, people, and resources" (p. 367)

Conclusion

This chapter has introduced the methodology used to carry out this qualitative study and the rationale for choosing it. It began by repeating the purpose of the dissertation, which is to explore the phenomenon of national scholarly publishing in the semi-peripheral context of Taiwan through the experiences of authors who are faculty of Taiwanese institutions. It is significant because, even though they are affected by globalization-induced institutional policies, these authors still spend time and energy contributing to TBEMJs.

The research design depended on guided in-depth one-on-one interviews, which were conducted in either English or Mandarin Chinese, depending on the participants' preference. Based on preliminary research, four journals from various disciplines were chosen from which to establish a sample of potential participants. From this sample, 221 authors were sent an email invitation to participate in the study; 14 agreed. Documents, including participants' curricula vitae and institutional policies, were also gathered for triangulation purposes. The audio recordings of the interviews went through a rigorous process of transcription and translation, when needed. Next, the data analysis was described in detail by explaining the reiterative process

of identifying themes and codes in the data and subsequent methods of interpretation. Finally, steps taken to ensure an ethical research process were described before ending the chapter with a discussion of trustworthiness.

CHAPTER 4

PARTICIPANTS' EDUCATION, INSTITUTIONS, AND PUBLISHING EXPERIENCE

The purpose of this chapter is to report data regarding the general academic backgrounds and publishing experiences of the 14 participants in this study. This data is from participants' curricula vitae and the interviews. The first part provides an overview of the participants' educational and institutional backgrounds (Table 4). The second part is a summary of their publishing experiences organized by academic rank at the time of the interview. An important overarching theme relates to the trajectory each participant has traversed, beginning with their education to faculty positions, and then publishing experience revealing resources that contributed to their mobility. Mobility, according to Blommaert (2010), from a sociolinguistics perspective, is "a trajectory through different stratified, controlled and monitored spaces" (p. 6). As a "sociolinguistics of mobility," location on this trajectory is determined by the access or lack of access to linguistic and non-linguistic resources an individual has and the ability to utilize them over "spatiotemporal frames" (p. 5), or semiotized TimeSpace (p. 34).

Participants' Educational Background and Institutions

The following discussion refers to information shown in Table 4, which outlines the educational background and institutions of this study's 14 participants. Rank is shown as 1, 2, or 3, meaning assistant, associate, or full professor, respectively. In this study, there were 5 assistant professors, 5 associate professors, and 4 full professors.

Assistant Professors' Education and Institutions

The five assistant professors are Chan, Chao, Deng, Pan, and Yan. They all finished their doctoral degrees between 2009 and 2011, though from four different countries. In addition, Deng was originally from Europe, while the others are all Taiwanese. Aside from Yan, who was

already employed by a tertiary institution in Taiwan before starting her doctorate, the other four used one or two years of post-doc positions to get research experience and/or prepare for their job searches. In an increasingly competitive job market, the post-doc experiences are a new trend in Taiwan. They were important because the recent graduates were able to generate some new publications and projects, which would make them more marketable for their job searches. It also provided the opportunity to establish relationships with senior scholars in their disciplines. Eventually, they all found full-time tenure track jobs with Chao, Yan, and Pan at private institutions and Chan and Deng at national institutions, where they were working at the time of the interview (Table 4). The table shows that the assistant professors who were able to get positions at the highest scale level, national universities in Taipei, had graduated from the highest scale level universities of the group, namely universities in the USA, Australia, or Europe.

As the participants in the current study most recently entering higher education in Taiwan, they are more likely than the others, especially the full professors from the old system, to experience the effects of globalization-induced policies. In Taiwan, the commodification and privatization of higher education has been exacerbated by not only ranking pressures that have raised publishing expectations of new PhDs, but also by Taiwan's low birth rate, leading to a decreasing student population to fill the seats at Taiwan's higher education institutes. Chao mentioned a decrease in the number of full-time tenure-track positions. One possible cause of this is that universities are reacting to shrinking enrollments.

Associate Professors' Education and Institutions

The five associate professors—Hao, Jon, Ma, Sun, and Tu—completed their terminal degrees between 2000 and 2011 (see Table 4). Sun worked as an intern for one summer, but unlike the assistant professors, none of the associate professors mentioned that they had a post-

doctoral fellowship, nor did they include it on their CV, even though aside from Sun, they earned their degrees within the same few years as the assistant professors. Like the assistant professors, the majority earned their degrees outside of Taiwan, mostly in the USA, also showing the international influence in Taiwanese higher education.

The associate professors' institutional experiences differed from the assistant professors. Ma, who studied only in Taiwan, joined a private university in 2008 and was promoted to associate professor in 2014. The experiences of the others, who all studied abroad, reflect more change and mobility between institutions. In addition, they have had full-time faculty positions at both private institutes and national institutes. Sun, the more senior associate professor, took his first position at a national university in 2001, just when the new system was being implemented. He reported that later, he retired from public service after promotion to associate professor and joined a private university as a dean in 2006 for one year, before moving to another as a faculty member. Although Tu taught at a private institution before beginning his EdD, he joined a national university in Taipei when he returned to Taiwan and was promoted there in 2015. After earning her PhD, Hao began her career at a private university and soon switched to the more prestigious national university, where she was promoted to associate professor in 2015. Jon had worked at a national university in her home country and earned tenure before moving to Taiwan. However, she started as an assistant professor at the national university in Taipei and was promoted in 2015. Changing academic institutions was not the only shift participants reported or showed on their CVs. Sun and Ma had come to academia after careers in the military and private sector, respectively. Ma indicated he decided to switch to academics because he had enjoyed the research he was doing related to his job.

The associate professors' professional experience seems to support the idea that those who earn their highest degrees in Europe or North America, rather than getting a *tubuoshi,* common Mandarin slang for a "local doctorate," are more likely to be hired at the prestigious universities in Taiwan, rising along the vertical indexical scale of institutions. Years of experience also has an impact; Ma, who studied in Taiwan, also began his academic career at the doctorate level after working in the private sector, while others, such as Tu, Jon, and Hao had been involved in their studies continually since their undergraduate years. Sun, in the profession much longer than the others, also showed the widest range of professional experiences. Their TimeSpace of years in the profession and international experience contribute to their mobility along the indexical scale of institution.

Full Professors' Education and Institutions

Four full professors were interviewed: Lin, Luo, Ren, and Yao. Although there is some overlap in experiences between the assistant and associate professors, the full professors seem like another generation of scholars from a world that no longer exists, especially after the liberalization of Taiwanese HE. The full professors completed their terminal degrees between 1979 and 2005, and have been associated with Taiwan's higher education system longer than most of the other participants. Lin, Ren, and Yao are senior scholars in their fields and entered higher education as instructors during the "old system," before the rank of assistant professor and time-limited promotion policies were established. Lin's highest degree is a Master of Science in Nursing (MSN), which she earned in the USA in 1979. On the other hand, Yao did not get her PhD until 2005, but began teaching at the tertiary level in the early 1980s. After earning an MA in Taiwan, she was promoted to associate professor in 1996. Then, as higher education was expanded and institutional ranking became a concern, Yao reported that "the school sent me to

study" and "cut my teaching hours" so she could focus on her doctorate at a national university in Taipei. Aside from her coursework in Taiwan, Yao went to the USA for two years, where she conducted research with a group of nurse practitioners in the early 2000s. Ren earned her PhD in 1992 in the USA directly after completing two Masters degrees there. Luo received his PhD in 1999 from the national university in southern Taiwan, where he'd also earned his BA and MA. However, he did not join a faculty until 2001 because he worked in the private sector for a year after he graduated. Thus, when he was hired at a private university, he came in under the new system, which required him to pass promotion to associate professor within six years.

The full professors' educational experiences have been impacted by national higher education policies because they straddle the old and new systems, a period when Taiwan's higher education was substantially affected by globalization. They also benefitted from this shift, as the government supported their transition, especially in the cases of Lin and Yao. It seems that the era in which they started teaching in universities has had more impact on their situations than the year that they completed doctoral studies, unlike the experiences of the assistant and associate professors in this study. Furthermore, because Luo started teaching under the new system, he may have more in common with some of the assistant and associate professors. He is also the only full professor who needed to search for a job at a university upon completing a terminal degree, and faced different institutional expectations from the other full professors interviewed.

Table 4

Participants' educational background and type of current institution

	Rank*	Highest degree	Year completed	Country earned	Discipline	Institution**
Chan	1	PhD	2010	US	Psychology	NI Taipei
Chao	1	PhD	2009	Taiwan	Management	PI North
Deng	1	PhD	2010	Commonwealth	Linguistics	NI Taipei
Hao	2	PhD	2008	USA	Education	NI Taipei
Jon	2	PhD	2008	Europe	English	NI Taipei
Lin	3	MSN***	1979	USA	Nursing	NI Taipei
Luo	3	PhD	1999	Taiwan	Management	NI South
Ma	2	PhD	2008	Taiwan	Finance	PI North
Pan	1	PhD	2009	UK	Information Studies	PI North
Sun	2	JD	2000	USA	Law	PI North
Tu	2	EdD	2007	USA	Linguistics	NI Taipei
Ren	3	PhD	1992	USA	Linguistics	NI South
Yan	1	PhD	2011	Taiwan	Linguistics	NI South
Yao	3	PhD	2005	Taiwan	Nursing	PI North

*Rank at the time of interview: 1=assistant professor; 2=associate professor, 3=full professor
**Institution where employed at time of interview: NI=National Institution; PI=Private Institution
*** Masters of Science in Nursing

Participants' Publishing Experiences by Academic Rank

Next, the 14 participants in this study are again grouped by academic rank at the time of the interview to summarize their publishing experiences and interpret them using the theoretical framework based on individuals' TimeSpace. In this way, I consider their linguistic and non-linguistic resources that seem to affect their center-directed mobility. In addition, each group has experienced the centripetal pull from the Taiwan center and the Anglophone center in different ways.

Assistant Professors' Publishing Experiences

Please refer to Table 5 for the following discussion regarding the five assistant professors interviewed in this study: Pan, Chao, Deng, Chan, and Yan. Language resources, international

experience, and years of academic experience seemed to affect assistant professors' job opportunities. These resources continued to support their mobility as publishing scholars. Although Pan was relatively late to scholarly research, she believed that the English skills gained during her PhD study in the UK were the key to her full-time faculty position and that they continue to provide professional capital as colleagues have invited her to co-author articles. Chao switched to English as her language of publication early in her scholarly career and has since co-authored a dozen articles. Deng and Chan both earned their doctorates in Anglophone countries in 2010, but began publishing in English back in 2001; they each have authored 29 and 62 academic publications, respectively (including conference proceedings, which have been important in their disciplines)—the two assistant professors with the most publications. This early foray into scholarly work, especially in English, and foreign degrees may have given them an advantage, given that they secured tenure-track positions at the highest scale-level universities. However, with greater pressure to publish in internationally indexed journals and mindful of impact factor, they and Yan have published only one article in Taiwan-based journals. On the other hand, Pan and Chao, who were hired at private institutions, have fewer publications overall. They include Chinese articles and two and three in TBEMJs, respectively. These findings seem to support Hanauer and Englander (2013), who found that Mexican scientists who had studied abroad and started publishing earlier were more likely to be successful authors at research institutions. This indicates that not only where on the educational institution vertical scale an individual enters a discipline may influence their opportunities, but that years of experience also affects the scale level of the institution where they are hired, another source of mobility.

Table 5

Assistant professors' publishing activity based on CVs

P & year of PhD	Earliest academic publication of any kind (languages other than English)	Earliest academic publication of any kind (English)	Total academic publications*	Conference proceedings	Multi-authored English journal articles	Single authored English journal articles	Articles in indexed TBEMJs ***
Pan 2009	2010 (L1)	2007	10	0	0	3	2
Chao 2009	2000 (L1)	2004	27	13	12	0	3
Deng 2010	2001 (L1); 2011 (L3)	2001	29**	12	1	4	1
Chan 2010	NA	2001	62	45	13	0	1
Yan 2011	NA	2007	3	1	0	2	1

*Journal articles, books, book chapters, conference proceedings, reports shown on CV
**He included everything, even internal reports, unpublished research, and portions of publications.
***Taiwan-based English medium journals

Associate Professors' Publishing Experiences

Compared to the assistant professors, the associate professors' experiences represent earlier globalization-influenced changes in the HE environment of Taiwan that intensified the importance of publishing quantity, especially in indexed journals. Table 6 shows the associate professors' (Sun, Tu, Ma, Jon, and Hao) publications, including earliest publishing activity in English and other languages based on the curriculum vita that each provided. The information included in this table is slightly different from that in Table 5 (assistant professors' publishing

activity). This is because conference publications were not prominent in the associate professors' CVs, while they showed more publications in both indexed and non-indexed TBEMJs. Of the five associate professors, while having the most multi-authored articles, only Ma included a Chinese publication on his CV. He also began his academic career later than the others, and is the only one who has worked only at a private university. On the other hand, Sun and Jon started publishing earlier than the others and have the most publications. Jon had already been tenured at a high-ranking university in her home country, which helps to explain her high number of publications. Sun is an interesting case because he shows no multi-authored articles and has the most articles in TBEMJs, both indexed and non-indexed. This is the evidence for his stated preference for domestic publications and relatively little concern about citation indexes, which is a condition based on his experience in the US, seniority and discipline (Law). On the other hand, the other four, who came into the new system, have only published in indexed TBEMJs. In addition, while Tu published three articles in TBEMJs, the other three only published one each. The associate professors' publishing records, based on their CVs, indicate how different linguistic and non-linguistic resources, especially transnational contact and years of experience building networks, can increase scholars' mobility.

Table 6

Associate professors' publishing activity based on CVs

P & year of last degree	Earliest academic publication (non-English)	Earliest academic publication (English)	Total publi-cations*	Multi-authored English journal articles	Single authored English journal articles	Articles in indexed TBEMJs**	Articles in TBEMJs***
Sun 2000	NA	2003	22	0	22	4	13
Tu 2007	NA	2009	7	3	4	3	0
Ma 2008	2012 (L1)	2009	12	9	1	1	0
Jon 2008	NA	2003	29	0	12	1	0
Hao 2008	NA	2006	10	3	6	1	6

*Journal articles, books, book chapters, conference proceedings, reports shown on CV
**Taiwan-based English medium journals included in TSSCI, THCI-C, SCI, SSCI, A&HCI
***Taiwan-based English medium journals

Full Professors' Publishing Experiences

Please refer to Table 7 for the following discussion regarding the four full professors interviewed in this study: Luo, Lin, Yao, and Ren. Except for Luo, the other full professors began their careers under the old system before the rank of assistant professor was established. In addition, Lin was able to become a professor without a PhD and Yao did not earn hers until 2005. That meant that Lin, Yao, and Ren had much less policy-driven pressure to publish than Luo and the assistant and associate professors interviewed in this study. However, they published anyway and in a variety of publication types. The full professors' linguistic resources gathered through education and institutional experiences, especially experiences in the US, impacted their publishing success. As the latecomer, Luo has published the fewest articles in all of the

categories. The other three published many articles in Chinese, as well as many more co-authored than single-authored papers. This may reflect disciplinary practices, but also may be because they did not have to deal with evaluation by points early in their careers. In addition, after becoming full professors, their attention has focused on supporting students and research teams of younger scholars, who are much more intensely affected by the "publish or perish" phenomenon than they ever were. In conclusion, the full professors illustrate the span of Taiwan's HE development from before the effects of globalization through to the current semiotic habitat in which the politics of citation indexes is impacting researchers' experiences and decisions between scholarly generations.

Table 7

Full professors' publishing activity based on CVs provided by participant

P & year of degree	Total *	Earliest Chinese/English	Multi-author English	1st authored English articles	Single authored English articles	Indexed TBEMJs**	TBEMJs***
Luo 1999	27	2005/2004	12	9	3	1	2
Lin 1979	33	**/1991	24	15	3	5	6
Yao 2005	59	NA/1989	53	18	1	13	0
Ren 1992	65	1995/1988	22	12	7	4	4

*Journal articles, books, book chapters, conference proceedings, reports. Not counting "in press" or "accepted"
**Interview reported publishing in Chinese over 15 years ago, but not shown on CV
***Taiwan-based English medium journals

Conclusion of Participants' Education, Institutions, and Publishing Experience

In this chapter, I introduced the study participants in two parts. First, data regarding their educational and institutional backgrounds were reported. This was followed by a summary of publishing experiences based mostly on their CVs and supported by interview data. The data

showed some basic trends in mobility in that access to linguistic and non-linguistic resources tended to encourage mobility toward center-oriented activity. The resources could be gained through movement along one or a combination of the three scales of individual mobility introduced in the theoretical framework: education, institution, and rank. This movement up the indexical scales has impacted the individual participants' publishing experiences in different ways. For example, full professors who entered the higher education system before globalization-induced policies did not experience intense "publish or perish" pressure early in their careers. Their mobility was generated through the funding that made transnational educational experiences possible, which then generated linguistic resources that supported publishing efforts. The assistant and associate professors who have been able to move toward the center in publications more likely gained their linguistic resources through earning their doctorate degrees in Anglophone countries. Those who did so entered the higher education system already at a higher level on the indexical scale of education, which then gave them greater momentum for institutional and rank mobility.

CHAPTER 5

TAIWAN'S HIGHER EDUCATION ASSESSMENT REGIME: PROMOTION AND EVALUATION POLICIES AT PARTICIPANTS' INSTITUTIONS

The purpose of this chapter is to introduce Taiwan's higher education assessment regime (Flowerdew & Li, 2009, p. 280) established by the Ministry of Education. It begins with a brief introduction to the origins of the current evaluation system and the indexical scale of institutions. The rest of the chapter introduces the promotion and evaluation policies of the institutions where study participants are affiliated. By establishing the indexical scale of institutions along with identifying the "center" to "periphery" continuum of geographic space, a heuristic for higher education institutes is used to analyze the evaluation policies at different institutions. The chapter concludes with a summary and theoretical interpretation of the findings.

The Assessment Regime in Taiwan

In the 1980s, the central government in Taiwan set a goal to increase the percentage of college graduates because higher education was seen as the source of national development that would allow Taiwan to compete at the global level of business and industry. However, as the higher education system expanded, the government was no longer able to fully fund public higher education institutes as many vocational schools upgraded to universities and more private institutions were established (Chou, 2008). According to Mok (2007), in order to satisfy public scrutiny over higher education funding, governments in several Asian countries, including Taiwan, established assessment programs based on research output and "international benchmarking" (p. 442). Under this kind of system, established research institutions gained prestige and further investment while newer institutions remained underprivileged with fewer financial resources. In addition, though less than in the past, public universities still retained

much of their public funding, which ensures significantly lower tuition, making student admissions competitive. Furthermore, besides higher job security for academics, a position at a national institution is particularly desirable because faculty members are entitled to financial benefits, such as partial reimbursement for dependents' tuition from elementary school through college and, for citizens, a monthly pension. Thus, on the indexical scale of institution, "national" or "public"[8] signifies higher prestige than "private," and "university" signifies higher prestige than "vocational" institutions. Therefore, the indexical scale for institutions from lowest to highest is:

1. vocational school (private)
2. vocational school (public)
3. university (private)
4. university (public)
5. research institute (private)
6. research institute (public)

Based on this indexical scale, the results of online research into the promotion and evaluation policies at participants' institutions will be presented in two groups—first, the private institutions (PIs), and second, the national institutions (NIs).

The Assessment Regime: Promotion and Evaluation at Participants' Institutions

As noted, the 14 scholars, who were interviewed for this study, are faculty members at 12 different institutions, of which seven are public and five are private, including five technology institutions of which one is a vocational college. Two regulations from each of the 12 institutions were found online, one each for promotion and regular faculty evaluation. The university level

[8] The word "national" comes from the direct translation, guoli, from Mandarin [國立], which is used in the English names of public institutions.

regulations are based on Ministry of Education regulations, but vary among universities showing the polycentricity of the system, in which each institution constitutes its own center-to-periphery power structure. There are three parts in this section. First, I will explain the regulations for promotion from assistant to associate professor at the 12 institutions. Second, I will explain the regulations for regular (non-promotion) evaluation at the 12 institutions. Finally, the findings will be theorized using the heuristic of a fractal replication of Taiwan as a polycentristic national context, especially in relation to indexical order of location from the "center" (Taipei) to the "periphery" (southern Taiwan) (see Figure 1 in Chapter 2).

Promotion Regulations: Assistant Professor to Associate Professor

Promotion regulations for assistant to associate professor rank are of interest because all new assistant professors at higher education institutes, except for those at vocational colleges, are required by the Ministry of Education to be promoted to associate professor within a limited time or risk being terminated from their position[9]. There are three major evaluation criteria at most institutions: (a) research, (b) teaching, and (c) service. According to the regulations at all of the institutions, faculty members must officially serve at the rank of assistant professor for three years before applying and, aside from the vocational college, be promoted within six years of being hired, with one additional year for probation, if necessary. In addition, all research publications submitted must have been published within five years of the application.

In this process, the promotion application is first submitted to the department for initial review. If approved, the college level committee examines the case to determine if the application merits examination by external peer reviewers. After the external review, the college committee assesses the results. When the application passes the college level, it is sent to the

[9] In the Taiwanese HE system, there is no tenure system separate from mandatory promotion from assistant professor to associate professor. Promotion to full professor is not required.

university level committee meeting. After passing the university level, the application must be approved by the university president. What varied among the institutions were descriptions of research products and the percentages and/or points allotted for the three main criteria, which, except for one university, were research, teaching, and service/advising (see Table 8). Findings from the online research are presented next.

Promotion criteria weighting. Of the five private institutions, all are located in northern Taiwan, but not in the Taipei metropolitan area, which situates them close to, but not *at* the "center". The descriptions of types of works are general; for example: "[P]ublicly published book(s), or paper(s) published or accepted for publication in an academic journal relevant to the applicant's research and teaching area." Among the private institutions, the three evaluation criteria are weighted fairly evenly. Except for PI-3, the private universities appear to *not* emphasize research activity more than other responsibilities.

The seven national institutions are located in Taiwan's "center," in Taipei, and "periphery," in the south. Of the national institutions, all except NI-6 give considerably higher weight to research over teaching and service. While the stated requirement at NI-6, "[a]ccepted for publication by an academic or professional journal," is very general, NI-7 distinguishes between "national or international major journals" and "other academic journals or conferences, books, book chapters, etc.," with the journals counting for 60% and the others 40%. This indicates a higher value given to "major journals" over other types of publications on an indexical scale. Two of the national universities specifically mention citation indexes in the types of works that qualify for promotion review. However, indexes are mentioned along with alternatives, leaving colleges and departments to determine target journals for their faculty. According to Sheridan (2014), colleges and departments refer to the domestic citation indexes

when evaluating lists of approved journals. These findings related to the university promotion regulations indicate how semiotic value can be assigned to different types of academic activity and publications at national institutions more than at private ones. Next, the analysis will turn to the center-to-periphery continuum of Taiwan as a fractal replication of the world system.

Location of national institutions and evaluation criteria. Findings also suggest that besides *type* of institutions (vocational, private, public/national) forming an indexical scale, *location* of institutions also forms an indexical scale that can relate to evaluation criteria among the institutions in this study. Here, I will illustrate this using national institutions as a case. Based on the center-to-periphery fractal replication of Taiwan (see Figure 1 in Chapter 2), the indexical scale of location is split into two sections: Taipei to the southwest and Taipei to the southeast. In this study, the participants' institutions are on the Taipei to southwest portion. Therefore, the indexical scale of location of interest here from lowest to highest is:

1. Southwest Taiwan
2. Central-west Taiwan
3. North Taiwan
4. Taipei Metropolitan Area

Taipei functions as the "center" and institutions there represent greatest mobility; institutions' mobility decreases as their distance from the center increases toward the "periphery" in the south. Among the national institutions where participants are faculty members, three are located in southern Taiwan and four in Taipei. The two institutions that specifically mentioned citation indexes in promotion criteria are located in Taipei, as is another which requires publishing in "national or international major journals within three years." How "major journals" are defined is not known. The institution that puts the highest weight on research is also in Taipei.

Based on these findings, there is some evidence that promotion policies in Taiwan vary over horizontal space from the "center" of Taipei to the southern "periphery," and tend to exhibit greater mobility closer to the "center" as the centripetal pull of the Ministry of Education (Sheridan, 2015) is stronger there. Next, the findings related to regular (non-promotion) evaluation policies at participants' institutions are reported.

Table 8

University Level Regulations for Assistant to Associate Professor Promotion. Minimum Points and, When Mentioned, Percentage of Each Criterion for Total Score.

	Location	Research	Teaching	Service	Types of works
			Private Institutions		
1	North	70 points or above from four reviewers, with average of 73 or higher	80 points or above on average	80 points or above on average	Representative and reference publications (or other research outcomes, proof of achievements, technical report etc.)
2	North	80 points or above	80 points or above.	80 points or above	Publicly published book(s), or a paper(s) published or accepted for publication in an academic journal relevant to the applicant's research and teaching area
3	North	70 points or above; 70%	N/A	Advising & Service: 30%	No particular description
4	North	70 points or above	70 points or above	70 points or above	Publicly published book(s), or a paper(s) published or accepted for publication in an academic journal relevant to the applicant's research and teaching area
5	North	70 points or above; 40%	70 points or above; 30%	70 points or above; 30%	No particular description
			National Institutions		
1	South	70 points or above; 55%	70 points or above; 30%	70 points or above; 15%	Publicly published book(s), or a paper(s) published or accepted for publication in an academic journal relevant to the applicant's research and teaching area
2	Taipei	50%	40%	10%	Publicly published book(s), or a paper(s) published or accepted for publication in an academic journal relevant to the applicant's research and teaching area

3	Taipei	70 points or above; 70%	70 points or above; 20%	70 points or above; 10%	Paper published in an academic journal … included in indices like SCI, SSCI, TSSCI, EI, A&HCI, and THCI Core, or published in a domestic or foreign peer-reviewed academic or specialized journal or periodical recognized by the relevant college, or a paper included in a publicly published book consisting of a collection of papers presented at a domestic or foreign conference or seminar that has undergone a formal peer-review process, or a scholarly book that is formally published.
4	Taipei	70 points or above; 60%	70 points or above; 20%	70 points or above; 20%	Representative publications should be published in SCI, SSCI, or other journal that is equivalent to those two journals.
5	South	75 points or above; 60%	70 points or above; 25%	70 points or above; 15%	Publicly published book(s), or a paper(s) published or accepted for publication in an academic journal relevant to the applicant's research and teaching area
6	South	75 points or above	75 points or above	75 points or above	Accepted for publication by an academic or professional journal
7	Taipei	55%	25%	20%	1. Publications published or accepted in national or international major journals within three years (60%X55%). 2. Publications published in other academic journals or conferences, books, book chapters, etc. (40%X55%).

Regular (Non-promotion) Evaluation Regulations

For performance evaluation other than promotion, the basic criteria are set by the Ministry of Education, while universities decide how frequently faculty members are evaluated and colleges can determine requirement details. Table 9 shows how often faculty members are evaluated at the 12 universities. Because *annual* evaluation is rare and the frequency also varies among institutions, I will refer to non-promotion evaluation as *regular* evaluation.

Regular evaluation frequency. The intervals for regular evaluation vary at the private institutes from one to five years. At national institutions, they vary from three to five years. At a few institutions, they change at the associate professor rank. At the national institutions, it seems that those that allot a greater percentage to research output in promotion criteria, including NI-3,

NI-4, NI-5, and NI-7, tend to have shorter regular evaluation intervals for the assistant professor rank period. Overall, these data show that some private institutes evaluate their faculty members more frequently than national institutes. On the other hand, the national institutes with heavier research requirements for promotion include an earlier evaluation period for new hires, which could be interpreted as a kind of scaffolding to structure their progress over the first five years to avoid having to impose punitive measures, which are explained next as part of the evaluation criteria.

Table 9.

Frequency of Faculty Evaluation at Participants' Universities

		Frequency in Years by Rank		
Institution	Location	Assistant Professors	Associate Professors	Full Professors
PI-1	North	5	5	5
PI-2	North	4	4	4
PI-3	North	4	4	4
PI-4	North	1	1	1
PI-5	North	1	3	3
NI-1	South	4	4	4
NI-2	Taipei	5	5	5
NI-3	Taipei	3	5	5
NI-4	Taipei	3	3	3
NI-5	South	3	5	5
NI-6	South	4	4	4
NI-7	Taipei	3	5	5

Regular evaluation criteria. Among the institutions for which policy documents were available, requirements, especially in the teaching and service sections, were similar, but varied somewhat between private and national institutions. Teaching criteria typically include a list of items to submit in the application such as evidence of teaching practice, syllabi, and materials; and teaching evaluations from students. Other requirements to exhibit include uploading syllabi to online platforms every semester; the quality of supervised theses and dissertations; and

interaction with students and counseling. Three national universities set required average scores on teaching evaluations, and fulfillment of teaching hours and making up absences. Service requirements include administrative positions, committee participation, attending meetings, advising student clubs and counseling work, and service to the university. Two private institutes include relatively unusual items including fundraising, promotion, and admissions activity. This relates to Taiwan's expansion of higher education in the 1980s and 1990s and the simultaneous falling birthrate, which led to greater competition for students; at some institutions, faculty have been expected to support these efforts.

The research requirements for regular evaluation somewhat mirror the weight and detail of the promotion evaluations, and all institutions list types of research products. These include publications, Ministry of Science and Technology grant reports, and research awards. However, national institutions include more items and details. For example, they include books and book chapters, translations, conference papers, and even textbooks. Furthermore, while the information in the research category for promotion at NI-6 was very general, in the evaluation regulation it lists specific types of publications based on citation indexes and databases: (a) "Publications published in journals which are included in indices like SCI/SSCI/AHCI" and (b) "Publications published in journals which are included in indices like EI, TSSCI, ABI, CIS." Here, articles published in the WoS indexes, listed in the first group, are higher on the publication scale than those in domestic and Chinese indexes.

Finally, the evaluation policy at two colleges, one each at two national universities, provided further detail. The teaching and service categories were described above and were fairly similar to the other institutions; however, the research category is much more extensive. At NI-2, faculty members are expected to produce a minimum of five pieces of research every five years.

They can include any of the items listed above. In the NI-3, requirements for different items are higher for assistant professors than associate and full professors. For example, assistant professors are expected to produce two journal articles every three years and the others should publish three every five years. In addition, similar to NI-6, "Journal articles must be published in SCI, SSCI, A&HCI, EI, TSSCI, THCI Core or others that are equivalent to the journals mentioned." In this text, WoS (the first four) and Taiwan's domestic citation indexes (the last two) are grouped together without distinguishing different points. This situation, where universities and colleges have authority to adjust specific promotion regulations, again shows how Taiwan's higher education institutes have autonomy under the central government. This is one reason the Taiwanese higher education system is characterized as a polycentric environment in this study. To reiterate, in this system, with Taipei as the center, universities operate as centers at other levels based on the indexical scales, type of institution and location, as explained above. Besides listing requirements for regular evaluation, polices also include exemptions and punitive measures, which I describe next.

Exemptions and punitive measures. Two other sections of regular evaluation regulations deal with circumstances for exemption of review and punitive measures for failure to pass the review. They are fairly uniform among all the institutions. An exemption is granted as a reward for winning research and teaching awards; invitations to positions at Academia Sinica (the national research institute); special professorships of the Ministry of Education, or lecturing positions at "renowned universities abroad;" and securing a MOST research grant 12 times. A few institutions mention an evaluation exemption for faculty members who have reached a certain number of years of service and a certain age, for example having served at the HEI for 15 years and being 60 years old or eligible for retirement. These rewarded accomplishments

represent the indexical value of research with a connection to the Anglophone center through the HE system center represented by the central government ministries. In addition, it indicates leniency for senior faculty, which also appeared in the evaluation frequency of some institutions. On the other hand, faculty members who fail to pass the regular evaluation face a range of punishments, such as limitations to teaching and other activities that generate extra income or even contract termination depending on the score of the holistic evaluation and number of times not passed. The regular evaluation regulations represent a "carrot and stick" approach to faculty performance evaluation. The possibility of losing one's job is a distinct possibility for failing to achieve some institutions' requirements. In addition, while the expectations at private institutes may be lower than those at national institutes, it seems that private universities' policies are stricter than national institutes. This indicates a different level of expectations, with stronger management of faculty at the private institutes that are lower on the institution indexical scale, having less mobility by being further from the Taiwan academic center than national institutes.

Conclusion: Indexical Scales and the Assessment Regime

The assessment regime in Taiwan is a major force influencing scholars' activity. Most evaluation criteria include research, teaching, and service. Of greatest interest to this study is how the research portion impacts participants. The assessment regime is split between two main functions: evaluating faculty promotion applications and regular evaluation. The policies represented in the documents analyzed in this chapter are part of Taiwan's higher education semiotic habitat. A semiotic habitat is generated through the historical developments of a place. In Taiwan, it has derived from the liberalization of higher education, starting with the end of martial law in the 1980s. This changed the system from a top-down authoritarian system to a polycentric system with vertical and horizontal power structures. While the national center,

represented by the Ministry of Education, still sets the overall policy framework for higher education, due to reforms in the 1990s, universities and colleges, as lower level centers, may adapt regulations to their own needs. This was illustrated above by the different regulations among the institutions. Furthermore, within each institution there is a center-to-periphery continuum also formed by a power structure. This was illustrated by policies at the university and college levels that impact individual scholars. Therefore, while the general forces of the central government level, through the Ministry of Education, impact participants in this study, their individual experiences will likely depend on their institutional affiliation.

Using the idea of indexical scales and the center-to-periphery continuum of polycentricity (Blommaert, 2010), a heuristic for higher education institutions was developed based on data presented in this study in order to describe evaluation criteria at different institutions. Within the indexical scale of institution, there are two aspects: institution type and institution location. Institution type is broadly divided into private and national/public, where the latter is more prestigious, i.e. higher on the indexical scale. Within these two categories, institutions are arranged from lowest to highest on the scale: (a) vocational colleges, (b) universities, and (c) research centers. An institution's relative location means where it is located in Taiwan within the "center" to "periphery" geographic continuum. In this heuristic, Taipei constitutes the "center" and southern Taiwan constitutes the "periphery."

Based on the findings, it seems that national institutions in Taipei express the most explicit research expectations that stress research output in indexed journals. Thus, the faculty working at those institutions are likely most impacted by the centripetal forces of near centering institutions such as the Ministry of Education and Ministry of Science and Technology, because they are highest on the indexical scale of institutions and closest to the Taiwan higher education

"center." Thus, both at the university and individual level, they imbue high *mobility* and are *center* directed. On the other hand, public institutions in southern Taiwan were less explicit in their evaluation expectations at the university level. Therefore, private institutions and their faculty members in the south, Taiwan's "periphery," likely experience weaker centripetal forces from the Ministry of Education and Ministry of Science and Technology, putting them in the higher *locality* range and *margin* directed. The data presented provide some indication of differences in normative pressure from the "center" to the "periphery," which likely results in different semiotic habitats at different geographical centers.

It is important to note that these findings are focused on the assessment regime and how it affects publishing practices of individual scholars in Taiwan. These findings do not suggest a connection between institutions' evaluation policies and university rankings. There are several organizations that produce world rankings of universities using various methodologies; institutional evaluation systems are not related to their criteria, although faculty research output is. In addition, a discussion of the relationship between evaluation policies and research output of institutions is beyond the scope of this study. However, I am interested in the participants' experiences and perspectives regarding their research through reflection on the evaluation policies. In the next chapter, I will report on this study's participants' publishing experiences.

CHAPTER 6

FORCES AND ISSUES INFLUENCING GENERAL PUBLICATION PRACTICES: SCHOLARS' PERSPECTIVES OF TAIWAN'S ASSESSMENT REGIME

This chapter addresses the first research sub-question: What issues and forces influence participants' general publication practices? Therefore, I will report on the influence of the assessment regime on participants' general publishing choices based on interview data. The presentation of the findings will be divided into four sections. The first section shows how the number of points granted for different publications influences participants' publishing decisions. The second section shows how the emphasis on citation indexes in evaluation policies affects participants' publishing decisions. The third section deals with participants' perceptions of the scholarly publishing environment while balancing research quantity and quality pressures. The fourth section deals with participants' critiques of the assessment regime. The chapter concludes with a summary and synthesis of the findings into the theoretical framework of Taiwan's higher education assessment regime within a polycentric sociolinguistic system.

The Influence of Point Systems on Publication Choices

When asked how they decide where to submit their manuscripts, 11 of 14 participants (Chan, Chao, Deng, Hao, Jon, Lin, Luo, Ma, Pan, Yan, and Yao) responded by introducing the assessment policy of their institution based on point systems. These scholars account for over 78% of participants and represent public and national institutions at all ranks and levels of seniority in both northern and southern Taiwan. This indicates how influential the point systems are.

As shown in the previous chapter, institutions' policies vary to some extent, but most participants reported that articles published in indexed journals, which they referred to as "I" or

"I-type" journals, count for more than those in non-indexed ones. However, only two (Chao and Yan) reported that points for a paper in *any* index, "international" as in SCI or SSCI, or domestic as in THCI or TSSCI, were the same. At Chao's private university, points are allotted as follows:

- There are 50 base points before counting publications
- Each peer reviewed article (not indexed) adds 5 points
- Any indexed journal article adds 10 points

Chao and Yan's institutions, both vocational colleges, are in the lower levels of the indexical scale of institution. The interview data support the findings in the previous chapter, indicating that participants at lower indexical scale level institutions may experience less centripetal pull from the center.

In contrast, Luo, Ma, Hao, and Yao, all at national universities, reported that their institutions give more points for articles published in WoS indexes than domestic ones, and non-indexed publication count even less. However, interpretations of expectations varied based on institution. For example, Luo, a full professor at a national university in southern Taiwan, maintained, "They are happy if you publish anything; expectations of quality or quantity are not high." On the other hand, Deng, an assistant professor at a national university in Taipei maintained, "if you try to prepare for promotion, you notice that SSCI ranked articles are considered to be much more important in terms of the points you get when you [get] promoted." Hao described a typical "point system" that "encourages you to submit papers to indexed journals" at her national university in Taipei:

- One peer-reviewed article counts for 20 points
- One article in a Web of Science indexed journal adds 6 points (total 26)
- One article in a journal in a domestic citation index adds 3 points (total 23)

Hao explained that to get promoted from assistant professor to associate professor, you need 90 points within six years. From associate professor to full professor, the criteria are the same, but you need 100 points. "Each level has a number of points." However, in the regulation, it states, "[T]hose recruited in other periodicals which are considered similar to AHCI, SSCI or TSSCI and asserted by the Academic Research and Cooperation Committee will be correspondingly scored." Therefore, there seems to be some flexibility regarding non-indexed journals, at least in her department at that institution. Even so, Hao recalled how nervous she was when she submitted her promotion application because she had only one article in a THCI journal and no articles in SSCI journals. In addition, her other works were in non-indexed English medium national journals. She recalled that her colleagues encouraged her by saying "'the quality of your work is most important.'" This situation seems to indicate that perhaps researchers are more concerned with indexes than necessary. On the other hand, Pan, who was still at assistant professor rank at the time of the interview, was thrilled to have finally gotten two articles published in a Taiwan-based journal that had recently been admitted into the SSCI because she was sure she needed three SSCI publications in order to be promoted. In addition, at her private university, an SSCI journal article counted the same regardless of where it is published, domestically or otherwise. This shows that what really mattered to Pan is getting into an *SSCI* journal, and whether or not the journal is published in Taiwan did not matter. This phenomenon will be discussed in the next section of the chapter on the influence of citation indexes. Next, I will report findings that show two main impacts of point systems on participants' publication choices, which include changing target journals and not publishing books.

Changing to Indexed Journals for More Points

The points allotted for publication in indexed journals impacts scholars' choices of target journals. For example, according to Lin, many years ago when attending a conference abroad, an editor of a journal in that country invited her to submit her manuscripts to the journal. Hence, for many years she had successfully published in the journal because her research topics were very suitable for it. However, she stated:

> Since the evaluations began emphasizing citation indexes, I changed to a different journal, even though its focus is wider, because it is an SSCI journal and I will get five points [for a published article], but for that one [the non-SSCI journal] only one point. Why should I [publish with the non-SSCI] anymore? So you will change the way you choose the journal. (Interview)

Jon stated that she had published several articles in "international" journals before moving to Taiwan for her current position at a national university in Taipei. Based on her CV, these are journals published in Europe. But when she applied for promotion, she found that "all sorts of really good publications in really good journals did not count!" She claimed that the journals where she had published have higher impact and prestige than any published in Taiwan, adding "even the indexed ones." After this experience, she is very careful to submit papers only to indexed journals.

Avoiding Book Publishing Because Points Are Too Low

Besides encouraging scholars to submit their manuscripts to indexed journals, the point system has discouraged then from publishing books. According to participants, for the amount of work and pages that go into books, they are typically given relatively fewer points than articles. As has been reported in other research, this is particularly detrimental in the humanities and

social sciences disciplines with investigative cycles that are lengthier than those of the other sciences. At Hao's department, a book or monograph that goes through blind peer review counts for 50 points and if it receives an award from the university can gain another 40 points. However, citing the evaluation policy at his department, Deng explained,

> If I publish a grammar of my language, I have to work on it for three years, but in that time I could write four or five articles. The book would get me 35 points and the five articles would get me 150 points in this system. There is no way that I am going to write a book while I am in Taiwan. (Interview)

Furthermore, he maintained:

> Some of the most renowned scholars in [my field] say, "you should publish a dictionary of your dialect." It is very important for the field, but you don't get academic recognition for that here. A dictionary would not count at all. (Interview)

Another participant, now a senior scholar in a similar field, recognized this dilemma, explaining that she had put off writing the grammar and dictionary for languages she studies until after being promoted to full professor, when she would no longer be subject to performance review because she had won more than 12 research grants.

Conclusion: Point Systems Impact Publishing Venue Choice

The experiences of these participants illustrates that point systems impact publishing decisions of scholars at various ranks at all types of institutions in different locations. Though institutional expectations may be different at lower indexical scales, participants are still cognizant that different types of publication count for more or fewer points. Also, even though the point systems can be adjusted at the department level, they may not support the type of research that is valued in particular disciplines, as in Deng's situation. The point systems

represent the power structure of orders of indexicality, and thereby end up favoring journal publications, especially in indexed journals. Next, I will report on participants' perspectives on how citation indexes influence their publishing endeavors.

The Influence of Citation Indexes on Participants' Publishing Decisions

In the previous chapter, it was shown that the specific evaluation criteria at the college and/or departmental levels at institutions provide a basic quantitative structure to the assessment regime that places indexed journals, especially those in the WoS, at the top of indexical scale of publication outlets. In some cases, the policy documents show less distinction between types of indexes and even consider non-indexed publications at the same level as indexed ones, if review committees accept them. However, the emphasis on "I-type" journals and especially those in WoS indexes is of concern to the participants. Next, I will present findings related to participants' perspectives on the influence of citation indexes. They will be organized in four themes: (a) Citation Index is More Important Than "National" or "International" (b) Citation Indexes Matter More Than Language of Publication, (c) Citation Indexes and Impact Factor Influences Target Journal Choices, and (d) Citation Indexes Influence Scholars' Remuneration.

Citation Index Is More Important Than "National" or "International"

The descriptors of publications as "national" and "international," are not found in the evaluation documents reviewed in Chapter 5, confirming Tu, who stated "International journals are seen as better than national, but this is not mentioned in promotion review [policies]." However, when point systems emphasize WoS journals, they seem to be pushing scholars to publish in the Anglophone center, the "international" level, even though it is not explicitly stated. For example, Yan, a full professor at a national university in southern Taiwan, believes that "The school hopes you can publish in international journals because most SCI journals are

international so they give us rewards for those." Similarly, Chan, an assistant professor at a national university in Taipei, contends:

> I don't think they have a very explicit or specific attitude toward international and national journals, …, they emphasize impact factors and if it is in SSCI or not, so that would kind of affect whether you would go for a national journal or international journal because not every national journal is in the database. (Interview)

What seems to matter most to the HSS scholars when considering publication outlets is journals' *citation index membership*—WoS *or* domestic—and perhaps other databases such as Scopus or MLA. As shown in the previous section, based on evaluation systems at their institutions, Ma and Hao noted that national journals are encouraged, but TSSCI or others get fewer points than SSCI. Furthermore, as Pan's experience showed, articles in *Taiwan-based* SSCI journals can count for the same points as Anglophone-center SSCI journal articles. Therefore, usually *any* SSCI journal article will count for more than *any* TSSCI one.

In addition, Jon, Lin, Ren, and Yan, all at national institutions, first (and perhaps only) consider citation index of a journal before where it is published when looking for journals in which to publish. For example, Lin, a full professor at a public technology university in northern Taiwan stated:

> We base [evaluation] on SSCI only, but this journal [published in Taiwan] is SSCI so we don't say [we] encourage national or international journals. Most researchers hesitate to submit to national journals that are not indexed, but for this journal, which 15 years ago changed from Chinese to English and later became

> TSSCI, then joined SSCI three years ago, the impact factor is getting higher and higher. So now, faculty members want to submit to the journal. (Interview)

In addition, Jon, an associate professor at a national university in northern Taiwan, maintained:

> The question of national is irrelevant. We have clear regulations and you have some code names, so to say. It is all about indexing. Nobody cares if it is national or international; as long as it has the indexing for promotion and evaluation, they just count the same. (Interview)

Finally, assistant professor Yan, who works at a public vocational college in southern Taiwan explained that at her institution, for promotion from assistant to associate professor, they need two journal papers and other reference work. Yan stated, "The two don't have to be high-ranking or high IF journals, as at research-oriented institutions, but they *of course* need to be SCI." Hao summed up the situation, "All the evaluations look at how many 'I's' you have. Every school encourages getting awards. The awards are all based on how many 'I's' you have."

These participants described the situation for researchers at all types of institutions in Taiwan and all stress that the benchmark is "I," (i.e. indexed journals) in promotion and evaluation point systems, usually favoring WoS regardless of where they are published: in the USA, Taiwan, China, or elsewhere. Especially based on Jon's interpretation of the evaluation criteria as "codes" for what matters, the semiotic value of SSCI and other indexes is apparent in Taiwan. In addition, it appears that journals' association with almost any authoritative organization, such as SCOPUS or MLA, originating from or modeled on the Anglophone center, acts as a sign of prestige, even though participants did not connect the two in their discussion. These researchers' observations express the indexical scale of journals with citation indexes at

the top level, but also little concern with "national" versus "international." What is highlighted in their comments is the emblematic value of citation index acronyms, which also connote English as a sign (Lillis, 2012).

Citation Indexes Matter More Than Language of Publication

Another aspect of scholarly publication in semi-peripheral contexts, language of publication, was also not mentioned in the policy documents covered in Chapter 5. Yao, Lin, and Pan, all at institutions that are lower on the institution indexical scale, discussed the problems related to language of publication. Yao and Lin both noted that Chinese articles are "encouraged," but admitted that the points for them are the lowest. Even so, Lin stated that publishing in Chinese is still important for her because she wants to reach nursing students and nurse practitioners who are very busy and not likely to read English. Exactly what "encouraged" means seems unclear as Pan, whose earlier publications were Chinese, claimed, "The school, the government, Ministry of Education, don't admit that they want [us] to publish in English. So some of my colleagues only have the paper in Chinese; they don't have SSCI or TSSCI, so they cannot get promoted. Yao contended that faculty members are "encouraged to go for English, but not just any English." For example, "open access publications could be English, but points are not as high as SCI." Thus, the issue of language of publication is somewhat vague. However, with the emphasis on citation indexes and the higher points for WoS journal articles, English as the language of publication becomes increasingly important. As such, Ren indicated the goal was not necessarily toward international English journals, but that "they have a list of the so-called indexed journals; it's not only SSCI; it has MLA and others, THCI Core and so on… also [indexes] for China," which for the most part means Anglophone journals. This is due to the fact that, while Clarivate Analytics acknowledges the role of other languages in the HSS, according

to Testa (2017b) "it is clear that the journals most important to the international research community are publishing full text in English" (Full Text English). In addition, since the 2000s, the number of EMJs in Taiwan's domestic indexes has grown steadily (RIHSS, 2015, 2016) as Petrić (2014) also found in Serbia. Therefore, English in this semiotic habitat of Taiwanese higher education also functions as a sign (Lillis, 2012), and seems to be pushing Chinese language publishing further down the indexical scale.

Citation Indexes and Impact Factor Influences on Target Journal Choices

Impact factor (IF)[10] is another aspect of the indexical order of journals that is closely associated with the WoS and was discussed by participants as a way to fine-tune their decisions on publication outlets. IF is the ratio of citations to a journal over the most recent two years divided by the number of articles during the same period (Garfield, 1994/2017). According to Garfield, the original purpose of the IF was to assist librarians in journal acquisition decisions, but Clarivate Analytics (2017) maintains it has been adopted for other uses, including providing researchers information about journals' prestige. Chan noted, "impact factor and prestige are kind of correlated." As a graduate student, IF was not a concern, but publishing in higher IF journals has become important for her as an assistant professor at a national university in Taipei because of promotion and evaluation concerns. She also mentioned that one of her co-authors will not submit manuscripts to any journal without an impact factor, thereby limiting their choices to WoS publications. Aside from IF providing semiotic value, Chan and Pan considered the actual impact factors when choosing potential journals, though from different perspectives. Chan reported going for higher IF journals only when "the study results are very robust." On the

[10] The impact factor was developed by Eugene Garfield at the Institute for Scientific Information (ISI), which he founded, in the 1950s. IF was used in the Journal Citation Reports (JCR) established by Thomson Reuters in 1975. ISI was later taken over by Thomson Reuters and in 2016 was bought by Clarivate Analytics.

other hand, Pan looks for SSCI journals with lower IF because she believes they are more likely to accept her manuscripts.

Pan and Chan's strategies of choosing journals based on high or low IF illustrates another way that the indexical order of the institution and the center-to-periphery continuum interact with publication choices. As mentioned earlier, Pan, who works at a private university in northern Taiwan, must have three SSCI publications to qualify for associate professor. However, they do not need to be high-ranking publications. Therefore, for her, a low IF signals potential publishing success. On the other hand, Chan, who works at an institution at the top of the indexical scale, does not even consider publishing in any journal that is not in the WoS, and strives for those with the highest IF possible. Used in this way, IF seems like a good tool for researchers to find potential publishing outlets, as Clarivate suggests (Clarivate-Analytics, 2017).

However, IF appears to have also taken on an evaluative role because part of the MOST research grant form includes an item to enter IF (in addition to journal citation index) in the section on applicants' publications. As a result, Taiwanese often include the IF and citation indexes in publication lists on their CVs. Deng made a direct connection between IF and evaluation. He believes that by using citation indexes as a criterion, administrators do not have to actually evaluate the research of the faculty because it is "put into some kind of authority, like a database with impact factors." In fact, Garfield (1994/2017) explicitly warned against using IF as a tool for researcher evaluation, stating:

> The impact factor should be used with informed peer review. In the case of academic evaluation for tenure it is sometimes inappropriate to use the impact of the source journal to estimate the expected frequency of a recently published article. Again, the impact factor should be used with informed peer review.

> Citation frequencies for individual articles are quite varied. (Using the Impact Factor Wisely, Para. 1)

Based on the description of the promotion review system, which includes external peer review, it's possible that IF is being used wisely in Taiwan. However, by making the statistic a prominent part of research grant funding review, and otherwise representing researchers' work on their CVs, it shows the strong semiotic value that "IF" and "I" have in the Taiwanese higher education system. This perceived status seems to be a force in researchers' decisions regarding their scholarly publishing outlets and potential success.

Citation Index Influence on Scholars' Remuneration

Finally, the point systems are tied to remuneration schemes at many universities. The reason these schemes are significant is that salaries for academics in Taiwan are set by the government and relatively low, even compared to those of other countries in Asia.[11] Yao, Pan, Chao, and Yan all discussed such remuneration for publications; however, none of the participants at national universities reported such programs. Yao, a full professor and dean who teaches at a private technology university in northern Taiwan, explained the policy promoted by the research and development office at her university:

> There is a table with regulations and points for evaluation criteria and each point counts for NT$3,000 (about US$100). An SCI journal article is ten points; a top-10 journal is 15 points. One person can have a maximum of NT$200,000 (US$6,640) a year. With this policy, the publication rate has increased in the school. (Interview)

[11] The Central Government sets university faculty base salaries, which are the same at private and public institutions. The annual salary for a new assistant professor is around US$24,000 to US$36,450 depending on years of seniority and year-end bonus. A full professor earns about US$43,000 {Staff writer with CNA, 2017 #1285} .

At other institutions, such as the private university where Chao teaches and the national junior college where Yan teaches, the rewards for an article in *any* index are the same. Faculty at Yan's school in southern Taiwan receive NT$30,000 (US$1,000) for any "I" paper, while those publishing in a peer reviewed "local journal" (not in any index), will earn NT$8,000 (US$266). Pan reported that for the two articles she published in the domestic SSCI journal, she received NT$30,000 each. She maintained that this money was just enough to cover the fees paid to an editing and placement company that had been unsuccessful with her manuscripts at "international" SSCI journals.

On the other hand, it seems the points are used not only as a carrot, but also a stick, because Pan reported that the points are tied to faculty members' Chinese New Year bonus. "If your score is only 70, you can only get a half-month salary for Chinese New Year bonus; if 80, you get 1.5-month bonus; and if 90, you have three months' salary bonus for the year." At most universities and all national universities, the year-end bonus is 1.5 months' salary, and not normally tied to performance. It appears that the private institutions are more likely to offer monetary incentives and punishments to push faculty to publish their research in journals, especially indexed ones. Interestingly, the private institutions' policies were found to have less stringent evaluation demands and research publication expectations than the national universities, while also requiring more frequent faculty evaluations. Perhaps this is indicative of the response to private universities' administrations that are feeling pressured in the competitive higher education environment of Taiwan, especially given the impact of neo-liberal policies and a falling birthrate. Ultimately, that pressure is passed down to individual scholars, as shown next.

Finally, participants at two private universities reported that the expectations have been increasing, which shows that private universities are also under growing pressure. Pan reported

that in the past, "we do this evaluation just when you want to promote to associate professor; now school from this year changes; they want to do this every year." According to Chao, expectations have recently been raised, while rewards for publication have decreased. Chao reported,

> The expectations are rising. They hope you do more and more, so to get the points it gets more and more difficult. They want you to do more things, make a greater contribution. You have to get 70 points in research each year. But then you have the other sections [teaching and service]. Before, you just needed one "I" journal and it was enough, but now, no. (Interview)

Along with higher promotion requirements, the decreasing rewards and punitive nature of some point system policies seem to indicate that competition for students, especially among private universities, is increasing. In fact, Pan claimed that part of the faculty evaluations also includes individual faculty members' student recruitment efforts. The conditions likely relate to pressures on the over-expanded higher education sector, as private universities try to survive a shrinking birthrate and increasingly standardized evaluations by the Ministry of Education. The growing demands are an expression of the centripetal pull from Taiwan's higher education center that is reaching further down the indexical scale of institution, apparently forcing greater center-directed mobility.

Conclusion: A Politics of Citation Indexes

The decisions that participants make regarding research publication outlets illustrate the semiotic value of the "I" and the quantification of research in participants' perceptions. Even though there are exceptions in which regulations include non-indexed publications at the same level as indexed journals, HSS scholars interviewed in this study seem quite fixated on

prestigious indexes. Nevertheless, their experiences and the policy document data do support the indexical scale of publications, where WoS journals are on top, followed consecutively by journals in domestic indexes and non-indexed journals, with books and monographs at the bottom, supporting Ching (2014). In addition, it seems their preparation for promotion is especially focused on how to collect enough points, rather than considering the contributions their research will make.

Lillis and Curry (2010) used the "politics of location" to describe the geographical, geo-linguistic, and geopolitical conditions of the world system and how they impact knowledge creation around the world. The conditions raise "fundamental questions about the values and practices emerging from and being controlled by—predominantly—the Anglophone center" (p. 6). A focus on those values and practices in scholarly publishing research has emphasized the importance of English and "international" journals on scholars' research effort. While the "politics of location" is definitely part of the "national" and transnational context of Taiwanese higher education and knowledge creation, when it comes to the assessment regime, a "politics of *citation indexes"* overpowers the politics of location in scholars' experiences. This has been shown in the participants' publishing decisions, as they are impacted by point systems oriented around citation indexes.

Scholars' Perceptions of Scholarly Publishing in the Politics of Citation Indexes in Taiwan: The Pressure of Quantity Versus Quality

The "politics of citation indexes," the overarching emphasis on citation indexes in evaluation policies reported in this chapter impacts participants' publishing decisions in general, and planning and prospects for promotion and regular performance review more specifically. Even though scholars are affected to different degrees in different ways, depending on their

situations, the emphasis on citation indexes and the point system in Taiwanese higher education also raises several issues that affect their experiences. The common thread of experience, or main theme, of these issues is the pressure of balancing the quality of their research with the quantity they are expected to produce. Whether or not they experience this pressure tends to depend on many intertwined conditions (see Chapter 4), such as when they entered higher education, their current rank, and type of institution where they work—the indexical scales that represent locality-to-mobility continua in the higher education environment of Taiwan. Therefore, scholars' locations on the scales in TimeSpace (see Chapter 2) impact their publishing decisions and the pressure they experience in the publishing quantity-versus-quality conundrum. Next, I will explain participants' perceptions on how the politics of citation indexes impacts their experiences of trying to balance publication quality and quantity. I will first consider those who tend to experience low pressure, followed by those who experience high pressure. The discussion will incorporate the indexical scales of institution and rank. This will be followed by participants' critiques of the evaluation system.

Pressure Low: Quantity Versus Quality

Senior scholars, who entered academia in the old system, and especially those at technical institutions such as Yao and Lin, have been active authors but have not had to contend with the "publish-(in indexed journals)-or-perish" pressure throughout their careers, as the younger generation scholars have. In addition, as they approach retirement in the next few years, they face little policy pressure to publish. At this point, they are more interested in mentoring their students or research groups through projects and publication processes. In addition, Ren, a full professor at a public university who has secured more than 12 national research grants, is no longer required to be evaluated, as provided in Ministry of Education policy. Now she is mostly

supporting students and writing books. These scholars are at the top level in the rank indexical scale. Because they have been in the system for so long, they have not experienced the intensity of mandatory promotion to associate professor; therefore, they have built up their mobility through seniority.

Three others, associate professor Sun and full professor Luo, who work at a private university in northern Taiwan and a public technical university in the south, respectively, and assistant professor Chao, who works at a private vocational college, all must be evaluated regularly, but do not seem very stressed about fulfilling requirements. Sun, who entered higher education in the old system, pointed out that law researchers are more concerned with domestic issues and so do not have pressure to publish at an "international" scale level. His target journals are published by national universities in Taiwan; he considers it a bonus if they are indexed. He plans his publishing around the 5-year evaluation, noting he has published more papers recently because he will have an evaluation soon. He added, "If you look at last time I sent out my papers, that happened to be the last time I got my evaluation."

Luo, on the other hand, claimed that even though he entered the new system and is now at a national university, it is ranked very low, and "If you want to meet the qualifications … it is very easy." He stressed that he maintains his own expectations, which surpass the institution's requirements. Chao is also self-motivated, claiming, "This type of institutional system and MOST expectations don't affect me too much because I enjoy doing research. So sometimes I don't really care about the rewards or requirements." However, she also expressed frustration with the increased service requirements that recently thwarted her plan to apply for promotion. Also, since the interview took place, rank quota limits were established at her institution, resulting in a lack of openings to which she could advance within her department. These scholars

seem to have limited publication quantity- versus-quality pressure, because their institutions are in the lower level area on the institution scale, and because of their personal attitude about research. Luo and Chao do not feel very much stress, as they consider their institutions' expectations within their abilities. In addition, not only is Sun under the old system without promotion demands, he mentioned how the law research community is less interested in international issues, which meant his interest in them gave him a unique research niche and advantage. Actually, Sun is the only participant to *not* express feelings of pressure to publish in indexed journals.

Pressure High: Quantity Versus Quality

On the other hand, most scholars who began their careers in the new system, and especially the assistant professors—from both private and public institutions—expressed feeling pressured to publish. Their challenges were associated with producing enough articles in indexed journals within a specified timeframe. Several participants, including Yan, Ma, Pan, Deng, and Ren, discussed this quantity versus quality conundrum. Yan, an assistant professor at a public vocational college, stated, "the reward system encourages me to publish and I would like to be rewarded, so I try to get papers into SCI journals." However, based on her experience publishing two articles in indexed journals to graduate from her doctoral program, she knows how difficult it is and how long it can take. To lengthen her CV, she has thought about submitting to some "not so high-ranking journals," such as the department bulletin or a local journal. She rationalizes that "the school still will give me NT$8,000 [US$266] for that." Ma, now an associate professor but still under pressure to produce enough articles for regular evaluation, claimed, "private universities value quantity over quality." This presents problems, as he explained:

> First, I feel it is difficult to focus on something that can have impact; it is impossible to publish an article that has any impact [when under time pressure]. Well, it is not really impossible; I think my work with Professor [scholar in the USA] might have impact, but I have to keep waiting and waiting, so in that time the school doesn't see you are doing anything. It is not published. (Interview)

This is problematic for his annual review, and he admitted, "Honestly, lately I feel I have lost motivation." Similarly, Hao stated:

> In the past, I enjoyed research and writing, but now not so much. Now there is pressure. If not an expectation, I was very happy, but now it is an expectation; I just think it is tough effort and suffering. I think before I did this because I enjoyed it, but now it has become work. Seems so different now. (Interview)

Like Ma, Deng wants to contribute to a larger international research community. He explicitly described his dilemma, saying:

> The reason I don't like to rush this [promotion] is because then you publish crappy articles. This is again one of these things where the promotional goals conflict with the international reputation because if you publish rubbish articles in SSCI journals, it is very easy to get promoted here, but you damage your reputation abroad because people will start to say 'he publishes crap,' basically. (Interview)

Interestingly, the participants who expressed greater pressure in balancing quality versus quantity were from institutions at various levels of the institution scale. Therefore, it cannot be concluded that researchers at lower scale level institutions, such as private institutions or vocational colleges, are not affected by publishing pressure. However, these participants, unlike

Sun, Luo, and Chao, felt that expectations did not match their abilities or the conditions under which they were working. Scholars, such as Hao and Ma, who had recently succeeded in promotion to associate professor, seemed somewhat disheartened by their experiences.

Scholars' Critique of the Assessment Regime

While many participants shared their frustrations, a few were able to articulate their critique of the system. The critique was generally over two broad issues. First was the realization that the point systems emphasizing indexed journals actually benefit the bureaucracy. Second was that the goals of various parties—the government, institution, and researchers—are in conflict under this system.

Functioning for the Bureaucracy

Deng observed, "The evaluation system is mechanical." He believed that it was designed to "optimize the administrative process to make things easy on the people who have to make decisions and then be able to devolve responsibility to a set of rules." Lin purported, "Because the MOE evaluates based on SSCI, everything is based on the policy; so as long as the Ministry of Education evaluates this department based on impact factor, the school won't change and the teachers just follow." Likewise, Deng observed, researchers "are forced into this mode to publish in certain ways that are not necessarily compatible with what they could reach." This seems to describe the participants who were having more trouble balancing quality and quantity of research output. In this situation, the scholars experience the quantity-versus-quality conflict such that the centripetal pull from the center is overbearing. When the pull is stronger than the scholars' mobility (their linguistic and non-linguistic resources), they experience higher pressure. Furthermore, the gap between centripetal pull and mobility, which is caused by the bureaucracy, seems to create a rigidity scholars find difficult to navigate.

Disconnect Between Goals of the System and Researchers

Because the system is mechanical, the gap also appears between the goals of evaluation and the goals of researchers. Deng stated, "People feel safe with numbers because it seems like a way to avoid corruption. So there are good intentions with the system, but if internationalization is part of the goal, people have to change the way they think about doing research." He elaborated:

> The problem in Taiwan is that the publication goals set by the government, the goals you have to somehow reach to get promotion, are completely in opposition with what you have to do if you want to get international recognition. (Interview)

Deng maintained that there are other aspects of scholarly activity that are recognized in the international arena. In terms of publications, he stated, "people don't give a hoot if you publish in SSCI journals." Rather, the emphasis is on numbers of citations one's article receives, which indicates "…how much you get acknowledged by your research community." He believes when you go to a conference, "how many people like your research, think it is valuable, [is an] important factor," but "that doesn't count here at all, but that's necessary for high quality research I think." In addition, Luo identified an area of disconnect in perceptions of collaboration as he described an institutional expectation for interdisciplinary research, even though the environment does not support it. He explained:

> For tenure review, in the promotion system, I need to submit … single-author articles; the more co-authored articles I present, the more harm that it will do for my tenure review. They will think I am not an independent researcher, but is being independent necessarily a good thing? Yes and no. You need to have the independent thinking. (Interview)

Chan also faces issues regarding single versus multiple-authored articles because her work is in a cross-disciplinary area. In one discipline, multiple-authored research is the norm, but in the other, single-author work is more valued in Taiwan. The policy environment impacts participants' publishing choices, but also their hopes for the future. For example, Ma stated, "Honestly, I hope I can find a better research environment, but you have to show something, so that is why quality is more important. The environment in Taiwan is not very good."

While some aspects of the "disconnect" relate to the evaluation system seeming too rigid, there is also ambiguity in the regulations, according to some participants. Deng feels that "the rules are vague" and "I have to ask my colleagues" what they mean, adding, "the only thing I know is I have to do it within six years." Luo explained how the regulations at his national institution in southern Taiwan do not represent the actual expectations:

> If you publish in SCI you can get maybe seven points and we only have seven years to accumulate about 20 points and apply for promotion. But 20 points is very easy because for one SSCI paper you can get seven points. So in seven years you only have to publish three SSCI journals and you can get more than 20 points. But only three indexed papers are not enough. You probably need maybe five or more. (Interview)

In response to the quantity versus quality situation that revolves around indexed journals, Ren, a full professor at a national institution who mentors novice scholars, stressed, "Ultimately, what matters is the quality." She advised a mentee to make sure she produced quality work, not just look for lots of "I" journals. "As she [mentee] is looking for a lot of 'I's' I realized, oh, there are so many bad journals which are 'I'! Just because it is an 'I' journal, does not mean that it is high quality." Reflecting on her own work, Ren seeks to counter the prevailing situation, stating,

"I want to contribute substantially to scholarship. It is not just seeking 'I.' That's narrow-minded and it won't last."

Conclusion: The Politics of Citation Indexes

Chapter 4 introduced the participants' educational and institutional backgrounds and their general publishing experiences. Chapter 5 introduced university level promotion and review policies at the institutions where participants were affiliated at the time of the interviews. This chapter, Chapter 6, synthesized those data with interview data in which participants discussed the effects of the assessment regime on their publishing practices and perspectives.

It was revealed that compared to private institutions, national institutions tend to put more emphasis on research production than teaching or service. However, this chapter showed that does not leave private university faculty members free of publishing pressure. Participants described point systems, which encourage them to favor indexed journals as publishing outlets. While journals in domestic indexes do "count," most of the point systems count WoS journals higher, but do not stipulate where they are published, whether domestically or abroad. Therefore, for the multilingual scholars in this study, citation index is the primary influence on their publication preferences. For them, whether the journal is "national" or "international" can be an incidental condition. Thus, I refer to the assessment regime in Taiwan's higher education system as a politics of citation indexes.

Participants' experiences and perspectives regarding the evaluation system and academic environment in Taiwan are influenced by their access to linguistic and non-linguistic resources, which are found along the other three indexical scales: education, institution, and rank. Senior scholars, who began their careers during the old system, were less intensely impacted by the pressure to publish in indexed journals, although they are impacted by it through the experiences

of their students and mentees. Assistant and associate professors, who began their careers after 2000, tended to face more pressure to publish in WoS journals. Their perspectives and experiences also led to different perceptions about the research and scholarly publishing environment in Taiwan.

The findings show a complex sociolinguistic system of centripetal forces from Taiwan's "center" as Taipei at the central government level, which impact the higher education environment. Even as institutions experience similar external normative pressures from Taipei, by adopting the concept of polycentricity, it is possible to see institutions also as centers with their own power structures shaped by their own evaluation policies heavily based on the semiotic value of citation indexes. Finally, scholars' experiences are determined by their own TimeSpace, which determines their linguistic and non-linguistic resources and semiotic understandings of their immediate environment.

CHAPTER 7

FORCES AND ISSUES INFLUENCING PARTICIPANTS' SUBMITIONS TO TAIWAN-BASED ENGLISH MEDIUM JOURNALS

This chapter reports on findings in response to the second research sub-question: What forces and issues influence participants' publishing in Taiwan-based English medium journals? The findings were determined through qualitative analysis of interview and policy data. This analysis process included identifying themes, assigning codes, and developing categories from which findings derived. The findings are reported in five sections that are arranged in order of most to least connection to the assessment regime: (a) Rejection from "international" publications (N=8), (b) Citation index (N=6), (c) Time pressure (N=5), (d) Suitability (N=6), and (e) Relationships (N=7) (Table 10).

Each section includes a definition of the finding and description of the category/ies in relation to relevant theoretical concepts drawn from Chapter 2. Case studies for the categories are presented to illustrate participants' TBEMJ publishing experiences. Most participants mentioned several reasons contributing to their publishing decisions, supporting Lillis (2012), and this presented a challenge in choosing individual cases to illustrate each finding through a participant's experience. Therefore, for each finding, I will introduce pertinent information regarding the participants associated with it "to establish either the representativeness or uniqueness of the cases ultimately selected against the backdrop of the population from which they are drawn" (Duff, 2008, p. 122), with the population being those who were included in each category. Presentation of the case studies includes extended quotations from the interview data to get a sense of their "intended meaning" (Atkinson, 1998, p. 56). Participants' experiences are examined through the indexical scales of education, rank and institution in relation to the higher

education assessment regime explained in Chapters 4 and 5, and other concepts that contribute to an understanding of their decisions to submit manuscripts to TBEMJs. In the conclusion, the five findings are synthesized to address the research question, and analyzed using concepts from the theoretical framework (Chapter 2).

Finding 1: Rejection by "International" Publications

Of the 14 participants, eight reported that they had submitted their manuscripts to a TBEMJ because they were unsuccessful elsewhere, including seven who tried to publish them at one or more "international" journals (Pan, Yan, Tu, Ma, Hao, Yao, and Luo) and one (Ren), whose book chapter manuscript had been rejected. The eight represented all types of institutions and various disciplines. This is a broad category in relation to experiences of the participants working to participate in global academic publishing in a polycentric world system. In the "center" of Taiwan, government ministries determine the assessment regime, which is adapted by institutions along the continuum to the "periphery." As the single most mentioned reason in this study, Rejection by "International" Publications supports H. Lee and Lee (2013) as a common reason for submitting papers to national journals. However, the situations behind the rejections are not homogeneous and participants' decisions seem to be related to their access to different types of resources

Aside from rejections due to problems with the research process or writing challenges that have been researched extensively (ex. Belcher, 2007; Englander, 2011; Lillis & Curry, 2015), there were two main issues for switching to a national journal. First, Hao, Yao, Yan, and Luo did so because peer reviewers and/or editors deemed their articles not suitable to the journal's international audience, corroborating (Petrić, 2014). This issue is covered further in Finding 5, "Suitability." Second, Yan, Tu, Ma, and Hao reported that they did not want to pursue further

rounds of revision and peer review because of time considerations related to promotion application deadlines, a situation explored further in Finding 3, "Time Pressure." Furthermore, while participants at all ranks during the interviews mentioned switching to TBEMJs after trying to publish internationally, three of the associate professors, Tu, Ma, and Hao, recollected that they had done so while they were still assistant professors under promotion pressure. Yao and Luo were the only full professors to publish in a TBEMJ after rejection from an "international" journal in the last five years. That assistant professors appear more likely to fall back on TBEMJs after trying to publish in WoS journals illustrates one way that the assessment regime impacts relatively novice scholars. However, TBEMJs can still provide a useful option for full professors, as Luo's case shows through his movement up and down the publication indexical scale toward mobility and locality, respectively.

Case Study: Luo

Luo began his university employment under the new system. At the time of the interview, he had recently been promoted to full professor at a public technology university in southern Taiwan. He had struggled to publish in Chinese and Anglophone journals for several years as an assistant professor, until he spent a year in the USA as a visiting scholar. There, he received research training from a mentor and attended English research writing workshops. This activity shows how a scholar can traverse a sociolinguistics of mobility through harnessing material resources to gain access to transnational activity as center-directed mobility. After applying what he learned, an editor noticed his work at an international conference. With the editor's encouragement, Luo began to publish regularly in that and other indexed Anglophone center journals. Luo's success illustrates how material resources provided center-directed mobility that made it possible to go to the USA, which helped him harness linguistic resources so that his

research papers became a mobile resource to participate in international conferences and publish at the Anglophone center level.

During this period, Luo also chose to publish two articles in a TBEMJ, which is listed in the Engineering Index and Science Citation Index Expanded and published by a national university in southern Taiwan. He did this because the focus of the journal is quite narrow and well suited to those studies. Nevertheless, one of his manuscripts had again been rejected from a center journal and he decided to submit it to a TBEMJ that is indexed in the domestic TSSCI. He knew the paper could be a good match for the journal published by a private university in Taipei that covers a broad range of topics. After the rejection from the "international" journal, Luo used the reviewers' comments to revise the manuscript before submitting it to the TBEMJ. After in-house review, the editor asked him to explain how his paper was different from another article he had recently published. After he explained his position, the blind peer review process commenced. He described his experience:

> At first I thought this journal is pretty rigorous because they don't want you resubmitting something. Then the first round of reviews took two to three months. This journal is published in English, but it is still a domestic journal, which means reviewers are likely domestic researchers. Compared to international reviewers, some comments are helpful but some just ask me to explain more why I am doing this and what about findings. After addressing three reviewers' feedback and resubmitting, I received the final decision and the manuscript went into editing for publication within three weeks. It was published probably in one or two months. (Interview)

Analysis. For Luo, who had published in many different types of journals, the main reason he sent this particular manuscript to the TBEMJ was that it had been rejected by an "international" journal. By considering a text as a mobile resource, Luo's case shows that scholars may move up and down the indexical scale of journals depending on the level of mobility of their manuscripts. Even though the journal editors seemed to run the journal professionally, because the peer reviews were short and simple, they did not measure up to what he had experienced with Anglophone center journals leading him to assume that the reviewers at the former were Taiwanese. This expressed a view of the TBEMJ as lower on the indexical scale of journals based on presumed position of the reviewers as closer to the periphery on the horizontal continuum of location. Nevertheless, it appears that Luo was able to exercise linguistic resources while accepting margine-directed locality in his publishing decisions when necessary.

Conclusion: Rejection by "International" Journals

Rejection by "International" Journals illustrates the polycentricity of scholarly publishing in the world system in which national contexts operate as centers. Within Taiwan, as a center, the TSSCI journal that Luo turned to was not in a WoS index, making it relatively low on the journal scale level. However, with the editor's attention to publishing ethics and adoption of blind peer review, it had been affected by the centripetal pull of the Anglophone center making it a useful outlet for a manuscript that had been rejected at the center. The short turnaround and simple peer review may have been indicative of its lower position on the indexical scale, but it could have also been the result of the revision based on feedback from the Anglophone center level journal that he did before sending the manuscript to the TBEMJ. In Sheridan (2015), the editor emphasized that she wanted their journal to be the "first choice" of researchers rather than their

"plan B." However, it is likely that papers that have been pulled from further review by authors (for example Tu, who is the case study in Finding 3, "Time Pressure") or rejected after review at "international" journals and then submitted to "national" journals (such as Luo's), have benefitted by the peer review feedback at those journals. Even though Luo's reviewers rejected his paper, they gave him useful feedback, a situation Curry and Lillis (2013) mention as an important role of center journals. That means in some cases, editors and reviewers of "national" journals are benefitting from the efforts of their colleagues in other centers. As a result, peer reviewers are more likely to accept manuscripts with minor revision. In addition, this may increase TBEMJ's pool of submissions because, as will be discussed in Finding 3, "Time Pressure," the possibility of a fast turn-around, like Luo's, was a reason several other participants mentioned for choosing TBEMJs.

Finding 2: Citation Index

Citation Index relates to how important it is to scholars and for journals that journals are included in domestic citation indexes (TSSCI and THCI) and/or "international" indexes such as SSCI, A&HCI, SCI, EI. When a journal becomes listed in an index, its center-directed mobility increases. Several participants expressed the semiotic value of the indexes in relation to TBEMJs. Jon suggested that the purpose of indexes is to help "editors to get submissions." Tu, an associate professor, maintained that the Ministry of Science and Technology encourages researchers to submit papers to national journals "in the sense that they are hoping editors of the national journals can bring the journals to the international level, not just focus on the local." He explained:

> They are hoping that the department journal, for example, can be indexed in the international database. If national journals are able to be in the index, they will give extra financial [support to the journals]. So it is sending a message. (Interview)

Stressing the emblematic importance of a citation index, Lin claimed, "as long as you put [a journal] into SSCI, that means it is an international journal, even if it is a local publisher." In addition, if a journal jumps scale levels, then authors who publish in them are able to ride on the journal's mobility as their publications are likely worth more points. The category hence represents how participants choose particular TBEMJs for publication outlets because they are, or will be, included in a citation index, or to help a journal qualify for an index.

Seven of 14 scholars mentioned Citation Index as grounds for submitting manuscripts to a particular TBEMJ. These included Pan, Deng, Chan, Yan, Tu, Ma, and Yao. In particular, Ma and Pan reported submitting to certain journals in domestic citation indexes because they learned that the journals were looking for good English manuscripts as they were preparing applications to the THCI and SSCI, respectively. For Ma, publishing in a journal in a domestic index was his preference, because he was more concerned about finding an English medium journal as discussed in Finding 4, "Suitability," than publishing in a WoS journal. However, for Pan, the potential SSCI status of the journal was paramount, because, as mentioned, she needed three SSCI journal papers to pass promotion review and she had none up to that point. On the other hand, Yao submitted papers to a journal, where she was on the editorial board, to keep it publishing and to help it get into an index. For others, Citation Index was a secondary consideration, but one that made it acceptable to publish in a national journal. For example, Chao, Deng, Jon, and Chan (with her student) each had participated in a different conference and they

were invited to submit their papers to special issues related to themes of the conferences in a TBEMJ. They all felt obligated to participate, even though they would have rather saved the work for an "international" journal. However, because the journal is included in the SSCI and the A&HCI, they felt it would be acceptable. Next I will report further on "Citation Index" through two case studies, Pan and Yao.

Case Study: Pan

Pan is an assistant professor at a private university in northern Taiwan. She had submitted manuscripts based on her dissertation to "many SSCI journals" but they were all rejected. She recounted, "some said 'your data is too old;' some said 'your English is not so good.' But I spent lots of money to improve." So even though Pan reported sending her papers to an editing company that also offered a manuscript submission service, they were all rejected from SSCI journals, confirming Lillis and Curry (2006), who found that language brokers are not especially useful for getting published. At the time of the interview, Pan had published a few co-authored Chinese articles in small local journals in Taiwan and two single-authored articles in a TSSCI English medium journal that was admitted to the SSCI by the time the issues with her articles were published. Under pressure for promotion, the main reason Pan submitted manuscripts to that journal was that she learned the journal was applying for SSCI membership and a colleague told her, "they need more papers; you can submit there." Besides getting her closer to fulfilling promotion requirements, she claimed that the cash bonus she received from her university, NT$50,000 (about US$1,500) for each article was enough to cover what she spent on the editing company. She described her experience with the TBEMJ:

> I submitted three papers based on my dissertation. After I adjusted the formatting, each was sent to two reviewers. After two months, they chose two for revision. I

said, ‘ok, revision’ and I don’t know how to revise, so I asked the professor at AB University [post-doc advisor]. In about ten minutes he helped me understand how to deal with the feedback regarding the statistics. After a month, I sent it back. Later they also give my paper to the, I think it is an editor; it’s a *wiaguo ren* (foreigner) a native English speaker copy editor. Finally, after two revisions, they accepted. So I have two SSCI! Finally! (Interview)

Upon reflecting on what made these two papers successful after working to get them published for so long, she admitted, “The timing. Yeah. I think I got lucky. I have the good friend who told me [the journal needed English papers to join SSCI].”

Analysis of Pan. As mentioned in Chapter 4, Pan had studied in England, but struggled with English and had not engaged in much research activity before working on her dissertation. Her relatively late start in academia may have contributed to her difficulties, as according to Hanauer and Englander (2013), researchers who begin research activity in English earlier in their educational trajectory tend to be more successful at publishing in major Anglophone journals. After all her papers were unsuccessful at the Anglophone center level of publishing, even with hiring the language broker, Pan felt that she was “lucky” because the timing of her submissions led to her success at a “national” SSCI journal. Pan’s experience illustrates how difficult it can be for a researcher with her TimeSpace to not only access, but be able to leverage, linguistic and other resources to counter margin-directed forces of the “periphery.” This is in contrast to Luo’s TimeSpace that seems to have afforded him greater mobility, for example to have had university support to go to the USA when he was an assistant professor.

Case Study: Yao

Yao, a full professor at a private university in northern Taiwan, maintained that she has been connected to a particular journal for decades, since her undergraduate years. She began publishing Chinese articles when it was a magazine and years later was submitting English research articles to help keep it afloat when it became an English-medium academic journal preparing for the TSSCI and eventually the SSCI. This journal's progression supports Tu's observation that Taiwan-based journals are supported by institutions in order to push them toward the Anglophone center of scholarly publishing. Yao explained that the journal was able to do so with the financial support of the association's membership.

Yao admitted, "I have a deep feeling for this journal because I have published there since I was about 22-23 years old." She recalled, even after it had switched to English, however,

> the journal was not known; it wasn't in TSSCI or SSCI so nobody wanted to submit papers there, so we didn't have enough papers. So we asked people to submit papers. I was on the editorial board and associate editor so [I was] responsible for keeping the journal going. When [I] couldn't get others to write papers, I would write papers myself. Then the journal was promoted by Elsevier as an international journal, and then there were many manuscripts! So we just watched. I could step down from that responsibility. Now we are the reviewers. This year, I have two papers with grad students. When younger, of course, I am the first author because most [research] I did myself. The last time I was first author at the journal was in 2011. (Interview)

Analysis of Yao. While Pan and Ma submitted papers to journals that were in the running for index membership to support their promotion applications, other participants, including Yao

and Ren, have submitted papers to help national journals maintain a regular publishing schedule, a common challenge of small peripheral journals (Labassi, 2009; Salager-Meyer, 2008), but a basic requirement for citation index inclusion in Taiwan and the WoS. I have included Yao and her experience with this journal as a case study to illustrate the force and issue of citation indexes on participants' decisions to publish in TBEMJs. However, because of her dedication to the journal, she is also included in the last finding category, "Relationships." Yao's experience with this journal is also indicative of the indexical scale of academic rank because as a senior scholar, she came into the old system, which will next be discussed further.

Conclusion: Citation Indexes

The two case studies in this section illustrate the extent to which citation indexes are a force and an issue in the Taiwan context of a politics of citation indexes. Because Pan's single goal was to publish from her dissertation in an SSCI journal so she could get promoted to associate professor, she seemed to be especially affected by "SSCI Syndrome" (Chou, 2014d). She maintained that at her private university, she absolutely had to get three publications in SSCI journals. For each of the two, she had received a cash bonus. Based on Chapter 5, in the evaluation policies at this private university, neither the journal's impact factor nor its location mattered. Pan's experience shows that while a politics of citation indexes (Chapter 5) impacted her goals, a politics of location (Lillis & Curry, 2010) did not.

In Yao's case, an inadequate number of submissions forced the editorial board to submit their own papers; however, they were likely able to do so because, unlike Pan, they had entered into the HE system before the current assessment regime, which meant that they did not have to worry about how many points were allotted for different types of publications. Furthermore, even though the journal had been accepted into the TSSCI, it was not until it successfully

negotiated the centripetal pull of the Anglophone center indexes (Lillis, 2012; Sheridan, 2015) that Yao and her colleagues could step back and change their roles to peer reviewers. This illustrates how citation indexes operate on the indexical scale of publications as semiotic emblems (Blommaert, 2010, p. 38). As soon as the journal had the SSCI tag, the editors received enough submissions. Likewise, as soon as Pan could add SSCI to two lines on her CV, she was two-thirds of the way to fulfilling her institution's promotion application criteria. Pan's case is an example of the politics of citation indexes at an individual level; as the journal moved up the indexical scale of publications, Pan was able to start her climb on the scale of rank. On the other hand, Yao's case illustrates the politics of citation indexes at the journal level as experienced by an individual who was intensely interested in seeing the publication advance toward the Anglophone center, which would benefit her students. In sum, citation indexes contribute to a sociolinguistics of mobility because a journal in a domestic citation index can operate mostly at a trans-local context, but by moving up the indexical scale to an "international" index, it can advance to "higher-than-local" connections, thereby having greater value (Petrić, 2014, p. 50), i.e. greater center-directed mobility. This mobility can then transfer to the individual level as scholars are able to advance in their careers by publishing in them.

Finding 3: Time Pressure

Time pressure was found to be a force impacting participants' decisions to send manuscripts to TBEMJs because they believed it would take less time to get published in them than at "international" journals indicating participants were willing to accept margin-directed movement on the indexical scale of journals when faced with an assessment regime based on quantitative evaluation. The issue of time pressure was experienced more by less senior participants illustrating how participants' TimeSpace affects their experiences in the semiotic

habitat of higher education in Taiwan. The pressure influenced faculty at private and national universities, including Tu, Ma, and Hao, who were under promotion pressure before or at the time of their interview, and one vocational college teacher, Yan, when she was a PhD student. The finding corroborates Sheridan (2015), whose participant suggested the THCI journal was a good place to submit papers in order to get a publication when one's promotion application deadline was getting close. Furthermore, associate professors Tu and Ma reported still feeling time pressure related to evaluation requirements. On the other hand, no full professors reported feeling such pressure, illustrated in two situations: First, Lin, Ren, and Yao had entered the HE system before globalization forces impacted government and institutional policies and they have reached the point after so many years of service and contributions, that they are no longer subject to regular evaluation (Chapter 5). Second, Luo, who entered higher education at the beginning of the new system, indicated that the publishing expectations at the national university in southern Taiwan where he is a faculty member are not very high. Luo's situation illustrates the polycentricity of Taiwan's HE environment, in which institutions operate as centers along a center-to-periphery continuum so there is less force from the national center the closer the institution is to the periphery, as discussed in Chapter 5.

Most participants in this study reported that the submission, peer review, and publication process at the TBEMJs, where they were published, took from a few months to about one year. However, Deng and Jon, were exceptions. Deng claimed that his paper was not only delayed because a guest editor did not meet deadlines, but that it was mishandled by inappropriate peer reviewers; eventually, the special issue was published after more than two years. Jon's experience with a special issue published by a THCI journal was delayed in the peer review stage for one year. Long delays because of peer review problems with tardy reviewers or difficulty

with conflicting reviews were also reported in Sheridan (2017), showing that small journals do face organizational and manpower challenges.

Those who felt time pressure and decided to submit their manuscripts to TBEMJs were under promotion pressure. The time pressure facing Pan and Yan was related to rejection by "international" journals after already investing months in the submission and review process. Tu decided against entering into further peer review rounds that he believed would likely take many months. After publishing a few WoS-rejected papers in non-indexed national journals, Hao maintained that she was running out of time and still needed her featured work for her promotion application. However, instead of submitting a rejected paper to a TBEMJ, she decided to write a paper especially for one and was successful (see "Suitability" in this chapter). All the participants in this category were ultimately successful as their manuscripts were often accepted, and even published, within a few months of submission to TBEMJs that are in domestic and/or WoS citation indexes. Next, I will present two case studies: Tu and Yan.

Case Study: Tu

Tu is an associate professor at a national university in Taipei. He has published seven articles since 2007, of which three are single-author articles in two TBEMJs. One of Tu's manuscripts had not been outright rejected by an "international SSCI" journal, but he admitted that as a fresh PhD, he did not understand how to read and respond to reviewer comments from the top-tier publication to which he had first submitted his paper. Under time pressure and eager for some sign of success, he sent it to a Taiwan-based journal that is in the THCI Core, the A&HCI, and the SSCI, instead of revising for the first journal. Another of his papers had been rejected at the initial in-house review stage from an "international SSCI" journal, so he revised it and submitted it to a THCI Core journal. He was confident that it would be published quickly.

He stated:

> At the time, I had the pressure, so to be honest, I thought, instead of making my life more difficult, I just need some milestone for myself, so instead of keep on defending myself and resubmitting it to the top-tier journal, I decided to submit it to the national journal. Actually, I got a very fast review [from the TBEMJ], and … this is the only one where I got accepted with minor revision. That means I had had a good chance with the top-tier journal. Anyway, I didn't have any mentor; I did not have any help; I didn't have anyone to talk to. So this is how I got my first work submitted to the local SSCI journal—because I thought it was easy and fast. I am sorry; I just needed a milestone to give me some confidence. So I submitted my second publication to the same journal, but for the second work, I got accepted with major revision. (Interview)

Tu also shared his observations comparing his review experiences with "International SSCI" and "local SSCI" journals. He stated that the peer review reports from the Taiwan-based journal only needed two or three pages of responses, but he estimated he would have to type ten times that much to respond to the reviewers from the "international" journal. He also noticed differences in peer review results and editors' decisions between "Taiwanese local journals," whether local TSSCI or local SSCI journals, and "international SSCI" journals. He explained:

> Usually here [Taiwan] we tend to have minor revision or rejection because [reviewers] don't want to waste time rereading the same stuff again because most of the faculty members are too busy—and the reviewers that local journals recruit are mostly local faculty members. But [as an author] it is hard to improve when you have very limited information. So it is not an educational experience. So from

> my perspective I see two different trends between local and international SSCI journals. International journals tend to give out major revision or outright rejection, but the local journals tend to give either rejection or minor revision. (Interview)

Analysis. Tu's experience reinforces the issues regarding promotion policies, namely the pressure to publish a certain quantity, combined with the frustration of not having the time to make it the highest quality possible. However, it also reveals a lack of mentors with whom he could have consulted, corroborating Hanauer and Englander (2013), who acknowledge the benefits of mentoring novice scholars. He also upholds the perception of an indexical order of journals by distinguishing between "international" and "local" SSCI journals, signaling that the latter is lower on the scale and closest to those only in domestic indexes. Finally, Tu's experience also shows how the assessment regime benefits TBEMJs, because as in Luo's manuscript, Tu's had been revised based on feedback from WoS journal reviewers. Therefore, needing only minor revisions, the editor and reviewers do not need to spend a lot of time on it.

Case Study: Yan

Yan, an assistant professor at a technology college, was required to publish two single-authored articles in WoS journals in order to become a doctoral candidate and defend her dissertation at a national university in Taipei. Yan stated that she began working toward the publishing requirement and dissertation when she had finished her courses, four years into a maximum ten-year doctoral program. In one year, she published in a conference proceedings, but it did not qualify for the publication requirement. It took three more years to publish two articles that qualified for candidature. In the next year, she defended her dissertation and graduated, nine years after she began the doctoral degree. She stressed that the publication requirement was a

huge challenge and she claimed that it lengthened her doctorate study by a few years.

One of her articles is in a TBEMJ that is included in THCI Core, SSCI, and A&HCI. She elaborated that in her situation, "when deciding which journal to submit to, a very important criteria is speed of their reviewing process. So I have to speed up my acceptance." Therefore, without guidance from her professors, she adopted a strategy of checking the submission and publishing dates shown in journals she was reading, and submitted her papers to the ones that were the shortest. She later realized that this was not a very useful strategy because the process was still lengthy. The article she eventually published in the TBEMJ had been rejected by one "international" journal, revised, and then rejected by another. Finally she submitted it to the TBEMJ because

> I think this journal will be more interested in my topic. So if the international journal did not like my paper, I think this journal would show more favors for my paper. After six months, they gave me some suggestions. I continue to revise this and maybe I respond within one month. The second time I think I have waited for two months [for the review]. Then it's just accepted. (Interview)

Analysis. Although Yan is the only participant in this study who was required to publish in a WoS journal in order to earn her doctorate, it is an important case that illustrates the downward pressure of publishing expectations that top national universities, especially in science and engineering departments, are imposing on their students (A. H.-m. Huang, 2009). What is perhaps ironic is that the publishing requirements she faced in her doctoral program were higher than those she faces at the vocational college where she teaches; this illustrates the connection between indexical scale of institutions and promotion and regular evaluation criteria.

Conclusion: Time Pressure

The finding, "Time Pressure," is directly related to the assessment regime that has caused the evaluation of HSS researchers based on citation indexes and point systems. Thus, this finding is related to the first finding, "International" Journal Rejection and the second, Citation Indexes. However, it also emphasizes how the intense time pressure forces researchers to make difficult decisions, including accepting greater locality through submitting manuscripts to Taiwan-based journals, perceived as being faster to publication than higher-impact "international" journals, in order to meet the quantity requirements needed for promotion, regular evaluation, or even PhD candidacy. Participants' accounts illustrated the indexical scale of journals based on citation index status in which higher value is placed on "international" WoS journals over "national" or "local" WoS journals and domestically indexed journals. Finally, the Time Pressure finding showed how the higher education assessment system has changed as globalization-induced national policies have affected participants on the indexical scale of rank differently based on their TimeSpace. On one end of the scale, senior scholars are much less likely to have experienced publication time pressure during their careers; on the other end of the scale, current graduate students are already affected by the assessment regime.

Finding 4: Suitability

The category, "Suitability," includes two related criteria that participants raised as reasons for choosing TBEMJs. The first is about the need for more *English medium* journals that are listed in citation indexes. As stated in Chapter 2, the language of the knowledge flow—in this case, English used for scholarly publishing—can be interpreted as "a mobile complex of concrete resources" (Blommaert, 2010, p. 37) and the mobility of scholars is determined by their access to it through linguistic and nonlinguistic resources. However, in the fractal replication of the world

system, where non-center contexts are influenced by globalization forces, scholars need a greater variety of Anglophone publications, other than those at the "international" level. Therefore, the second category is about the appropriateness of participants' research topics to journals and/or their relevance to the national audience.

Sun and Ma discussed looking for suitable English medium national journals, though for different reasons based on disciplinary practices and evaluation expectations. Ma's experience is the first case study in this findings section; he and his co-author decided they would have a better chance of success with a national journal, but sought a good English medium one because their paper had been written in English. On the other hand, Yan, Sun, Tu, Ma, Hao, and Lin all mentioned "topic" as one reason they chose to submit their work to particular Taiwan-based journals. They indicated that through the experiences of peer review at "international" journals, they realized that their research topics were better suited for a national audience. Instead of spending time and effort to change them to satisfy the high-status internationally indexed journals, they decided to publish their work in the national context. Next, I will present the two criteria under the finding Suitability, and their respective case studies: Ma and Hao.

The Need for English Medium and Domestic Indexes

Ma and Sun, both associate professors affiliated with private universities at the time of the interviews, discussed the importance of finding Taiwan-based journals that accept English articles. However, their backgrounds are very different. Sun had retired from a national university after receiving his education in the USA. He is confident with his English ability for scholarly publication. His primary purpose for publishing, aside from meeting evaluation requirements, was to take knowledge regarding legal issues from an American perspective and apply it to the Taiwan context. Furthermore, he suggested, "foreigners will read this article."

Therefore, for Sun, TBEMJs are his preferred publishing venue because of his discipline and research interests. His only other criteria are that they are published by national universities, and preferably in a citation index.

Ma on the other hand, received all of his education in Taiwan and had just been promoted to associate professor at the time of the interview; however, he was still frustrated by the evaluation demands of his institution. Regarding national journals, Ma claimed that "because of government internationalization policies, pretty much all of them accept English articles now" and echoing Tu, suggested, "most of the journals are trying to get into SSCI so they encourage authors to submit papers in English." He claimed that in the last one or two years, the top TSSCI finance journals only accept English manuscripts. He stated, "I write in English to go along with their taste, but as an outsider [of the journals], I don't think that [publishing in English in local journals] is a good idea." He maintained, "If you want to reach readers in Taiwan, writing in English is not a good idea," and in contrast to Sun, "I really have doubts about how many foreigners would read these journals." However, because of evaluation pressure, he needed to publish in an indexed journal and he needed one that accepted English manuscripts.

Case Study: Ma

After his manuscript had been rejected by a WoS journal, he reasoned that the next best option would be a TBEMJ included in a domestic citation index. However, "at the time, there weren't so many." Eventually he and his co-author found a journal published by a professional association that was in the process of applying for TSSCI. According to Ma, in order to get more English submissions at that time, the journal was offering NT$40,000 (US$1,250) for each published paper. This was reduced to NT$10,000 after it was accepted into the citation index. He described their experience:

> We chose this journal because the topic [of our manuscript] was right and we knew they wanted English papers, but we wanted to get published in a TSSCI journal. This journal … applied for TSSCI in 2012, but was rejected. It was trying again in 2013 and I read that they would like to have English articles, so my classmate, my co-author, suggested we try. It was a smooth process. It took one to two months for reviews from two reviewers, who asked for minor revisions. [After revising,] it was accepted. The journal entered TSSCI while our paper was in submission process. Before TSSCI, the journal did not have a good reputation, but because scholars want to get published in TSSCI, it now has a better reputation. (Interview)

Analysis. Even though Sun and Ma are at the same rank and teach at private universities, they are in very different situations, especially because Sun came into Taiwanese HE in the old system and studied in the US. This places him at higher scale levels with higher center-directed mobility than Ma. Like Pan, Ma's case shows how lower center-directed mobility can impact a researcher's publishing experiences.

Journal Topic and Audience

Research topic and/or audience matching journals' scope and target were other reasons that some participants cited for choosing a TBEMJ. This was the case among Tu, Ma, and Hao because based on interview data, when they were assistant professors, they learned through difficult experiences of rejection how important it is to target appropriate journals. As reported in the first finding, after his manuscript was rejected by an "international" journal, Luo published in a TBEMJ that reflected a range of topics of interest to the national audience. Unlike the other participants related to this finding, after having papers rejected, Hao decided to write a

manuscript on a different topic with a particular TBEMJ in mind because she realized she wanted to address issues of interest to Taiwan's researchers.

Case Study: Hao

Hao maintained that after several of her manuscripts had been rejected by WoS journals because they lacked a strong theoretical foundation or findings that could be generalized to the international audience, she was able to publish them in *non*-indexed TBEMJs. However, with no indexed journal publication, she was anxious about her promotion application. Therefore, she chose a new topic for a paper that she proposed had not been addressed in Taiwan and then specifically targeted it to a top THCI TBEMJ. She explained:

> I studied the journal and framed [the study] carefully. From the time I submitted the manuscript to getting the three reviews back, it was six or seven months. I got three reviews: two for and one against; I saw the third reviewer's comments were very negative. The suggestion, perhaps from the editor, was to "pay attention to one and two, don't worry about three." I only did one revision before it was accepted. From this experience, I realized it seems journals outside Taiwan are not necessarily better and national journals worse. (Interview)

Besides being a more suitable outlet for her research, Hao also had the impression that the acceptance rate at national journals was higher and would take less time than Anglophone center journals. In addition, like Tu and Luo, she also noticed differences between the feedback she received from "international" journal reviewers and the TBEMJ reviewers. However, she felt that the "international" peer reviewer

> might give me high praise, but the content of the feedback was more ideological. So, even though I got a positive review, I was left feeling uncomfortable. The

> feedback led me to feeling that the reviewer did not have a deep understanding of [the topic], and seemed to essentialize my topic. The feedback from reviewers at national journals has been more specific. (Interview)

Analysis. Hao, who specifically targeted a domestically indexed journal for her study because she needed a primary publication for her promotion application, perceived Anglophone center reviewers as unsympathetic or even ignorant of her non-center orientation. On the other hand, the feedback from the TBEMJ seemed "more specific." This specificity seems to be a more positive perspective of what Luo (Finding 1, "Rejection") characterized as simplistic. What seems unique about Hao is that she questioned the indexical order of "international" publications being higher than "national."

Conclusion: Suitability

So far, the findings in this chapter have stressed the politics of citation indexes privileging WoS journals, especially those published in the Anglophone center. However, Ma and Hao's cases show that participants also value "national" journals in domestic indexes. These journals can fulfill the need to address issues of interest to their local colleagues with the possibility of reaching beyond the national context, as reported in Petrić (2014). This shows Taiwan-based researchers may be writing for multiple audiences (Lillis & Curry, 2010), even if they publish mostly in English. One reason the domestic indexes were established in Taiwan was to raise the quality of local journals, especially Chinese medium journals (RIHSS, 2013a). However, as has been shown in Petrić (2014) and Sheridan (2015) and described by Ma, as the assessment regime has pushed scholars to publish in WoS journals, there has been a greater need for English medium journals and, in the case of Taiwan, that are in the TSSCI and/or THCI. According to Burgess (2014), turning to English is likely one way for small journals in non-

Anglophone contexts to survive. The notion that a journal would offer authors cash payments, as in Ma's case, for published English language articles shows how English functions as a sign (Lillis, 2012). Furthermore, to offer such payment to encourage more English submissions to raise chances to get into the TSSCI illustrates the semiotic value of citation indexes, even domestic ones. It seems that Anglicization and, as noted in Finding 2, indexing at the national level could be steps a journal can take to reverse the negative cycle of peripheral journals (Salager-Meyer, 2008), because authors increasingly compose research articles in English; in addition, once a journal is indexed, authors have greater incentive to submit manuscripts, which was also stressed by Yao in Finding 2. In sum, similar to Luo's case, this finding shows that journals at the national level can provide center-directed mobility for researchers under pressure to publish a certain quantity of articles for evaluation purposes. Before Hao and Luo decided to submit manuscripts at a TBEMJ, they did not have the resources to publish in the "international" scale level. However, with fractal replication of the "center" to "periphery" world system in Taiwan, the TBEMJs provided a satisfactory alternative. The alternative for Ma and his co-author presented itself as a mutual benefit with English as a linguistic resource for Ma and a sign for the journal. In Hao's case, she was able to target the readers of a domestically indexed TBEMJ and the journal gained an English article focused on Taiwan, fulfilling its purpose. As a result, Ma and Hao were able to be promoted to associate professor increasing their mobility. Concurrently, Ma's journal increased its center-directed mobility by moving up the indexical scale of publications.

Finding 5: Relationships

The finding, Relationships, shows the complexity of the sociolinguistic system of scholarly publishing in Taiwan. This finding includes participants choosing to publish in national

journals because of various types of relationships that have changed and developed with shifts in the semiotic habitat. Here, one kind of relationship refers to the feeling of responsibility toward journals. Ren and Yao each discussed her dedication to a national journal to keep it publishing. In addition, relationships were found among individuals associated with journal special issues that were published in connection to local linguistics or literature conferences. Chao, Chan, Jon, Ren, and Deng all contributed to special issues of journals because of relationships with colleagues or advisors. Finally, Chan, Lin, Ren, and Yao have experienced publishing with students. This was particularly important to Lin and Chan. Next, I will present these findings and a case study featuring Chan.

Commitment to Journals

This kind of relationship is related to the sense of commitment individuals develop to support journals when working as editors, by submitting articles to keep them publishing on schedule. In the case study reported in Finding 2, Citation Indexes, Yao expressed this kind of dedication. In addition, Ren had similar experiences, which she described:

> That was my early career and at that time, because I worked in the English department, I feel I had the obligation to publish things on teaching English as a second language. I also wanted to support our own journal. As I was on the editorial committee you have to support [the journal] by contributing your own article there. (Interview)

This finding, that scholars have contributed articles to journals for purposes other than evaluation points signals a different TimeSpace in Taiwanese higher education. For Yao and Ren, this activity took place when they were younger and before scholars were impacted by the assessment regime. Now, national journal editors are not encouraged to submit articles to their

journals because of TSSCI and THCI requirements to internationalize and prevent conflicts of interest, as reported in Sheridan (2015). The next finding also illustrates how national journal practices have changed over time.

Special Issues: Publishing with Colleagues, Advisors, and Students

In another example from the earlier generation, Ren, a full professor at a national university in southern Taiwan reflected on experiences from when a group of colleagues had attended a workshop and then a friend, who was the editor of a journal, decided to put together a special issue. Ren recalled:

> I think it really depends on the editor-in-chief because they decide on the scope, the direction of the journal. For *TBEMJ*, because during the time I submitted my article, Editor Friend was in charge and she had chosen a certain focus. She said, "O'kay, I am trying to publish one special edition on this topic" so we all contributed similar contents on our individual sub-topic to that issue. So I feel I had more freedom to work on what I wanted to do and submit something according to her requirement. It was an opportunity. (Interview)

The higher education context has changed in Taiwan since Ren's special issue experience. She was in an environment where scholars felt free to explore topics for their own interest, apparently without worrying about points, impact factors, and citation indexes. In Taiwan, as the evaluation policies with point systems have intensified, publishing in conference proceedings is no longer encouraged in the humanities and social sciences. This can be seen in the institutional policies reported on in Chapter 5, where there is no mention of conference proceedings. In addition, Yan, the case study in Finding 3 reported that her conference proceeding publication would not even count toward a publication requirement in her doctoral program. In response to

this situation, some conference organizers have cooperated with journals that are published by associations or institutions to publish special issues based on the conferences. Because the academic events are held in Taiwan, they provide a context for scholarly exchange with their colleagues, advisors, and students.

As mentioned in Finding 2, "Citation Index," several scholars who more recently published articles in TBEMJ special issues, while assistant professors, felt an obligation to do so, but also rationalized their choice because the journals were in citation indexes. The obligations that Chao, Jon, Deng, and Chan felt were toward different situations or people in their professional lives. For example, one of Chao's recent articles was from a conference where her submission won the award for best paper. She explained that "they asked me to submit the paper and since I won the award; I agreed." Jon had participated in an event organized by the National Science Council (NSC)[12] and then she noted that "selected papers were published in [*TBEMJ*]." Deng maintained that he submitted a paper to a TBEMJ because he participated in a conference organized by the research institute where he was doing his post-doctoral fellowship. Although a guest editor was in charge of the special issue, the editor-in-chief of the journal at the time was his post-doc advisor. Because of this relationship, he felt obligated to participate in the issue, even though he had little interest in national journals because he believes the readership is relatively limited. Chan's experience seemed special to her because it was her first time presenting and publishing with an MA student.

Publishing with Students

Assistant professor Chan, and the full professors, Lin, Ren, and Yao, discussed their role as mentors to graduate students and novice researchers. Yao complained about the lack of

[12] The National Science Council (NSC) became the Ministry of Science and Technology (MOST) in 2014.

academic writing instruction when she was a student, saying that she did not learn about the concept of genre until well into her graduate study experience. Because of her own struggle, she maintained that she introduces her students to concepts such as John Swales (1990) CARS[13] model for organizing introductions and the IMRAD[14] structure for organizing research papers. She also has worked with students to bring course papers together for publication.

Supporting graduate students' publishing efforts has been one of Lin's main goals in the last years before retiring. She explained:

> Right now, I have quite a few graduate students. I want to lead my students to write the paper to get published. Last year, I helped two of my master degree students get published in *TBEMJ*. And because in two more years I am going to retire, I want them to be able to be independent so I won't put my name as a first author. (Interview)

Lin's goals show that she is aware of the pressure her students face to publish, even though she did not experience it as intensely in her career because she entered higher education during the old system, before there was even the associate professor rank between assistant and full professor. It also illustrates how in Taiwan's assessment regime, senior scholars are not expected to publish their own research as first authors.

Analysis. Of the four participants who reported that they had contributed to TBEMJs with students (Chan, Lin, Ren, and Yao), it makes sense that three quarters of them are full professors. In addition, the four are split between public universities and technology institutions, with none from private institutions; this illustrates that with private universities' lower research mandates, they likely offer fewer graduate programs, which makes mentoring students in

[13] Create a Research Space
[14] Introduction Methods Results and Discussion, (_ENREF_119)

research less prevalent. Chan, as an assistant professor, is a bit of an anomaly among the four. However, of all the assistant professors, she had the most academic publications, including 13 multi-authored journal articles. Most of the articles were with research teams led by her PhD and post-doctorate fellowship advisors, which shows she has a lot of experience as a mentee. In turn, Chan mentored an advisee into the publication of her Master's thesis.

Case Study: Chan

Chan and her MA student had presented the student's thesis at a local conference and were invited to submit to the conference proceedings, which would be a special issue of a TBEMJ included in domestic and WoS indexes. Chan knew that her student had wanted to "submit her master's thesis to an international journal" but that it would be difficult to do so. Chan recalled, "I actually had a long talk with my student" to convince her that the special issue was a good opportunity. She explained:

> We were not actually ready to submit that study for publication, but because it was invited and then we thought, 'well, this might be a good outlet for this study' so we decided to go for it. The study had some limitations so I thought we couldn't make strong claims. But then I talked about this with the editor, who said, 'Well that's ok. You can just say it is a pilot, preliminary findings.' So that is what we did. (Interview)

Chan and her student then submitted their paper for the peer review process and "we revised our manuscript according to reviewers' comments." She recalled:

> I think those reviewers are international. The reviewers' comments made a lot of sense. So it all happened very quickly, probably within four or five months, maybe even shorter than that [after submission]. It's not always that fast; it was

because it was a special issue so they have to get it out by a certain date.

(Interview)

Analysis. This case is an example of a mentoring relationship providing an opportunity to contribute to a TBEMJ and have it published quickly. It supports H. Lee and Lee (2013), who characterized national journals in Korea as venues mostly for graduate students publishing with their professors. Chan was able to judge the robustness of the study and gauge the level of journal that would more likely accept it, which demonstrated the co-constructive role an editor can play (Gao & Wen, 2009) in the publication process.

Conclusion: Relationships

In this finding, four types of relationships were identified, including commitment to a publication and obligations to colleagues, advisors, and students, which are similar to Curry and Lillis (2013), though they referred to pressure on academics to participate in local/national language publishing. These relationships can also be considered in terms of local academic research networks with a range of strength and durability (Curry & Lillis, 2010; Lillis & Curry, 2010). Ren's experience with colleagues seemed quite informal, while the relationships between students and advisors were more formal.

Relationships is the only one of the five findings in which citation indexes are in the background. They are still present in all but Ren's experience, but they do not function as the main force behind a decision to publish in a TBEMJ. However, Lin and Chan's case still exemplified the impact of globalization influences on higher education in Taiwan. It revealed that even master's degree students in Taiwan are aware of the need to publish and perceive a preference for "international" over "national" journals. Similar to Yan's doctorate experience, this phenomenon represents the downward pressure of the publication indexical scale at a major

research institution and supports H. Lee and Lee (2013), who suggested national Korean journals were used to "enhance students' CVs" (p. 226). Furthermore, even though the journal is in the SSCI, A&HCI, and other international databases and published by a large publishing company in an Anglophone center country, Chan and her student did not perceive this journal as "international." This could be because, from their perspective at a top national research university, the journal is not considered a "major" journal, since its impact factor is still relatively low. It shows how scholars' positions on the indexical scale of institutions can contribute to their perceptions. For example, for Pan, who is affiliated with a private university, getting published in a national journal that was not yet in the SSCI, but in the application process, was very important for her. In addition, Chan believed that the reviewers were "international" because their "comments made a lot of sense," which seems to index "international" reviewers over "local" ones, while it further supports the same point made by Tu and Luo.

Drawing on Blommaert (2014) as presented in Chapter 2, Relationships reveals "internal and external forces of perpetual change, operating simultaneously and in unpredictable mutual relationships" (p. 10). On an individual level, it explains the need for cooperation between colleagues and students and advisors. This is shown at the national level in the shift away from conference proceedings published by conference organizers to publishing special issues of "national" journals, because of the competitive forces on nation states at the transnational level.

Table 10

Forces and Issues That Influenced Participants to Submit Manuscripts to Taiwan-Based English Medium Journals.

	Pseudonym Private/ National Institution	"Intl." Journal Rejection	Citation Index	Time Pressure	Suitability	Relationships
	N	8	6	5	6	7
Assistant Professors	Pan P	X	X	X		
	Chao P					X
	Deng N		X			X
	Chan N		X			X
	Yan N	X		X	X	
Associate Professors	Sun P				X	
	Tu N	X	X	X	X	
	Ma P	X	X	X	X	
	Jon N					X
	Hao N	X		X	X	
Full Professors	Lin P				X	X
	Ren N	X				X
	Yao P	X	X			X
	Luo N	X				

Conclusion

This dissertation study is about the forces and issues that humanities and social sciences scholars in Taiwan experience in their scholarly publishing choices. In the previous chapter, it was found that a politics of citation indexes impacted participants' general publishing decisions through the higher education assessment regime. An indexical scale of journals was also determined, which included five types of journals. From lowest to highest, they are: (a) non-indexed domestic, (b) domestic in domestic index, (c) non-indexed "international," (d) domestic WoS, and (e) "international" WoS. In the current chapter, most TBEMJs that participants discussed were either domestic in domestic indexes or domestic in the WoS; these two were also discussed in relation to "international" WoS journals.

This chapter presents five findings in response to the second research sub-question: What forces and issues influence participants' publishing in Taiwan-based English medium journals? As shown in Table 10, they are: (a) "International" Publication Rejection (N=8), (b) Citation index (N=6), (c) Time pressure (N=5), (d) Suitability (N=6), and (e) Relationships (N=7). Next, the summary and synthesis of the factors show how the citation index complex operates at the national level of scholarly publishing through the politics of location and the politics of citation indexes. Then, participants' expressions of the orders of indexicality (Blommaert, 2010, p. 38) in their view of citation indexes will be considered.

Summary of Connections Among Findings

At the beginning of this chapter, I mentioned that choosing individual cases to illustrate each finding was challenging because most participants faced multiple forces and issues. Table 10 shows that Chao, Sun, and Jon discussed only one of the factors in connection with their experiences with TBEMJs, while Tu and Ma talked about the most, at four. On average, each

participant mentioned 1.4 of the forces and issues. The findings are the result of qualitative analysis, and these figures are not meant to represent statistical analysis; however, they give a sense of the forces and issues that drive participants' decisions for publishing in Taiwan-based English medium journals.

Being a back-up after rejection from an "International" journal is a common role assigned to national journals (H. Lee & Lee, 2013; Sheridan, 2015), and likely easy for participants to identify as a reason to choose a "national" journal. The study included seven participants whose papers were rejected from journals and one whose book chapter was rejected. This finding spanned participants of all ranks at the time of the interview, but the experience was found to be more likely when the participants were assistant professors, who tend to be subjected to promotion pressure. The results showed that those who mentioned such pressure were all included in other findings categories, as well; this indicates that the "international" journal rejection is more of a generalization, and points to multiple forces and issues affecting participants. Based on interview data, "International" Publication Rejection tended to be connected to Findings 3 and 4, Time Pressure and Suitability, respectively. Except for full professors Ren and Yao, the other six were included in either one or both of these findings categories.

Time Pressure relates to the challenge of meeting promotion and regular evaluation deadlines, and was also found to influence researchers in H. Lee and Lee (2013). It was a force that pushed five participants (two assistant professors and three associate professors) to submit their manuscripts to TBEMJs. These five were also included in Finding 1. As mentioned above, during the pre-promotion period, participants were more likely to turn to "national" journals. This was also the case regarding time pressure, but the three associate professors also indicated

they still felt pressure to satisfy regular evaluation requirements. On the other hand, none of the full professors talked about time pressure in their TBEMJ experiences due to manageable evaluation expectations (Luo) or a combination of being senior scholars hired in the old system with enough seniority or accomplishments to no longer be subject to evaluation (Lin, Ren, and Yao).

Suitability includes two categories: Need for English Medium Journals and Domestic Indexes, and Journal Topic and Audience. It affected six participants. Lin, a senior scholar, who did not experience international publishing pressure as a novice scholar, was only concerned about the second category. She submitted articles to a national journal because it was what she knew about within her academic environment at the time. Sun had not been compelled to publish in Anglophone center journals because of being part of the old system, and because the law discipline is more connected to the national context; however, he still preferred to publish in English because of his educational background and research interests. In this way, he was connected with both of the Suitability categories. The remaining four, Yan, Tu, Hao, and Ma, changed publishing targets from "international" to "national" journals because their research was better suited to a local readership. In addition, Ma stressed the need to find an English medium journal because the paper had been written in English.

Citation Index refers to the force and issue related to choosing to publish in TBEMJs based on journals' status in citation indexes. It is closely related to the citation index complex (Chapter 2), which is the institutional structure of the politics of citation indexes presented in Chapter 6. It impacted six participants from all ranks at both private and national institutions. For Pan and Ma, citation index was so important that they submitted papers to journals that were still in the evaluation stage of the SSCI and TSSCI, respectively. On the other hand, for Deng, Chan,

Yan, Tu, and Yao, index was more of a secondary concern, but still crucial to their decisions to publish in a TBEMJ. All of the TBEMJs originally identified in this study are included in one of the domestic citation indexes, TSSCI or THCI. In addition, of the four that were chosen for participant recruitment, one journal is also included in the SSCI and A&HCI, and one is in the SSCI. As shown in Chapter 6, participants expressed the semiotic value of these abbreviations, especially those in the WoS. However, Ma and Hao showed that English medium domestic indexed journals are also valuable to scholars who need an alternative to "international" journals.

The final finding, Relationships, impacted seven participants and has some similarity to academic research networks (Curry & Lillis, 2010) that between individuals illustrates the trans-local role of journals beyond the center (Petrić, 2014). It includes two categories. One is concerned with the relationship Ren and Yao experienced through supporting a journal by submitting papers to keep it publishing on schedule; in Yao's case, the journal could be admitted to TSSCI and then SSCI. Ren described a special issue organized by a friend as if it were an enjoyable group project. These relationships were dedicated to the broader community by scholars who did not need to worry about points and citations. The second type of TBEMJ publishing relationship involved obligations to colleagues (Chao and Jon), advisors (Deng), and students (Lin and Chan), similar to Curry and Lillis (2013) who mentioned scholars' obligations to local/national language discourse communities. Assistant professors were more likely to experience the obligation to publish with colleagues and advisors, probably because they were either in the job market or preparing for promotion and needed to build a support network. Within these relationships, citation index was not in the forefront, but still a consideration, especially for Yao, Deng, and Chan, as noted in Suitability. It was more likely that full professors would publish with students, but the motivation for Chan to publish in a TBEMJ was

to support her first MA student. I suggest that through the examples of publishing in "national" journals based on different types of relationships, it seems that they provided a special place for the participants, and especially Chan and her student.

This summary shows that time pressure and suitability are closely connected to "international" journal rejection, and tend to impact less experienced scholars, regardless of institution type. In contrast, relationships appears to be independent from it. Only Ren and Yao mentioned rejection *and* relationships, but they did so regarding different experiences. On the other hand, the assessment regime represented by the politics of citation indexes was a ubiquitous force behind their publishing decisions regarding Taiwan-based journals, much as it was shown to be regarding their publishing decisions in general. These findings present a more complex picture than H. Lee and Lee (2013) found at a top university in Korea, where domestic journals are referred to as "graveyards" for manuscripts rejected from internationally indexed journals, or venues suitable only for graduate students' work.

Orders of Indexicality

According to Petrić (2014), the more journals in the semi-periphery have local to local and local to higher connections, the more "valuable they will be seen to be in the local context" (p. 205). Part of the assessment regime includes the indexical scale of scholarly journals as mentioned above. As explained in Chapter 2, the concept "orders of indexicality" can extend analysis of indexical scale levels to acknowledge "authority, access, and power" (Blommaert, 2010, p. 38). Orders of indexicality can be considered in relation to the indexical scale of journals and why participants choose to publish in EMNJs. When discussing their experiences, participants' interviews seemed to reveal attitudes supporting indexicality of journals in relation

to a politics of location and politics of citation indexes. These expressions were related to their perspectives on citation indexes.

When a journal is admitted into a citation index, it gains that semiotic emblem and the value that comes with it, which can be material and symbolic. For example, on the material level, Tu maintained that a journal gets more funding when it gets into an index, corroborating a finding in Sheridan (2014). On a symbolic level, Lin believed that "SSCI means international" and Ma claimed that "after the journal was in TSSCI, the journal has a better reputation." Thus "SSCI" and "TSSCI" become semiotic emblems representing authority in knowledge creation. Authors perceive that the journals then provide access to the center. Institutions believe that authors who publish in the journals will then provide access to the power of higher rankings. Because of the increase in the order of indexicality that indexed journals achieve, editors no longer have to worry about getting enough manuscript submissions, as Yao recalled based on her experience. However, the indexical scale level still seems to matter, as when in the TSSCI and not yet in SSCI, Yao's journal did not always have enough submissions, an issue the editor of *ETL* also faced.

In conclusion, there are multiple forces and issues that caused participants in this study to submit their manuscripts to English medium national journals in Taiwan. By gaining an understanding of forces and issues behind participants' decisions, the findings revealed ways that the journals function in the complex sociolinguistic system of scholarly publishing in Taiwan. This system is part of a global academic publishing environment shaped by a multi-level power structure. In this system, TBEMJs must be understood in relation to the assessment regime because it is the genesis of the citation index complex on which journals and scholars' work are measured—or perhaps it is not an exaggeration to suggest it is what validates its existence.

Journals, as entities, negotiate their own mobility along the indexical scale of journals by fulfilling Anglophone center index requirements. They therefore provide a crucial space where Taiwan-based scholars can move closer to mobility or locality depending on their relative position and situation. For example, when time pressure is the main concern for a researcher, they may be willing to move toward locality to meet publication quantity needs. On the other hand, when journal suitability is the issue for a researcher, they are likely moving towards greater mobility. It seems that Relationships as a force in choosing TBEMJs was the only finding not wrapped in citation indexes; however, they were still in the background calling attention to the complexity of power relations at different levels caused by the semiotic habitat of higher education in Taiwan. Ultimately, the TBEMJs provide opportunity for scholars' center-directed mobility because they help them meet promotion and evaluation requirements. However, that mobility is defined by locality.

CHAPTER 8

CONCLUSION

This dissertation is embedded in the semiotic habitat of Taiwanese higher education, a context beyond the Anglophone center and impacted by its own history and globalization influences. Because of central government policies shaped by these conditions, Taiwan has embraced the competitive knowledge economy at national and transnational levels. As a result, higher education institutions have increasingly expected their faculty members to publish research in Anglophone center journals that are listed in "international" citation indexes in order to compete in global university rankings. Therefore, like researchers around the world, multilingual Taiwan-based scholars are under pressure to "publish (in international indexed journals) or perish" (H. Lee & Lee, 2013). However, in Taiwan, a domestic scholarly publishing infrastructure has simultaneously been developed, which has provided legitimate Chinese- and (increasingly) English-medium national journals as potential outlets for researchers. Filtering through this HE environment shaped by global centripetal forces and national interests, an assessment regime supported by a citation index complex directly impacts scholars. The current study investigated 14 humanities and social sciences scholars to identify the forces and issues derived from this environment and to assess how those issues have influenced participants' publication practices in general and with Taiwan-based English medium journals in particular.

The participants included full-time faculty members at tertiary institutions in Taiwan who have published one or more articles in one of four Taiwan-based English medium journals. The primary source of data was one-on-one in-depth interviews, supplemented by analysis of their curricula vitae and institutional regulations. The participants included faculty of all ranks at public, private, and technology institutions in northern and southern Taiwan. They also

represented several disciplines and sub-disciplines including English language teaching, law, linguistics, management, and nursing. Another area of variation was their educational background, especially in terms of the type of universities they attended (public or private) for graduate education and in what countries (Taiwan, the United States, or Europe or Commonwealth countries), and other international experiences. While these individuals cannot be generalized to represent all faculty members in their disciplines or institutions, the in-depth interviews provided a detailed understanding of their experiences and perspectives. The study was guided by one overarching research question and two sub-questions:

What are humanities and social sciences scholars' perspectives and perceptions regarding their publication practices in the higher education environment of Taiwan?

A: What forces and issues influence participants' general publication practices?

B: What forces and issues influence participants' decisions to publish in Taiwan-based English medium journals?

Besides this last chapter, the dissertation includes eight chapters. Chapter 1 provided an overview of issues common to global academic publishing, and introduced the contextual and historical background of the study. Chapter 2 presented the study's theoretical framework in three sections. The first dealt with terminology from world systems theory (Wallerstein, 1991, 2004). The second explained the concepts of centering institutions, centripetal forces, polycentricity, and economies of signs (Blommaert, 2005; Silverstein, 1998) as applied to three studies on EMNJs (Lillis, 2012; Petrić, 2014; Sheridan, 2015). This was then interpreted as a rhizomic environment. Finally, the third section built on Blommaert's (2010) theory for a sociolinguistics of globalization with aspects of complexity (Blommaert, 2014) that include power relations, polycentricity, and mobility. Chapter 3 explained the methodology for

conducting the study and its rationale: in-depth one-on-one interviews and document analysis. Chapter 4 introduced the 14 participants, including their educational background, institutions where they have worked, and their general publishing experiences. Chapter 5 presented the promotion and evaluation policies at participants' institutions based on analysis of regulations available online. Chapter 6 responded to the first research sub-question by looking into the discourse of the study environment and interview data to understand the forces and issues behind participants' general publishing decisions. Chapter 7 reported findings related to the second research sub-question to understand the forces and issues influencing participants' decisions to submit manuscripts to English medium "national" journals based in Taiwan.

This chapter includes three sections. First, I will summarize the data reported in Chapters 4 and 5 with a theoretical explanation of the participants' experiences and immediate policy environment. Second, I will provide a theoretical explanation for the findings presented in Chapters 6 and 7, and what they say about the forces and issues behind decisions that scholars make regarding publication of their research. Third, I will suggest ways the findings and theoretical framing may be practically applied to the Taiwan context.

Scholars' Context: A Sociolinguistics of Mobile Resources in a Semiotic Habitat

Concepts adopted from Blommaert's (2010) sociolinguistics of mobility embedded in globalization were used to consider participants' mobility through their individual TimeSpace. According to Blommaert, while mobility is center-directed, all types of mobility are organized by locality and tempered by normative standards of the center. In this study, mobility was experienced in different ways as participants traversed indexical scales of education, institution, rank, and citation indexes. It could be physical, as in participants going to the USA as visiting scholars; textual, as in publishing in SSCI journals; or symbolic, as in academic rank promotion.

Chapter 4 examined the participants' background along these scales and Chapter 5 introduced the promotion and regular evaluation policies of the institutions where they were working at the time of the interviews. These two aspects of the study formed the locality from which mobility developed, thus revealing individuals' "TimeSpace."

It was found that scholars' center-directed mobility, as explained by movement up the indexical scales of education, institution, rank, and publications was related to how long they had been in academia in general, but also when they entered the higher education system in Taiwan: whether during the old or new system (roughly before or after the year 2000). In addition, their mobility seemed to be influenced by the level on the indexical scales of education and institution on which they began their careers. For example, those who had been pursuing their academic interests since their undergraduate or masters degrees, and had received their education in the Anglophone center, were more likely to secure full-time faculty jobs at national universities in Taipei. On the other hand, participants who earned their doctorate in Taiwan and/or later in life were more likely to be hired by (and remain at) a private institution. For participants entering HE before 2000, their mobility was mostly affected by rank and seniority, while those hired after 2000 depended more on the number of articles they could publish in indexed journals.

The type of institution where participants worked, in turn, influenced their research and publishing activity. This is primarily because in Taiwan's polycentric higher education system, the central government, through the Ministry of Education, established the assessment regime regulations; in response, individual institutions have crafted policies to adapt them to their own conditions. These conditions were theorized through the concept of fractal replication of the world system in which Taiwan constitutes its own center-to-periphery continuum: Taipei as the "center" and southern Taiwan as the "periphery." Based on data collected, it was found that

national universities place greater emphasis on research than do private ones, supporting Liu (2014). It also appears that institutions at the "center" and at the top of the indexical scale (national universities in Taipei) are more likely to explicitly expect their faculty members to publish in journals at the highest level of the publication indexical scale: "international" WoS journals. On the other hand, institutions located in the "periphery" and/or at the lower levels of the institution indexical scale tended to be less explicit regarding the indexical scale of publications. However, this did not necessarily alleviate publication pressure on participants at those "lower" levels. Furthermore, expectations were communicated through point systems based on the semiotic value of the levels of indexicality of citation indexes, creating a "citation index complex" in which domestic and "international" citation index acronyms (i.e. TSSCI, THCI, SSCI, A&HCI, etc.) function as semiotic emblems.

In sum, Chapters 4 and 5 established the participants' contexts in terms of the overall higher education assessment regime and their individual TimeSpace, determined by when and where they entered higher education. This illustrates the power relations of a complex sociolinguistic system as described at the end of Chapter 2 and based on Blommaert (2014). The social and political history of Taiwan since democratization began in the 1980s created the broader semiotic habitat of higher education policy there; as a result Taiwan's scholarship has been pushed toward the transnational realm. Tension between locality and mobility based on the semiotic value placed on levels of indexicality through the power structure, has privileged research that can satisfy the Anglophone center of publishing; this is especially true for journals published in center countries and included in WoS citation indexes. The forces and issues that have resulted from this multi-layered centripetal pull have affected scholars' perspectives and perceptions in various ways. Next, I will consider the findings of the research sub-questions and

their theoretical explanations in relation to a context beyond the Anglophone center, where multilingual participants have published mostly, or entirely, in English.

Forces and Issues Affecting Participants' Publishing Experiences

At the end of Chapter 2, I outlined three points that summarized Blommaert's (2014) theoretical propositions for complexity in sociolinguistics in relation to global academic publishing (GAP). They are (a) power relations, (b) polycentricity, and (c) mobility. Polycentricity describes the higher education system from the global to departmental level within the semiotic habitat of scholarly publishing. As I stated in Chapter 2, "a complex sociolinguistic system consists of multiple centers on different levels," and "because of power relations, reside in different scale levels in relation to the different centers." The findings of the first research sub-question, reported in Chapter 6, will be considered especially in terms of power relations, but also mobility at the individual level. The findings of the second research sub-question, reported in Chapter 7, will be considered especially in terms of mobility, but within the polycentric power structure.

Power Relations of the Assessment Regime

A complex sociolinguistic system (Blommaert, 2014) is fundamentally polycentric and organized by power relations; within such as system, individuals need to access linguistic and non-linguistic resources for mobility. This was made apparent in the findings, reported in Chapter 6, in response to the first research sub-question: What forces and issues influence participants' general publication practices? There are four findings related to this question; these will be presented and theorized in two parts, one focused on forces and the second focused on issues.

First, points and citation indexes were directly related to the *force* of the assessment regime and the citation index complex through the evaluation point systems as experienced by participants, similar to those in other countries of the semi-periphery (Bennett, 2014b; Englander & Uzuner-Smith, 2013). While these forces affected scholars somewhat differently based on their TimeSpace, they alsoaffected them at various levels on the indexical scales of education, institution, and rank. Eleven participants reported that they considered point systems when deciding what type of research products to produce. Based on findings in Chapter 5, that meant journals in "international" indexes were prioritized, while books and book chapters were avoided.

Second, participants reported ways that citation indexes influenced their publishing decisions, illustrating a politics of citation indexes that seemed to be more important than a politics of location (Lillis & Curry, 2010). Participants Jon, Lin, Ren, Yan, Chan, and Pan all considered citation index of a journal to be of greater concern than whether it was "national" or "international." However, participants at national universities tended to perceive that WoS journals published in the Anglophone center as superior to domestic ones, mostly due to peer review experiences and impact factors, even though they might have counted for the same number of points. In addition, Yao, Lin, and Pan noted that while publishing in Chinese might be important to some scholars, the evaluation systems still focused on citation indexes. This should indicate that Chinese medium journals in domestic indexes would be included in the point systems; however, participants did not raise this issue. They tended to be focused on English publications, because publishing in Anglophone center journals was their primary goal. Closely related to citation indexes was Pan and Chan's awareness of impact factor as a way to further gauge journal suitability as either low enough to have a chance of success or high enough to be a prestigious publication, respectively. Finally, the politics of citation indexes played out in

remuneration systems at private universities where faculty members received higher bonuses for articles published in WoS journal. These findings clearly show that the citation index complex is of greater significance and complexity than Chou's (2014) SSCI syndrome, because it accounts for all WoS citation indexes, regardless of where journals are based, as well as domestic citation indexes.

The other two findings related to the first research sub-question addressed *issues* derived from the assessment regime and politics of citation indexes: the pressure of quality versus quantity of research, and subsequent critiques of the system. Hanauer and Englander (2013) reported affective responses among their participants in Mexico. They found that junior faculty members were more likely to experience anxiety and insecurity when producing research in English. In the current study, the issue of pressure that participants felt from the evaluation system seemed related to their TimeSpace. In that sense, scholars' relative position on the scales of education, institution, and rank combined with mobility (access to linguistic and nonlinguistic resources) influenced participants' sense of pressure to produce quality versus quantity of research. Most obviously, full professors did not report feeling pressure to publish at the time of the interviews because they were already highly mobile, mostly due to seniority and having entered Taiwanese HE in the old system. Pressure out of frustration with the system was expressed by Deng and Luo, but also by Hao and Ma, especially as assistant professors, when they were most concerned with getting promoted. They were particularly frustrated about trying to produce quality research that could be shared at a transnational level in "international" journals, and then feeling compromised by instead having to satisfy quantity requirements based on regulations. It seemed that when the centripetal pull of the assessment policies was stronger than the mobility that participants could access, they felt greater pressure. As a result, they

tended to take the safer route toward quantity. putting off opportunities for higher profile work, due to time constraints, until after becoming associate professors.

Finally, Deng critiqued the system as a mechanical process set up by the Ministry of Education mostly for the benefit of administrators, while Lin observed that universities had to compete in the assessment regime, which left faculty members no choice but to go along with it. As mentioned in Chapter 1, there has been a concerted effort by scholars in Taiwan to challenge quantitative assessment based on WoS publications (Chou, 2014b; Min, 2014), but based on findings in the current study, it appears that scholars have not gotten much relief, reinforcing the evidence of power relations. This corroborates findings in Wu and Bristow (2014), whose participants, despite supporting other protests against the "3-I" (SCI, SSCI, A&HCI) system, "played the 3-I game because they saw the phenomenon as totalizing and thus impossible to resist on the individual level and without a significant structural reform" (p. 138). Another critique expressed by participants can be interpreted as a "disconnect" between the perceived goals of the system and what was important to individual researchers, especially in relation to disciplinary culture and "international" participation. For example, Tu and Chan were frustrated with what they perceived as lower value granted to co-authored and cross-disciplinary work. Echoing the "educational experiences" that scientists found valuable in "learning to write research articles in English" in Hanauer and Englander (2013, p. 125), Tu regarded such opportunities as important to personal fulfillment and scholarly development; similarly, Chan's successful publication record during her doctoral education had been organized around such multi-authorship in mentors' laboratories. These critical perceptions illustrate the power relations in the polycentric higher education system.

According to Blommaert (2014), a complex sociolinguistic system is "characterized by internal and external forces of perpetual change, operating simultaneously and in unpredictable mutual relationships" (p. 10). In Chapter 2, I suggested that in global academic publishing, "these forces seem to originate in the global capitalist system that is conceptualized and experienced as globalization through perpetual competitive forces on nation states." Taiwan's MOE and MOST have implemented policies that attempt to push Taiwanese research to the global level in order to raise the rankings of higher education institutes. The findings in response to the first research sub-question can be interpreted as indicative of such a complex sociolinguistic system. Here, the overarching point is related to power relations within a polycentric system, while individual researchers need to access material and linguistic resources to experience center-directed mobility. Access to those resources, though, depends mostly on individuals' TimeSpace. It seems like a circular condition. However, English medium "national" journals may provide access to center-directed mobility on indexical scales through the mobile resource of English.

Navigating Indexical Scales between Locality and Mobility through Taiwan-Based English Medium Journals

Closely related to the forces and issues of participants' general publishing choices, were decisions about submitting manuscripts to Taiwan-based journals. These decisions were embedded in the complex sociolinguistic system of scholarly publishing in Taiwan, which is characterized by polycentricity (Blommaert, 2014). They were reflected through power relations, but especially determined by individuals' mobility. Chapter 7 reported findings in response to the second research sub-question: What forces and issues influence participants' decisions to publish in Taiwan-based English medium journals? Publishing decisions that affected participants'

movement along the indexical scales of publications and rank were impacted by individuals' TimeSpace. This meant that participants such as Pan and Chao, who were affiliated with private universities (relatively low on the institution scale) were more enthusiastic about Taiwan-based journals. On the other hand, participants such as Deng and Chan, who were affiliated with national universities in Taipei (the highest on the institution scale), were more skeptical about such publications. However, overall the TBEMJs provided key options for all participants as they worked to satisfy promotion and evaluation requirements.

In terms of specific publishing decisions, most of the participants in the current study mentioned multiple issues and forces behind their submissions to TBEMJs, which supports Lillis and Curry (2010) and Lillis (2012), who maintain that authors in Europe negotiate complex needs when deciding where to submit their articles. Five findings were identified through the experiences of the participants: (a) Rejection from "international" publications (N=8), (b) Citation index (N=6), (c) Time pressure (N=5), (d) Suitability (N=6), and (e) Relationships (N=7) (Table 10).

While over half of the 14 participants turned to the Taiwan-based journals after unsuccessful attempts with "international" publications, supporting H. Lee and Lee (2013) and Marušić and Marušić (2014), participants' decisions were not one-dimensional. For example, six submitted manuscripts to a TBEMJ as a first choice because it was already listed in a citation index or would soon be included; this showed how, to some degree, a politics of citation indexes was part of most publishing decisions. This finding relates to several studies on "national" journal publishing, (i.e. Kim & Chesnut, 2016; Marušić & Marušić, 2014; Petrić, 2014; Sheridan, 2015), which mention the importance of journals' inclusion in citation indexes as a way to increase submissions and gain greater institutional support (Petrić, 2014; Sheridan, 2017)

because it indicates a higher quality publication (Bocanegra-Valle, 2014). However, while internationally indexed journals (IIJs), such as those in the SSCI, were generally preferred over domestically indexed journals such as TSSCI, IIJs did not necessarily need to be published in the Anglophone center, meaning TBEMJs included in the Clarivate Web of Science indexes were highly prized among some participants (i.e. Pan and Lin). Perhaps this was because the evaluation policies counted them as the same as those published in the Anglophone center.

The citation index complex of the assessment regime was also related to forces such as time pressure and suitability among 5 and 6 participants, respectively. For example, when he was an assistant professor, Tu felt compelled to make publishing decisions that were impacted by time pressure and a lack of linguistic resources needed to respond to peer review reports by submitting manuscripts to domestically indexed journals instead of pressing on with WoS journals. Likewise, Ma looked for a domestically indexed English medium journal that would publish his paper sooner than later. On the other hand, Luo, an experienced academic, decided to turn to a TSSCI journal after a manuscript was rejected by an SSCI journa,l because he realized that it was more suitable in terms of topic and audience. Finally, Hao specifically planned an article for a particular TSSCI journal as a first submission choice after frustrating experiences with "international" journals. These examples were typical of most participants in that an *index* was part of nearly every publishing decision.

The last category of forces and issues related to publishing in TBEMJs was Relationships, which included submitting manuscripts to the "national" journals based on specific circumstances. Among them were a personal and professional commitment to the publication's success; special issues, such as publishing with colleagues, advisors, and students; and publishing with students, specifically. Perhaps more than the other four findings, Relationships

reveals “internal and external forces of perpetual change, operating simultaneously and in unpredictable mutual relationships” (Blommaert, 2014, p. 10). Relationships were different, based on individuals’ TimeSpace and represented most strongly by mentoring roles of more senior scholars and “menteeing” roles of the assistant professors. Initially, it appeared this finding was less impacted by the citation index complex than the other four were; however, it was still in the background of participants’ decisions either to support journals’ aspirations to join them (full professors) or as needing publications for promotion (assistant professors).

The five findings regarding forces and issues behind decisions to publish in TBEMJsillustrate that an important aspect of mobility in a complex sociolinguistic system is that it is not unidirectional toward the Anglophone center. Participants’ experiences show that movement along indexical scales is sometimes center-directed mobility and sometimes margin-directed locality. Just because researchers use TBEMJs, it does not mean that they are merely moving down the indexical scale of publications out of desperation, though that did also happen. On the contrary, it can be a calculated decision when coping with quantity-versus-quality pressure. TBEMJs could represent center-directed mobility or margin-directed locality at any stage, but ultimately they functioned as one part of the bigger picture of the semiotic habitat that participants negotiate. How big a part TBEMJs play in scholars’ experiences seems to be related to their own TimeSpace relative to the evaluation polices of institutions. For Pan, publishing in a Taiwan-based SSCI journal was a huge success, while for Tu it represented a compromise. However, in both cases, publishing in TBEMJs served the important function of providing semiotic emblems to attach to entries on curricula vitae; in the bigger picture, this contributed to the scholars’ overall mobility through access to research funding and promotion. However, does this “national” scholarly publishing activity ultimately benefit the macro center of Taiwan as a

transnational participant in the knowledge economy? Considering the "national" journals beyond the center as rhizomic actors may help answer this question.

"National" Journals Beyond the Center as Rhizomic Actors

In Chapter 2, the metaphor of the rhizome was applied to the production of scholarly journals beyond the center. A rhizome is a root-plant that grows horizontally below the surface of the ground, and from which shoots emerge when sufficient nutrients have coalesced in nodes. It was argued that rhizomes may be used to represent "national" journals not seen at the Anglophone center until they have been accepted into "international" citation indexes. Based on this metaphor, several questions were posed regarding what amounted to the forces and issues influencing journals and authors in the production of "national" journals. It appears that they are mostly influenced by the force of the citation index complex. Like the journals that enter the indexes (domestic or WoS), the citation index complex is a response to centripetal forces of the Anglophone center. In this way, the complex represents the metaphorical tree (Gartler, 2004) of the global academic publishing hierarchy. This acknowledges Blommaert's critical view of a polycentric complex sociolinguistic system in which horizontal movement is also directed by power relations. On the other hand, Gartler portrayed the rhizome as being able to interact with the tree at the root level and subsequently impact the growth of its branches. In this way, scholars beyond the center can distribute their knowledge first among localities. By harnessing center-directed mobility available along indexical scales of education, institution, and rank, researchers can be part of that distribution. As more scholars do so, journals (as nodes) gather more energy to interact with the roots of the tree and eventually make their way above the surface. Based on Tu's belief that the MOST and MOE are encouraging national journals to enter citation indexes in order to increase their transnational status, this seems to represent the goal of Taiwan's macro

center, represented by ministries of the central government. Also, as I observed, this helps individual authors because as journals jump scales, authors gain mobility along them. This was evidenced by Pan and Ma, who reaped the benefit of journals entering SSCI and TSSCI, respectively, by having their papers accepted before the journals officially entered the indexes. Therefore, it seems that despite the critique of "SSCI syndrome" (Chou, 2014d), the Taiwanese assessment regime structured by the citation index complex can be interpreted as beneficial to Taiwanese HE—if it's considered progress that the number of HSS journals published in Taiwan is increasing in the domestic and "international" citation indexes and databases. Perhaps this indicates Taiwan-based research is influencing the Anglophone center—following the rhizome-to-tree metaphor—to the boughs of the trees. More practically, if more Taiwan-based journals enter the WoS, this would indicate some decentering of the Anglophone center indexes (Flowerdew & Li, 2009) and legitimization of knowledge produced beyond the center (Sheridan, 2015). However, there still seems to be some disconnect between evaluation policies and researchers, which likely hinders more substantial growth in this way.

Implications for Supporting Scholarly Publishing in Taiwan and other National Contexts Beyond the Center

In this study, a disconnect was found between the apparent goals of the assessment regime and the scholarly goals of some participants. Scholars needed to navigate the gap between the centripetal pull of the institutional evaluation policies and their mobility, their access to linguistic and non-linguistic resources. This access was based on how well they could negotiate indexical scales, a skill that simultaneously necessitated the ability to incorporate not only center-directed mobility, but also margin-directed locality, i.e. publishing in Taiwan-based journals. This "downward" movement along participants' trajectories was often interpreted as a

regrettable but necessary compromise, especially by the younger generation of scholars under promotion pressure, who were operating at otherwise relatively high levels of indexicality in terms of education, institution, and even publishing. This disconnect resulted in more or less pressure on participants in balancing demands for quantity and quality of their research publications, depending on their TimeSpace, or academic experience. While knowledge generation "should be a central concern to the world of science and not be seen as the problem of individual second language scientists or specific national, institutional, and linguistic groups" (Hanauer & Englander, 2013, p. 4), the context of this dissertation was the semiotic habitat of Taiwan-based scholars. This context has been shaped by the assessment regime of the national center of higher education—the central government, through the Ministry of Education and the Ministry of Science and Technology, and executed through institutional policies. Therefore, the implications of the disconnect need to be addressed at the national and institutional levels of the assessment regime and to a certain extent incorporated into "national" journal production.

In Sheridan (2015), inspired by Hanauer and Englander (2013), I adopted a critical-pragmatic view (Flowerdew, 2007; Harwood & Hadley, 2004) on the issue of the centripetal forces from the Anglophone center on non-center contexts. I still see value in that approach because nation states do need to compete in the knowledge economy of the current global environment, and researchers are the knowledge workers who need literacy skills to participate and succeed. However, I also agree with Lillis and Curry's (2010) call to challenge the universalist ideologies that support the vertical view of knowledge production that does not recognize the trans-national horizontal movement of knowledge; in this dissertation, such movement was theorized as rhizomic development of "national" journals and its potential interaction with the metaphorical tree. In addition, different levels of the scholarly publishing

structure should be challenged regarding the politics of location and politics of citation indexes. Policies and practices that support national journal publishing and scholars in non-center contexts need to be adopted at national, institutional, individual, and journal levels. Therefore, English medium "national" journals may provide an important venue in which to negotiate policies that promote decentralization of the Anglophone center.

Reasons for Submitting Manuscripts to TBEMJs and the Critical-Pragmatic Perspective

This study has shown that researchers in Taiwan send their manuscripts to TBEMJs for reasons other than that they were rejected by "international" journals. Scholars also send manuscripts to certain TBEMJs because they are included in citation indexes, they tend to require less time for peer review and revision and time to publication, they publish research covering a narrower national audience than "international" journals do, and they are venues with which their students and local colleagues are involved. From a critical point of view, all of these situations were found to be under the shadow of the citation index complex, which was built by the assessment regime. On the other hand, from a pragmatic point of view, because of the centripetal pull from globalization, the Taiwanese higher education center had established domestic indexes, making "national" journals more viable (Sheridan, 2015).

The Two-Tier Publishing Environment

Taiwan's higher education authorities have developed a two-tier system in which institutional ranking is determined largely by numbers of faculty publications in WoS journals, while Taiwan-based journals included in national citation indexes, TSSCI and THCI Core, are also valued, but usually less so. By adopting Anglophone center publishing norms in domestic citation indexes, mostly modeled on WoS membership criteria, MOST has paved the way for Taiwan-based journals to "scale-jump" into Web of Science indexes, with the ultimate goal of

entering the SSCI or A&HCI so they can start the impact factor climb. This is evidence of the mono-center view of participating in global academic publishing. Conversely, it could be argued that Taiwan's effort to develop and support its own journals is "reverse globalization." This was described by Duszak and Warszawski (2006) as the "hypothesis that the pressures of the global may actually release (or invigorate) forces within the local that will direct their course inwards, working towards creating (or strengthening) local centers of power" (p. 37), where the higher scale centers are government ministries and the international HE ranking. However, as long as so many Taiwan-based scholars feel they need to chase the center to publish in "international" WoS journals, a major function of TBEMJs will be repositories of manuscripts that did not make it to the higher-scale venues (H. Lee & Lee, 2013). In addition to the current study, the need to publish in "I-type" or indexed journals impacted publication venue submissions in Taiwan as reported by many authors in Chou's (2014) edited volume, as well as in other non-center contexts such as Korea (Lee & Lee, 2013) and Turkey (Englander & Uzuner-Smith, 2013). The rejection does not necessarily mean that the research was unworthy, but the phenomenon of seeking WoS journals and then falling back on "national" journals is a function of the citation index complex.

Furthermore, the "national" level of scholarly publishing is critical (Ishikawa, 2014), as Curry and Lillis (2010) acknowledge maintaining "publications from outside the Anglophone center benefit global knowledge production by broadening the range of contributions in terms of new knowledge and different perspectives" (p. 282). Therefore, even though researchers are publishing articles that have gone through the "international" wringer, because they were not accepted, they may be well suited for national knowledge development, since parochialism (Belcher, 2007; Flowerdew, 2001; Liu, 2014) or "marked locality" (Lillis & Curry, 2010) can be

cause for Anglophone center journal reviewer critique. Actually, several participants in the current study realized that certain articles were more suitable to the national audience after being unsuccessful with "international" journals, and then were glad to get them published in a TBEMJ. The problem is that because of the semiotic habitat of Taiwanese higher education, these publications often garner fewer points in institutional evaluation schemes. Besides, the research they publish may not circulate beyond the national context or "semi-periphery," depending on whether the publication is included in various databases or citation indexes, and if so, the semiotic value of those databases and indexes. This situation supports Lillis and Curry's (2010) conclusion that "there is a routinized unidirectionality rather than multidirectionality to efforts around knowledge exchange" (p. 156). They describe the Anglophone-centered and -focused orientation of global academic text production. In Taiwan, even though there is a fairly well developed scholarly publishing infrastructure, the evaluation systems still tend to steer scholars to the Anglophone center publications or the Anglophone-style publications in the domestic citation indexes. On the other hand, that is why Taiwanese indexed journals, especially those in the WoS do not have to worry about getting enough manuscript submissions.

Scale Jumping

As TBEMJs gain access to domestic indexes and then enter databases such as MLA and Scopus, and finally into WoS citation indexes, they grow in stature to what could be described as center-directed "scale jumping" (Blommaert, 2010). Regarding "scale jumping," Blommaert was analyzing an interaction between a tutor and a graduate student, while Lillis and Curry (2010) used it to describe authors who published in Anglophone center journals for the first time after previously having published only in "local" or "national" journals. I suggest that scale jumping can also apply to journals getting into the WoS. Therefore, another mechanism of the Taiwan

citation indexes is scale jumping because "Jumping scales depends on access to discursive resources that index and iconicize particular scale levels, and such access is an object of inequality" (p. 36). By adopting norms, like blind peer review, journals incorporate discursive resources necessary to join TSSCI and THCI Core, and then the Taiwan indexes may provide a boost for the journals toward a higher scale at the "international" level into Clarivate indexes and other center databases, a key indicator of internationalization encouraged by MOST. If this happens, it seems local scholars' research would have a better chance of circulating toward the "center."

In the Taiwan context, if the goal is getting more journals (focus on quantity and "I") into the WoS citation indexes, and therefore, more Taiwanese research into the WoS, then there has been progress—I will call it *minor* internationalization, because according to study participants, the TBEMJs' impact factors are still very low. This situation is represented by a rhizome mostly growing horizontally below the ground with shoots just breaking the surface when substantial energy has gathered. In this way, EMNJs may disseminate knowledge trans-locally or transnationally that, even though produced in English, might otherwise be lost to science (Kaplan, 2001) because it mostly stays below the surface. This tendency toward the small "internationalization" can be seen in the gap mentioned above between participants' goals to join the in their transnational and "international" scholarly communities and the quantity demands at the institutional level. On the other hand, as journals beyond the center move closer to the center, the locality-mobility tension point may eventually shift. This would be the point when the rhizome interacts and influences the growth of the hierarchical tree of the Anglophone center. In both of these situations, non-center journals have an opportunity to be seen at the "international" level. Getting to that point and progressing beyond it depends on evaluation policies that more

strongly support publication in "national" journals. In addition, what editors are able to do with the exposure of their "non-center" research at the center to make a more substantial contribution would represent a *major* internationalization of "local" research, an important function of scale jumping.

Scholarly Publication Predicament in Taiwan and Proposed Solutions

As noted in Chapter 1, Taiwan makes substantial investment in research and development at the national level, with higher education considered a fundamental part of that effort. However, Taiwan is a relatively small nation-state in the "semi-periphery," with a limited diplomatic presence on the global stage. Pushing for publication quantity, with "quality" based on what may seem like an objective measure (citation indexes and impact factors), might appear to be a good way to increase its global competiveness, at least from an administrative perspective. But in the current higher education environment, where rankings and citation indexes are so prominent in the semiotic habitat, Taiwanese leaders need to decide what can benefit not only Taiwan's research output, but also its research culture in the long run. I believe this can be addressed in a re-evaluation of assessment policies and national journal investment, with the goal of increased consideration for the needs and conditions of researchers.

Based on experiences and perspectives of the participants in this study, it seems that greater emphasis on research quality over quantity would be helpful for those who strive to participate in the transnational academic community—with requisite time and support. In addition, the promotion of publishing Taiwan-generated knowledge in "international" *and* "national" journals would encourage greater commitment to research focused on local needs. This revaluing of "local-based knowledge" is included in the petition signed by 2,355 academics in Taiwan (Chou, 2014a). Also, the concept of "quality" cannot be narrowly regarded as based

only on citation indexes and impact factors. However, to support such initiatives, point systems would need to be adjusted to value Taiwan-based and "international" journals equally. In addition, the most critical adjustment would be to encourage this balanced assessment at institutions at all levels on the indexical scales of type and location. It is fairly obvious that, for better or worse, scholars respond to the point system by strategizing how to gather enough points in the allotted timeframe. If points for "national" journals were at least the same as "international" ones, more scholars would be interested in submitting manuscripts to *either*, without having to be pressured into the quantity-versus-quality conundrum. The more important and fulfilling consideration when choosing a publishing outlet would be based on which journal would help their research make the greatest contribution to the scholarly discussion. This would provide the opportunity to raise the quantity *and* quality of Taiwanese scholarship all along the indexical scale of publications, because experienced researchers would be able to more freely publish research from Taiwan *for* Taiwan.

However, from the perspective of less experienced researchers with less English academic writing training, this proposal could seem a bit threatening. It might result in a more competitive environment at the "local" level of higher education outside of the Taiwan "center," i.e. private universities or institutions in the "periphery" of the south. There are two main avenues to potentially address this problem. First, it could be somewhat alleviated through evaluation policy changes that encourage more co-authorship with better ways of avoiding name swapping[15]. In addition, Taiwan-based journals can do their part to address the issue. With proper funding from government entities, such as the Research Institute for Humanities and

[15] To increase numbers of publications on CVs, researchers may mutually add friends and/or colleagues as co-authors on publications; this was a strategy adopted by Pan and her friends/colleagues. Tu indicated that this practice contributes to policies that discourage collaboration.

Social Sciences, national journals would be able to support potential authors who need help writing research articles in English. Such support has been proposed and implemented in different ways in other national contexts.

Mexican scientists in Hanauer and Englander (2013) recalled educational experiences that most helped them learn to write scientific articles in English, and explained what kind of further support they would prefer. Professional scholars most valued "peer co-writing, discussion of specific research articles and response to reviewers' comments." Less experienced MA and PhD students most appreciated "individualized instruction" with the support of "senior scientists" (p. 125). In the current study, many participants discussed co-authorship experiences, but similar to participants in Liu (2014), Tu and Chan felt a conflict between the benefits and the negative perception of co-authorship based on the evaluation policies of their new disciplinary homes. As I suggested in Chapter 7, "The gap between centripetal pull and mobility, which is caused by the bureaucracy, seems to create a rigidity scholars find difficult to navigate." Hanauer and Englander (2013) maintained that multiple approaches to supporting researchers need to be implemented based on local needs. Academics in Taiwan, especially at higher scale levels, commonly have access to funds to cover at least some literacy brokering (Curry & Lillis, 2013) costs, either through MOST grants, research and development centers at universities, or publication cash rewards. In some cases, authors have opportunities to go abroad as visiting scholars to improve their research and writing skills. However, most faculty members lack this support. Therefore, journals are potential sites of relatively lower cost educational interventions for professional scholars with various levels of experience in literacy practices of research writing and scholarly publishing.

Discussing medical researchers, Mišak, Marušić, and Marušić (2005) claimed that besides language issues, multilingual writers have complex challenges in writing scientific research; for example scientific methodology and reporting must also be mastered. Liu (2014) found that academic literacy was the major hurdle for her participants in Taiwan. In addition, as Hanauer and Englander showed, *writing* research in English is only one part of the publishing challenge. In other words, mobility requires access to linguistic and non-linguistic or material resources. Hanauer and Englander suggested that, because scholars need to be able to get support "during the actual process of writing" (p. 138), writing support centers can be useful. In "collaborative, face-to-face interaction" a language and/or content expert works with the author on a particular research product. However, while it may be ideal, establishing and maintaining this type of infrastructure properly is time intensive and expensive (Janssen & Meier, 2017), and having specialists in many disciplines likely difficult. Therefore, national journals may be possible sites for such specific educational interventions, mentorship, and language feedback. In addition, if support systems are incorporated into the publishing process, it can be demystified, a crucial step to lowering publishing obstacles for multilingual writers from beyond the center (Hanauer & Englander, 2013; Lillis & Curry, 2010). Mišak et al. (2005) stated that "...editors of scientific journals in small scientific communities can make a great impact by their engagement in the education of less experienced or less skilled authors" (p. 130).

One prominent example where such a model has increased submissions and helped authors by approaching the submission and editorial process as an educational intervention is *The Croatian Medical Journal* (Mišak et al., 2005) through their "pre-review process" (p. 129). According to Marušić and Marušić (2014), in the past editors at the journal faced various ethical dilemmas and were frustrated with article submissions because most were from local and

international researchers who mostly submitted work rejected elsewhere. Therefore, they made social, clinical, judicial, and political reforms to raise standards and connect internationally. Explicit education initiatives were fundamental to the plan. They have included: working with students and publishing student articles in one issue per year; working with authors to revise manuscripts before sending them out for peer review; and educating the disciplinary community about research and ethics in medical research, including rebuffing corruption in submission acceptance. This kind of work may be happening informally at journals, such as Luo's experience in which the editor asked him to clarify the new contribution in his study. However, making this type of instruction explicit to editors in general could be beneficial.

Lillis and Curry (2010) also mention mentoring programs at *TESOL Quarterly* and *COMPARE*, but maintain that such initiatives are "few and far between," and inadequate because they keep the "onus on scholars" to find resources to produce the final publishable manuscript (p. 160); this can be time-consuming and expensive, with mixed results (Liu, 2014). Otherwise, they note that researchers depend on unofficial literacy brokers (Curry & Lillis, 2013) to help them. Likewise, Hanauer and Englander (2013) advocate government and institutional support for such activity.

In Hanauer and Englander (2013), it was found that researchers experienced the peer review process as an educational opportunity. Paltridge (2013) reported that academics tend to learn how to be peer reviewers informally, through the experience of being reviewed themselves. Participants in Sheridan (2015) stressed the importance of peer review in the overall improvement of journal quality. The editors preferred reviewers who had already published internationally because it connoted a level of research ability and experience with "international" Anglophone reviewers. Editors also informally worked with reviewers to improve their report

quality and their ability to meet deadlines. Besides issues relating to peer *reviewers*, dealing with review reports is another challenging aspect of publishing for multilingual scholars.

Peer review practices of the Anglophone center journals represent "textual ideologies"… "which often adversely affect scholars' publishing opportunities, particularly in attempts to claim 'new' contributions to knowledge" (Lillis & Curry, 2010, p. 156). In the current study, Tu and Hao reported their struggles with responding to peer reviewers from "international" journals. Tu was overwhelmed by the feedback and was unable to interpret it correctly, believing that his manuscript had been rejected. Only later did he realize that one reviewer, who was more critical than the other, had suggested he resubmit after revisions. Hao was frustrated because she felt the reviewers in North America were ignorant about her topic. These experiences support Lillis and Curry's perspective. On the other hand, peer review presents other issues for authors at "national" journals, likely because the impression is that standards are not so high, which means the process should be fast compared to that of WoS publications.

In Sheridan (2017), at least one participant viewed blind peer review at a national journal as a positive learning experience, but others encountered frustrating, and even rude, feedback in review reports that took many months to receive. In the current study, several participants specifically contrasted the quality and quantity of peer review reports at the TBEMJs as inferior to those they received from "international" journal reviewers. Review reports from Taiwan-based journals tended to be much shorter, while demanding much less rigorous responses. From some authors' perspectives, this meant they learned little, but could publish relatively quickly. However, it did appear that peer review issues represented a major obstacle to TBEMJs working at the "international" scale level from the perspective of participants in this study. This shows that peer review is a primary issue for all parties in scholarly publishing and that teaching

reviewers how to improve the quality of review reports and authors how to interpret and effectively respond to reviews would be a good focus for any educational initiatives established through "national" journals.

"National" Journals as a Site for Educational Opportunities

Increasing and expanding research for Taiwan from Taiwan that also competes in the Anglophone center is a complex and massive undertaking that the government has been working on for many years. Based on this study, it seems support from the MOST through the Research Institute of Humanities and Social Sciences has been particularly effective at helping journals scale jump into domestic citation indexes, while additional funding has encouraged and rewarded journals that scale jump into the WoS and other "international" databases. However, this has not directly addressed concerns of editors, reviewers, and especially authors. Blind peer review (BPR), which has been critiqued (Mulligan, 2004; Weller, 2002), is central to all of these efforts (Sheridan, 2017). Therefore, I believe providing educational interventions focused on improving how editors manage blind peer review, how reviewers write review reports, and especially how authors interpret, negotiate, and respond to review reports, is essential to the continuing progress and success of TBEMJs.

Hanauer and Englander (2013) pointed out that scientific publishing needs to be supported by all actors and stakeholders involved. Without institutional support throughout the complex sociolinguistic system of scholarly publishing in Taiwan and other contexts beyond the center, success will be limited. That is why, as mentioned above, point systems that stratify journals through the politics of location and politics of citation indexes, need to be reconsidered in any attempt to raise the profile of research from Taiwan. Focused feasibility studies to determine exactly how such support could be implemented through "national" journals should be

conducted. For example, which entities (and at what levels of HE) would be best suited to operate such programs? How would specific needs be identified? Paltridge (2013) suggests graduate students should have the opportunity to attend seminars to learn how to write review manuscripts and that publishers can guide editors in teaching reviewers how to be effective. These are options for Taiwan, but other possibilities include: divisions of the Ministry of Education or Ministry of Science and Technology, such as RIHSS, at the national level; research and development offices at the university level; or within the journals themselves at the institutional level. Based on the findings and analysis of this study, I will propose a few educational interventions, ranging from basic options to more involved programs.

Provide textual resources.

- For publications without information on their websites, specific instructions for reviewers should be drafted in Chinese and English, and then be sent to scholars with the manuscript they are invited to review. An example of guiding questions for reviewers is provided in Paltridge (2013).
- Similarly, a "tip-sheet" for authors should be composed in Chinese and English, and included with information for contributors on journal websites.

Workshops for editors, reviewers, and authors.

- Editors: Start with workshops for editors from all the THCI and TSSCI journals, then split into the journal disciplinary categories. RIHSS would be an ideal entity to organize such activity because people there have the most knowledge of all the journals and editors. They also already oversee the adoption and maintenance of BPR at journals, those under review and those already in the indexes (Sheridan, 2014).

Topics covered would include:

- Practical management of the BPR process
- Handling in-house review
- Dealing with tardy and troublesome reviewers and authors
- Ethical issues such as avoiding conflict of interests
- Developing one's role as an editor in the BPR process, the "sympathetic editor" (Braine, 2003)
- Training peer reviewers

- Reviewers: Workshops should be designed using "hands-on coaching style" (Paltridge, 2013) in which reviewers are presented with textual case studies that they work through. Editors can then follow up on salient points when they invite individuals to review a particular article.
- Authors: Like reviewer workshops, author workshops should be designed using actual reviewer reports, which participants practice interpreting and responding to. Training in responding to peer review reports would also be an appropriate venue in which to take a critical-pragmatic approach (Corcoran & Englander, 2016).

Journal Level Educational Interventions for Peer Review

Ideally, journals could establish mentoring programs, "pre-review," and other individualized support for authors, modeled on Marušić and Marušić (2014). These approaches could be specifically applied to coaching authors through the peer review process so that they do not lose opportunities such as Tu had with the WoS journal. Such programs would be the most time- and cost-intensive; however, based on Hanauer and Englander (2013), they would also be

the most appropriate for those authors who need to learn how to interpret and negotiate the peer review process.

Future Research and Concluding Thoughts

Research into ways journals could be sites for mentoring and supporting not only potential authors, but reviewers and even future editors, needs to be conducted. As mentioned above, the purpose and long-term goals of Taiwan-based journals ought to be carefully considered. Investigating editors' experiences and perspectives would reveal the challenges and possibilities of raising publication quality and impact. In addition, addressing issues of what knowledge is disseminated where would be appropriate, because editors are at the center of publishing activity; they interact with all actors, including ministry and university administrators, editorial boards, reviewers, and authors. On the other hand, looking into readership would be valuable to editors and administrators. Sun (2013) and Liu (2014) found that Taiwanese scholars tend to not cite Taiwan-based journals. While individual journals may have some understanding of their readership through the use of bibliographic statistics, compiling this data over multiple journals and disciplines for analysis, while also integrating qualitative data from readers, would result in a clearer and broader understanding of national journals' reach, beyond downloads and impact factors. (Collaborating with library science experts should be considered.) It would also provide insights into ways to increase readership and citations.

Though the dual policies of pushing "international" publications through "SSCI syndrome" and supporting a national academic publishing infrastructure with domestic citation indexes has been relatively successful in Taiwan, negative consequences have arisen for individual scholars under the "carrot and stick" evaluation policies. However, the evolution continues along center-directed scales of greater mobility, which in practical terms includes pushing more TBEMJs into

international databases and WoS indexes. This may raise their profiles among scholars in and beyond Taiwan, bringing in more quality submissions and raising impact factors—quite the opposite of the negative cycle previously attributed to local journals (Liu, 2014; Salager-Meyer, 2008). However, to genuinely promote Taiwan-oriented research of value, at home and abroad, those involved in higher education at all levels need to support Taiwan-based journals and researchers with meaningful material resources. The best way to do so is to have policies that inspire scholars to conduct research that solves problems facing societies, problems that social sciences and humanities scholars are trained to address. This would be far more beneficial than having those scholars jumping through hoops in order to gather enough points to satisfy an administration. Meaningful and compelling research is more likely to be noticed by editors and reviewers in Taiwan and elsewhere, thus encouraging and expediting the peer review process. If Taiwan-based scholars are better equipped to persevere through BPR because they have engaged in educational activities at "national" publications, these journals will grow stronger. Further, more Taiwanese research will be published in high-impact journals, whether based in Taiwan or elsewhere. If evaluation policies are adjusted to not privilege WoS journals as much, scholars will be able to choose publications based on their specialties. Ultimately, when quality research is produced, it is more likely to help in the quest for higher world rankings, because it will more likely be noticed for its contribution to humanity.

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Appendix A

Email Introduction to the Study for Potential Participants

Cheryl L. Sheridan
National Chengchi University
2939-3091 x 69510
0933-088-508
sheridan@nccu.edu.tw

Date

Recipient name
Recipient address

Dear _____,

I am a faculty member of the Foreign Language Center of National Chengchi University. I am respectfully writing to request your participation in a research project that could inform an understanding of national academic journal publishing in Taiwan. As I am sure you are aware, scholars in Taiwan are under pressure to publish articles in SSCI journals. However, there are also many journals published locally in Taiwan. These journals are supported in various ways by universities and government ministries. Furthermore, Taiwan-based researchers spend time and energy working as editors, reviewers, and/or contributors to these journals. Therefore, the purpose of this study is to better understand experiences and perceptions of Taiwan-based scholars who are editors and contributors of THCI Core & TSSCI journals in Taiwan that publish full original articles in English.

Through preliminary research online, I found that you have contributed to *Journal*. As someone who has worked with a THCI Core or TSSCI journal I would like to invite you to share experiences you have had publishing with it and other journals. Understanding national journal contributors' experiences in the era of academic globalization would be of interest to scholars of academic publishing in second language literacy studies. It would also be of benefit to other national journals in Taiwan and around the world. Last but not least, you may enjoy the chance to reflect on your publishing experiences.

Participation would include one 60-minute interview during which I would ask you about your publishing experiences over the years. In addition, one 20-minute follow-up interview might be necessary at a later date. If you are interested in participating, please reply to this email and we can arrange a time and place that is convenient for you to meet.

Your participation will be entirely voluntary and you will be free to withdraw from the study at any time. The information gathered through the interviews will be held in strict confidence and

all possible precautions will be taken to protect the identity of all participants. You will have the opportunity to review the written transcriptions of the recorded interviews and I will be happy to give you a copy of the final paper.

Thank you for your kind attention to this email and I look forward to hearing from you soon.

Sincerely,

Cheryl L. Sheridan
謝思蕾老師

Appendix B

Informed Consent Form for Indiana University of Pennsylvania

Working Title: Taiwan-based Scholars' Perceptions and Experiences with English Medium National Journal Publishing in the Era of Academic Globalization

Dear Dr. _____:

I would like to invite you to participate in a research study about academic publishing in Taiwan. The purpose of this study is to better understand experiences and perceptions of Taiwan-based scholars who are the editors and contributors of national English medium journals (NEMJs) listed in the Taiwan Humanities Citation Index Core (THCI-C) or the Taiwan Social Science Citation Index (TSSCI). The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask. You are eligible to participate because, according to documentation in the pages of *Journal XYZ*, you are the current editor/have published at least one article there. Participation in this study will involve one individual interview in person of approximately 60 minutes and, if necessary for clarification, an email exchange or a short follow-up interview that will take approximately 20 minutes. I will also ask you to provide a copy of your curriculum vitae to me either prior to or at the interview to refer to during our discussion. The interview sessions will be audio recorded digitally to ensure a complete record and accuracy in the presentation of the data.

The information obtained in the study may be published in scientific journals or presented at scientific meetings. It may be possible for someone to determine who you are or what you say in the interviews, but I will take several steps to prevent this as much as possible. These steps include:

- Pseudonyms
    - At the beginning of the private interview at a location and time of your choice, you are invited to choose your pseudonym.
    - Only the pseudonyms will be used to refer to you in any written or oral discussion or presentation of the data
- When referring to you or your comments, your identity will remain clouded because no more than two descriptors will be mentioned together.
    - Name of institution, position, and date of employment will not be revealed together in direct reference to individual participants.
    - Name and role you have played at any journals will not be revealed together in direct reference to individuals. However it may be possible for readers to identify certain journals due to the context description.
    - Your dates of affiliation with institutions or journals will not be revealed except within periods of five and three years respectively
    - Gender pronouns will be alternated

I will email you a copy of the transcript derived from the interview so you can make any changes you want before I begin to write the paper.

You may find the interview experience enjoyable and the experience may be helpful to you as you reflect on your contribution to the academic community. The information gained from

this study may help other researchers and local journals around the world discover ways to improve their publications and keep them viable in the face of so many challenges.

I would like to stress that your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time. If you choose to participate, you may withdraw at any time by notifying the Project Director, Dr. David Hanauer, me, or the research ethics committee at National Chengchi University. Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence. At the end of the study, I will be happy to give you a copy of the final paper.

If you are willing to participate in this study, please sign the statement below. Please keep an unsigned copy with you for your reference.

Researcher: Cheryl L. Sheridan, Ph.D. candidate
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English Department
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Zhangxin Street, Taipei 116
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Project Director: Dr. David Hanauer,
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This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730) and the Research Ethics Committee of National Chengchi University. This research is funded by the Ministry of Science and Technology (MOST) of Taiwan (104WFA0250372)

Informed Consent Form (continued)

VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this Informed Consent Form to keep in my possession.

Name (PLEASE PRINT): _____

Signature: _____

Date: _____

Phone number where you can be reached: _____

Best days and times to reach you: _____

I, Cheryl L. Sheridan, certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witnessed the above signature.

_____ _____

Date Investigator's Signature

Appendix C

Research Participant Informed Consent Agreement for National Chengchi University

研究參與者知情同意書

非常感謝您參與此研究!以下表格將提供您本研究之相關資訊，希望能在研究進行前，讓您對此研究有充分的瞭解。

若您對此研究有任何疑問，歡迎您對計畫主持人或相關研究人員提問，我們將為您做詳細的說明。

研究計畫名稱 中文：臺灣學者於學術全球化時代，對國內期刊看法與經驗之質性研究 英文：A Qualitative Study on Taiwan-based Scholars' Perceptions of and Experiences with National Journals in the Era of Academic Globalization
執行單位： 國立政治大學　　委託單位： 主要主持人： 謝思蕾　　職稱：專技講師 協同主持人： N/A　　職稱： ※聯絡人： 謝思蕾　　電話：2939-3091 x 69510
一、研究目的 Research Purpose：(請以研究參與者能理解之程度，說明本研究之內容) The purpose of this study is to better understand experiences and perceptions of Taiwan-based scholars who participate in the practice of national English medium journal (NEMJ) publishing. Of particular interest are Taiwan-based journals listed in the Taiwan Humanities Citation Index Core (THCI-C) or the Taiwan Social Science Citation Index (TSSCI). The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask.
二、研究參與者之人數與參與研究相關限制：(請說明大約的研究參與者人數與研究參與者之納入排除條件) [Numbers of participants and briefly describe the inclusion and exclusion criteria.] You are eligible to participate because, according to documentation on the website or in the pages of *Journal*, you have contributed to the journal as an author or editor at some point since 2000 OR on the website of University, you are a director of a division involved with research and development or scholarly publication.

三、研究流程：(請說明參與研究者將經歷之研究流程與所需時間)

[The procedures of the research and how much time it will take for participants to go through them]

Participation in this study will involve one or two individual interviews in person of approximately 60 minutes and, if necessary for clarification, a short follow-up interview that will take approximately 20 minutes of your time. During the interview you will be asked about your experiences as an editor or author of journals published in Taiwan and abroad. You will have the opportunity to tell your story. OR During the interview you will be asked about your experiences related to national journal publishing in Taiwan. The interview sessions will be audio recorded digitally to ensure a complete record and accuracy in the presentation of the data.

四、研究益處：

（一）對研究參與者個人之預期益處或報酬（如車馬費或禮品）[Expected benefits or rewards for participants.]

You may find the interview experience enjoyable and the experience may be helpful to you as you reflect on your contribution to the academic community. At the conclusion of the interview, you will be offered an envelope containing NT$500 as a token of appreciation for your time and possible travel expenses.

（二）社會預期益處[expected benefits for the society]

The quality of research that is conducted at a nation's universities and where it is published can have profound impact on society. Having a better understanding of an important link in that process—the social sciences and humanities national journals published in Taiwan—will shed light on how Taiwan's scholars can make greater contributions to their disciplines for Taiwan and abroad. This is because the proposed study will address what makes a national journal successful through the experiences of the editors and contributors. With this understanding other journals can improve and this will encourage higher quality research in Taiwan as well as further develop its important national research heritage. However, let's not be selfish; this study can also benefit other journals being published in other non-Anglophone contexts around the world.

五、研究潛在風險 Potential Risks：（若研究對研究參與者有潛在之生理、心理、或個資保密上風險，請於此說明之）[Potential risks (physically, mentally, privacy, etc)]

The information obtained in the study may be published in scientific journals or presented at scientific meetings. It may be possible for someone to determine who you are or what you say in the interviews; therefore, I will take several steps to prevent this as much as possible.

六、研究參與者之保護與補償 Protection Against Risks & Compensation：（針對上述之風險，請於此欄位中說明：1. 降低風險與保護究參與者之方法; 2. 研究參與者之法定

權益受損時之補償責任）[protection and compensation for the participants：]

[1. the methods of reducing risks and protecting participants 2. Compensation responsibility in violation of rights]

Protection from possible risks: In order to protect your identity and confidentiality of your views, you are participating in an individual interview at a private location of your choice. In addition, you will be invited to choose your pseudonym used in the study. In any written or oral presentation of the data only the pseudonyms will be used to refer to you or what you say. The name of the institution where you work, your position and date of employment at the institution, and your role in the journal / office will not be revealed together in direct reference to you. When referring to you or your comments, no more than two of these three descriptors will be mentioned. In addition, your response will be considered only in combination with those from other participants. Finally, dates of affiliation with institutions or the journal will not be revealed except within periods of four to six years. I will email you a copy of the transcript derived from the interview so you can make any changes you want before I begin to write the paper.

Protecting Data: After the interview sessions, recordings will be uploaded to a computer and transferred to a separate password-protected external hard drive that is in the researcher's sole possession of the researcher or stored in her locked office. The files will be erased from the recording device and the computer. The transcript files and any other electronic data will be stored and used from the Documents folder on the researcher's password-protected notebook computer and stored in a separate external hard drive from the audio files. The external hard-drive computer backup, handwritten notes or other texts collected will be locked in a drawer in her office to which only the researcher has the key.

1. (一) 本研究依計畫執行，除可預期之不良事件外，若因參與本研究而發生不良事件或損害，由「由國立政治大學或本計畫主持人依法負賠償責任」。方式作為補償。除前述之補償原因與方式外，本研究不提供其他形式之補償。

   (二) 您簽署本知情同意書後，在法律上的任何權利不會因此受影響。

七、機密性：[confidentiality]

計畫主持人將依法把任何可辨識您的身分之紀錄與您的個人隱私資料視為機密來處理，不會公開。將來發表研究結果時，您的身份仍將保密。您也瞭解若簽署知情同意書即同意您的原始紀錄可直接受監測者、稽核者、研究倫理委員會及主管機關檢閱，以確保研究過程與數據符合相關法律及法規要求；上述人員也承諾，將不會洩露任何與您身份有關之資料，絕不違反您的身份之機密性。

Several steps will be taken to protect the anonymity and confidentiality of you and your views:

- Pseudonyms
  - At the beginning of the private interview at a location and time of your choice, you are invited to decide your pseudonym.

- Only the pseudonyms will be used to refer to you in any written or oral discussion or presentation of the data

- When referring to you or your comments, your identity will remain clouded because no more than two descriptors will be mentioned together.
  - Name of institution, position, and date of employment will not be revealed together in direct reference to individual participants.
  - Name and role you have played at any journals will not be revealed together in direct reference to individuals. However it may be possible for readers to identify certain journals due to the context description.
  - Your dates of affiliation with institutions or journals will not be revealed except within periods of five and three years respectively
  - Gender pronouns will be alternated

I will email you a copy of the transcript derived from the interview so you can make any changes you want before I begin to write the paper.

You may find the interview experience enjoyable and the experience may be helpful to you as you reflect on your contribution to the academic community. The information gained from this study may help other researchers and local journals around the world discover ways to improve their publications and keep them viable in the face of so many challenges.

八、研究參與者權利：[the right of the participants]

(一) 本研究已經過研究倫理委員會審查，審查內容包含利益及風險評估、研究參與者照護及隱私保護等，並已獲得核准。如果您研究過程中有任何疑問，可以直接詢問研究人員，亦可與國立政治大學研究倫理辦公室聯絡請求諮詢，其電話號碼為：(02)29393091 # 66015

(二) 計畫主持人或研究人員已經向您說明研究相關之最新資訊，並已告知可能影響您繼續參與研究之意願之所有資訊。

(三) 計畫主持人已將您簽署之一式兩份同意書其中一份交給您，並已充份說明本研究之內容。

九、研究之退出與中止：[the withdraw and suspension of the research]

您可自由決定是否參加本研究；研究過程中，您不需要任何理由，可隨時撤銷同意，退出研究，且不會引起任何不愉快以及任何不良後果。研究主持人或研究計畫資助單位，也可能於必要時中止該研究之進行。

I would like to stress that your participation in this study is voluntary. You are free to decide not to participate in this study or to withdraw at any time. If you choose to participate, you may withdraw at any time by notifying the Project Director, Dr. David Hanauer

(Hanauer@iup.edu) or me (Sheridan@nccu.edu.tw). Upon your request to withdraw, all information pertaining to you will be destroyed. If you choose to participate, all information will be held in strict confidence. At the end of the study, I will be happy to give you a copy of the final paper.

十、簽名 signature

(一) 主要主持人、協同主持人或研究人員已詳細解釋本研究計畫的內容，以及參與本研究可能帶來的益處與風險。

說明人員簽名：

日期：□□□□年□□月□□日

主要主持人/協同主持人簽名： 日期：□□□□年□□月□□日

(二) 本人已詳細瞭解上述研究方法及其可能的益處與風險，有關本研究計畫的疑問，已獲得詳細說明與解釋。本人同意成為此研究計畫的自願研究參與者。

研究參與者簽名：

法定代理人簽名：

日期：□□□□年□□月□□日

版本/日期：第 3 版 2015.08.24　　核准日期：

Appendix D

Interview Protocol

Part I: Experiences and perspectives

Q1: Can you tell me about your educational and professional background?

Q2: I am interested in the academic publishing experiences of Taiwan-based scholars. Could you first summarize your publishing experience from your earliest publications to what you are working on now?

Q3: After thinking about your experiences publishing your research over the years, could you please tell me about how you decided which type of journal to publish in.

Q4: Could you please tell me how you came to work with National Journal X, and your experience with that journal? I would appreciate it if you could tell me about any specific experiences of the publishing process with National Journal X and then any other national journals in Taiwan.

Q5: I am interested in learning about academic publishing strategies of Taiwan-based scholars. I am wondering if you can share with me some of your strategies. In what ways may they influence your research design and/or paper writing? Perhaps if you think of a successful publishing experience or two and tell the story of how it happened.

Part II: Institutional expectations

Q1: How would you introduce your university's academic evaluation policy?

Q2: Would you say that the university encourages publishing in Anglophone center (SSCI) journals? If yes, how is this communicated?

Q3: How would you describe the university's position on publishing in national journals?

Q4: In what way or ways do you think these positions have influenced your scholarship?

Q5: Finally, I am wondering what your academic publishing goals are going forward. Can you tell me about what stages you are at with your publishing projects?