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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

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中文摘要：本份研究內容為：14 位具有人文及社會科學背景的作者，參與編纂五本以台灣為基地的中型英文期刊 (TBEMJ)。於台灣多所大學任職的多語教職人員，以面對面訪談的方式，就其自身的發表經驗及各自履歷進行討論，並同時研究相關的機構性政策文件。本研究歸納出研究人員選擇發表於 TBEMJ 的九個原因：遭「國際」期刊拒絕、期刊領域、引文索引、會議論文集或特殊議題、與學生共同發表、時間壓力、支持期刊、發表語言，以及博士候選人必要條件。篇幅和規模的觀念是參與者經驗討論的主要方向，顯示出人們對引用順序的觀感，引用順序不完全取決於發表地點，還涉及引文索引和其他文獻指標。研究結果顯示，「國內」期刊所發揮的作用其實要大得多，並非如 Lee 和 Lee (2013) 所稱，只是個專門接收遭到「國際」指標性期刊拒絕的論文的「手稿墳墓」而已，表示「國內」期刊十分值得投資。然而，儘管發表地方性研究知識，但無法確定其流傳或利用範圍。雖然影響因素 (IF) 等評估指標仍具爭議，但倘若 TBEM ISI 期刊的 IF 提高，則可能有助於獲得更多機構支持。

中文關鍵詞：學術出版，國內期刊，全球化，多語言學者，高等教育

英文摘要：This study reports on 14 authors' participation in the production of five Taiwan-based English medium journals (TBEMJs) from humanities and social sciences disciplines. Multilingual faculty at Taiwanese universities discussed their publishing experiences and referred to their curriculum vitae during face-to-face interviews. Relevant institutional policy documents were also studied. Nine reasons researchers published in TBEMJs were found: rejection from "international" journals, journal scope, citation index, conference proceedings or special issue, publishing with students, time pressure, to support the journal, language of publication, and doctorate candidacy requirement. Notions of space and scale frame discussion of participants' experiences demonstrating perceptions of indexical order, not necessarily based on location of publication, but citation index and other bibliographic metrics. Results show that "national" journals function as more than what Lee and Lee (2013) refer to as "manuscript graveyards" for "international" indexed journal rejections, indicating that investment in "national" journals is worthwhile. However, while local knowledge is being published, it is not clear how far it is distributed or utilized. Although metrics such as impact factor (IF) are controversial, if the TBEM ISI journals' IFs rise, this may encourage more institutional support.

英文關鍵詞：scholarly publishing, national journals, globalization, multilingual scholars, higher education

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

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

### Introduction

This project evolves from the academic literacies research tradition. In the lead article of an issue of *Applied Linguistics* dedicated to academic literacies research, Lillis and Scott (2007) describe the perspective as having “a specific epistemology, that of literacy as social practice, and ideology, that of transformation” (italics original) (p. 7). In the context of the study, literacy amounts to scholarly publishing and globalization is the transformative influence on Taiwan-based scholars and national journals. Effects of contemporary globalization (Eriksen, 2007b) have impacted scholars around the world in various ways (Altbach, 2003/2013; Englander & Uzuner-Smith, 2013). One effect, among many, has been the increased dominance of English as a lingua franca. In academic globalization, one way this has transpired is through the Anglicization and homogenization of scholarly publishing. Most Taiwan-based researchers, like their colleagues from other non-Anglophone countries, use English as an additional language to report their research and are under pressure to publish it in prestigious “international” journals. Hanauer and Englander (2011) claimed that writing academic articles in English as a second language imparts a quantifiably greater burden on scientists they studied in Mexico. This pressure has derived from “centering institutions” (Lillis, 2012, p. 702), which can be immediate, such as universities, or distant, such as Thompson Reuters Web of Knowledge and its citation indexes. One of these indexes, the Social Science Citation Index (SSCI) has become higher education institutions’ (HEIs) benchmark for quality humanities and social science (HSS) research in various countries (Curry & Lillis, 2004; Lee & Lee, 2013; Li & Flowerdew, 2009) and particularly in Taiwan (Huang, 2009). This situation and its impact on scholars’ research and publishing choices, among other issues, have been discussed and critiqued by local researchers (Chou, 2014b, 2014c; Song & Tai, 2007). According to C. L. Sheridan (2015), the overriding centripetal force on these phenomena in Taiwan is globalization, which has influenced the government’s overall competitiveness and internationalization drive (Mok, 2000), spawning institutions’ “publish or perish” policies that have affected all phases and aspects of academic life from performance review to research grant approval to promotion prospects. This situation has spread from the natural sciences to the humanities and social sciences (Chou, 2014b; M.-h. Huang & Chang, 2008) generating what Sun (2013) referred to as the “SSCI phenomenon” and Chou (2014c) coined the “SSCI syndrome.”

Besides studies investigating English L2 writers in their quest for international vita lines (eg. Belcher, 2007; Curry & Lillis, 2004; Flowerdew & Li, 2009; Hanauer & Englander, 2013; Lee and Lee, 2013; and Liu, 2014), a few studies on the relationship between globalization and scholarly publication beyond Anglophone center contexts have focused on local publishing. Lillis (2012) and Lundin, Jönsson, Kreiner, and Tienari (2010) both discussed the aims and development of “national” journals in European countries from editors’ perspectives. Wang (2006, 2008) addressed problems of journal publishing in China from her experience as a journal editor and Ling, Wang, and Xu (2005) found similar issues in their interviews with six editors of foreign language education journals in China. In

Taiwan, Sheridan's (2015) historiography of a national English language teaching journal included interviews with editors, reviewers, and contributors. The editors in these studies were more or less cognizant of their publication's "place" in the global publishing arena and ways it developed in relation to "international" norms and practices such as language of publication (increasingly English) and peer review (increasingly standardized).

As far as research on contributors' perspectives and experiences with national journals, Curry and Lillis (2010) studied researchers in four European countries and found that their participants contributed to national language and English medium publications for various reasons such as wanting to connect to a national or regional audience, even though the overriding pressure was to publish "internationally." Local journals are also regarded as researchers' last resort in case a manuscript is rejected by an "international" journal (Lee & Lee, 2013). Other studies have called attention to publications' challenges related to the plight of scholars in underdeveloped countries such as in Salager-Meyer (2008) and Flowerdew and Li (2009). Lee and Lee (2013) mentioned the low prestige of national journals in Korea and Sun (2013) found that researchers in Taiwan tended not to cite local journals. While national journals seem to be considered lower class publication outlets, other studies reported their positive attributes as venues that generate local knowledge (Feng, Beckett, & Huang, 2013; Lillis, 2012) or function as scholarly training grounds for novice researchers (Flowerdew & Li, 2009; Labassi, 2009; Lundin, Jönsson, Kreiner, & Tienari, 2010).

Contrary to Labassi (2009) and Salager-Meyer's (2008) depiction of local journals as one of intense struggle against odds for survival, in Taiwan, a non-Anglophone context in Asia and distinct from China, many national journals are supported by various measures, even while so much rides on participation in the global knowledge economy (Chou, 2014b; Mok & Chan, 2008). These include the establishment of Taiwan's own citation indexes and associated activities, which I will describe in greater detail after the following discussion of globalization in Taiwan's higher education. As mentioned at the beginning of this introduction, Lillis (2012) maintained that homogenizing entities in the shadow of globalization can be near such as academic departments or distant such as Thomson Reuters. Either way, "they tend to be highly centripetal in nature" (p. 702). Blommaert (2003) considered entities that influence social orientation of institutions as homogenizing forces in relation to "all levels of social life, ranging from the family over small peer groups, more or less stable communities...the state and transnational communities, all the way through to the world system" (Blommaert, 2003, Para. Authority). Therefore, the next part of this introduction will briefly introduce the theorization of globalization that will be considered as a way to frame the proposed project, especially in terms of higher education in Taiwan. This will be followed by an overview of scholarly publishing in the Taiwan context.

### **Academic Globalization and the Taiwan Context**

In the previous section, I mentioned that contemporary globalization has impacted academia in Taiwan, as in other contexts around the world. In this study, globalization is recognized as having a historical backdrop of several hundred years (Eriksen, 2007b; Held, McGrew, Goldblatt, & Perraton, 1999; Robertson, 1992; Wallerstein, 1991), but also that there has been a fundamental shift in geopolitical conditions, technology, and culture

(Eriksen, 2007b; Held et al., 1999) driven in recent decades especially by forces Wallerstein (1991) identified as the capitalist world economy. There are a few “key concepts” of contemporary globalization described by (Eriksen, 2007a) that are especially relevant to the current study such as standardization, interconnectedness, and re-embedding. Eriksen maintained “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 in different national contexts. Likewise, Taiwan has its own unique situation brought about by historical developments (Mok, 2000).

Following the end of 38 years of martial law in 1987, Taiwan moved quickly toward a democratic sociopolitical system. In the mid-1990s, effects of this liberalization began to impact higher education and national economic policies by promoting institutional autonomy and globalization respectively. According to Mok (2000), these two major trends generated national policies that have 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 (HEIs) responded to these conditions 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 peripheral contexts (Chou, 2014c; Englander & Uzuner-Smith, 2013; Lillis & Curry, 2013). Promotion and evaluation requirements continue to rise in Taiwan, but after more than a decade, these conditions have become the new normal, especially for scholars at national universities and research institutions (Chao, personal communication, August 30, 2013) and increasingly at private universities.

As the effects of political reform after martial law and subsequent globalization of the Taiwan economy have developed, greater emphasis has been placed on scientific knowledge as part of this process. The government has stressed the role of higher education institutes (HEIs) in national development and adopted policies that encourage internationalization and competition in order to participate in the knowledge economy (Mok, 2000) as Lillis and Curry (2013) describe on a global level. According to Chou (2008), with this 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 (2000) stressed “social and political liberalization started from the 1980s” (p. 652) was the primary influence in the Taiwan context and the Taiwan government skillfully incorporated the globalization trend into the locally significant socio-political agenda in order to compete in the international arena. These conditions seem to be somewhat unique to Taiwan in comparison to influences of supranational organizations such as the World Bank on national governments cited by Hanauer and Englander (2013) and Lillis and Curry (2013). This could be related to pressure by China to marginalize the island internationally by trying, with mixed results, to limit its participation in diplomatic meetings and organizations such as the Organization for Economic Cooperation and Development (OECD), and the World Health Organization (WHO) (Hsu, 2008). Conditions and policies in those years may have made it possible for Taiwan to participate more in the knowledge economy considering that from 1993 to 2003, Taiwan’s scientific article output more than

doubled (Hill, 2007), one of the top five non-OECD countries including India, China, and Brazil.

Furthermore, following the natural sciences, engineering, and technology fields, Taiwan-based humanities and social sciences (HSS) scholars' funding opportunities and advancement at their institutions have become dependent on how much they publish and the relative prestige of the publications, based mostly on the citation index where it is listed and its impact factor (Ching, 2014). Most teaching and research entities require each promotion package to include "I-type" publications of which Social Science Citation Index (SSCI) and Arts and Humanities Citation Index (A&HCI) garner the most points. However, articles published in national journals included in the national citation indexes are useful for 5-year review and add points to promotion packages, though usually fewer than the international 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 Taiwanese or Mandarin, are under tremendous pressure to produce enough published research to reach these promotion and evaluation requirements (Liu, 2014). According to Ching (2014) 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. However, faculty organizations have spoken out against the "SSCI syndrome" (Chou, 2014b) for several years and last year Prudence Chou (周祝瑛)(Chou, 2014a) from National Chengchi University delivered an open letter to the newly instated Minister of Education, Se-hwa Wu (吳思華) in August 2014 to encourage him to take action on the issue. Then on October 23, the Ministry of Education released a recommendation that universities re-evaluate their review and promotion requirements to consider whether or research requirements were too demanding to the detriment of research and teaching quality (Ministry of Education, 2014). Whether there will be any change at universities remains to be seen. In the meantime, the current abundance of scholarly publishing activity in Taiwan will likely continue.

### **Scholarly Journal Publishing in Taiwan**

There are over 1000 journals published on the island and listed in the Taiwan Citation Index (TCI), which is under development by the National Central Library; of course, this does not indicate any consistent level of quality. Raising the quality of local research is the mandate of the two Taiwan citation indexes, which will be addressed in greater detail in the next paragraph. However, aside from the sheer number of local journals published in Taiwan, by scanning curriculum vitae posted on English department and language center websites of prestigious national universities with heavy research mandates, one can also see that national publications have been part of faculty research output. Furthermore, even as pressure to publish internationally has intensified, government and institutional initiatives in Taiwan have also supported local and national journal publishing.

For example, in 1999, the National Science Council (NSC; renamed Ministry of Science and Technology in 2014) established the Social Science Research Center (SSRC) and the Humanities Research Center (HRC) (C. L. Sheridan, 2014a). The centers launched the

Taiwan Social Science Citation Index (TSSCI) in 2004 and the Taiwan Humanities Citation Index (THCI) in 2006 respectively, and in 2008 the HRC inaugurated the more exclusive THCI-Core, providing a way to raise prestige of national humanities publishing. The TSSCI and the THCI Core are annually updated lists of publications that must publish consistently meeting certain standards for at least three years for initial inclusion (Guo Ke Hui, 2009). The biggest impact of the national citation indexes has been the establishment of a blind peer review at Taiwan-based journals (C. Sheridan, in press) Journals are subject to regular review thereafter as well. 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 NSC 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 (2013). This searchable index will first include all titles in the THCI database and TSSCI from Taiwan plus journals from Hong Kong and Macao. It will also include 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.

Besides the index development, the Ministry of Science and Technology (MOST) through the SSRC and HRC has been providing funding to local journals for editing fees and, for TSSCI or THCI Core 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 from the NSC for these purposes. This indicates that through these government-sponsored initiatives, established journals have been professionalizing and attempting to internationalize. The development of the national citation indexes, TSSCI and THCI-Core by the Center for Social Science Research and the Center for Humanities Research, respectively, is considered to be a major influence on local journal publishing, according to interviewees in Sheridan (2013) and (2014).

An increase in numbers of TSSCI and THCI Core journals can be an indication of the steady development of national journal publishing in Taiwan. The indexes were only open to submissions from Taiwan-based journals until 2012, when it expanded to accept applications from journals based in Hong Kong, Macao, and Singapore. In 2000, the TSSCI included 50 journals with an additional 30 that were under observation. In 2014 there were 101 member journals in the TSSCI. When launched in 2008, the THCI Core listed 41 journals, while there were 59 in 2014 (RIHSS, 2013). Of the total journals included in 2014, 14 publish full articles written in English. Four are in the TSSCI and eight are in the THCI Core, with two listed in both. Please refer to Tables 1 and 2 below.

Table 1. TSSCI and THCI Core journals that publish full articles in English listed in alphabetical order by index category and years of publication.

	<b>Title</b>	<b>Publication frequency</b>	<b>Language</b>	<b>Year Est.</b>	<b>Category</b>	<b>TSSCI</b>	<b>THCI Core</b>	<b>Publisher</b>
1	Journal of Chinese Language Teaching	3/year	English / Chinese	2004	Education	2009-2013	2005 - 2013	World Chinese Language Association
2	National Taiwan University Law Review	semi-annually	English	2006	Law	2009-2013		College of Law, National Taiwan University
3	English Teaching and Learning*	quarterly	English / Chinese	1976	Linguistics		2008 - 2013	NTNU Department of English
4	Language and Linguistics	6 per year	English	2000	Linguistics		2011 - 2013	Institute of Linguistics, Academia Sinica
5	Taiwan Journal of Linguistics	semi-annually	English	2003	Linguistics		2008 - 2013	NCCU Graduate Institute of Linguistics
6	Concentric: Studies in Linguistics	semi-annually	English	2004	Linguistics		2008 - 2013	Department of English, National Taiwan Normal University
7	Tamkang Review	semi-annually	English	1970	Literature		2008 - 2013	Western Language Department, Tamkang University
8	NTU Studies in Language and Literature	semi-annually	English	1985	Literature		2008 - 2013	Department of Foreign Languages and Literatures, National Taiwan University
9	Wenshan Review of Literature and Culture	semi-annually	English / Chinese	1995	Literature		2010 - 2013	NCCU Department of English
10	Concentric: Literary and Cultural Studies	semi-annually	English	2004	Literature		2008 - 2013	Department of English, National Taiwan Normal University

11	Asia Pacific Management Review	quarterly	English	1996	Management	2005-2013		College of Management, National Cheng Kung University
12	International Journal of Information and Management Sciences	quarterly	English	1990	Management	2008-2013		Graduate Institute of Management Sciences, Tamkang University
13	EurAmerica: A Journal of European and American Studies	quarterly	English / Chinese	1971	Multidisciplinary	2009-2013	2008 - 2013	Institute of European and American Studies, Academia Sinica
14	Journal of Nursing Research	quarterly	English	2001	Nursing	2005-2013		Taipei: Taiwan Nurses Association

Note: Most recent lists for TSSCI and THCI Core were published in 2014 and include journals that met citation index requirements from 2011 to 2013. They were retrieved from <http://www.hss.ntu.edu.tw/subsidy.aspx?no=27> on December 21, 2014. There were 101 journals listed in the TSSCI and 59 listed in THCI-Core with three listed in both.

\* I have conducted an extensive historiography on this journal already (Sheridan, in press).

Table 2. Number of journals by index categories in Taiwan in 2014

		Citation Index					
		TSSCI		THCI Core		TSSCI & THCI Core	
	Discipline	N		Discipline	N	Discipline	N
	Law	1		Linguistics	4	Multidisciplinary	1
	Management	2		Literature	4	Education	1
	Nursing	1					

Note: Data retrieved from: <http://www.hss.ntu.edu.tw/subsidy.aspx?no=27>

Journals that have been admitted to the TSSCI or THCI Core have become respected outlets for scholars submitting promotion packets to review committees (Ching, 2014). Editors and reviewers at *English Teaching and Learning (ETL)*, a national English Language Teaching journal in Taiwan, reported that an enhanced peer review and revision process and other adaptations were undertaken to increase its quality and gain entry to THCI Core (C. L. Sheridan, 2015). While this development is seen as critical to raising journal prestige, the penchant for standards 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" (italics original, p. 92). 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 perceived that *ETL* competes with international journals for quality submissions from local scholars (Sheridan, 2015). C. L. Sheridan (2014a) concluded that the THCI Core has been a homogenizing force on national journals in Taiwan. This was perceived as a positive development by the participants and corroborated findings of C. L. Sheridan (2015) in that in Taiwan, scholarly output seems to have developed in two tiers: pushing "I-type" international Anglophone publications and quality national journals. Both are toward internationalization.

Based on the above introduction to the proposed study context, Taiwan higher education has been affected by globalization forces. One specific impact has been institutional policies that push faculty to publish in SSCI journals. Taiwan is an example of a context beyond the Anglophone "center" of scientific publishing where national journals have been supported in various ways by the government and institutions. This indicates that national journals can have a role in knowledge creation in such contexts.

### **Purpose of the Study**

Many studies that explored experiences of multilingual researchers in various countries publishing in English, especially in Anglophone center journals (eg. Casanave, 2002; Flowerdew & Li, 2009; Hanauer & Englander, 2011; Lillis & Curry, 2010) and there are some articles and dissertations about national journals in globalized scholarly publishing (eg. Delgado, 2011; Donovan, 2010; Lillis, 2012; Lundin et al., 2010; Sheridan, 2015), but these tended to focus on editors' perspectives. Furthermore, aside from Liu's (2014) study of five scholars' struggles to publish in SSCI journals and Ching's (2014) survey study of 44 faculty and 54 graduate students regarding perception of ISI use, there seems to be a lack of research on Taiwan-based researchers' publishing practices. In addition, these two studies were primarily concerned with local scholars' pressure to publish in internationally indexed journals, with little consideration of the role of local publications. While scholars' "international" journal publishing challenges is a salient issue in Taiwan, their working relationship with local journals is worth investigating because it has been shown in other contexts that they can be beneficial to scholars (Flowerdew & Li, 2009; Lillis & Curry, 2010).

By funding and supporting local journals in Taiwan, where political democratization in the 1980s led to higher education reform in the 1990s and to neo-liberal globalization policies affecting academia in the 2000s (Chou, 2008; Mok, 2000), it would seem that the government and institutions believe local journals fulfill some need in knowledge creation that contributes to national development. Also, with so many Taiwan-based scholars working on and contributing to the journals, it would seem that they also fulfill a role or roles in the professional life of Taiwan-based academics.

Therefore, an important question is, if national journals are considered to be subpar (Sun, 2013) and scholars are intensely pressured into publishing in SSCI journals, why are so many national journals supported and developed in Taiwan? This is a phenomenon that

should be better understood. Therefore, the current study investigates Taiwan-based English medium national journals (EMNJs) in the era of contemporary academic globalization through the experiences and perspectives of individual authors.

### **Significance of the Study**

The dramatic policy changes brought about by globalization (Englander & Uzuner-Smith, 2013) have caused researchers around the world to apparently leap toward international journals, especially those included in the Thompson Reuters Web of Knowledge (Lillis, 2012). However, researchers beyond the Anglophone center publish in a variety of venues (Curry & Lillis, 2013; Lillis & Curry, 2010). The current study on Taiwan-based journals is important because the understandings gained through the project have implications for the academic community in Taiwan and beyond, from graduate students to policy makers.

The literature on national journals has focused mostly on the struggles of journals in non-Anglophone “peripheral” contexts and the narratives of their development under the influence of globalization from editors’ perspectives. However, their role in knowledge production and distribution is important (Lillis, 2012). Furthermore, it is individual scholars that are working to build the new knowledge with national and/or with “international” outlets. As Lillis and Curry (2013) note, the journal article represents much more than a scholarly endeavor. When the research output of individuals is distributed from the institutional to the national level and beyond, it represents “participation in knowledge-generating capacity more generally” (para. 1). It is that “space” in which scholars reside and strive, which may be quite fluid, that this study is most interested.

In discussing the future of academic literacies, Lillis and Scott (2007) described it as “at the juncture of research/theory and strategic application” and in this way as “inescapably involved in the ongoing tensions around official policy that focuses on students as contributors to the national economy” (p. 20). However, based on the growing research on scholarly publishing in a global context, an academic literacies perspective can also be strategically applied to policies in higher education directed at increasing research output of scholars. According to Lillis and Curry (2013) “[e]xploring how institutions direct scholars’ activities and likewise how scholars orient to such institutions is an important way of understanding the nature of academic production” (p. 702). This study aims to better understand these phenomena in Taiwan through an in-depth qualitative study of contributors to Taiwan-based English-medium national journals (TBEMJs).

### **Research Questions**

What are humanities and social sciences scholars’ publication practices (in the globalized HE environment) of Taiwan?

A: What factors influence their participation in the production of Taiwan-based English medium journals?

B: What are their perceptions of their experiences publishing with Taiwan-based English medium journals?

### **Methodology and Research Design**

This qualitative study explores Taiwan-based humanities and social sciences (HSS) scholars’ publication practices, especially regarding their experiences with Taiwan-based

English medium journals (TBEMJs) that are included in Taiwan's citation indexes. National journals are defined as those whose publisher and a majority of its contributors are affiliated with Taiwan-based institutions. English-medium journals are of interest because publishing full articles in English is likely an indication of the discipline's connection to international Anglophone scholarship (Lillis, 2012) and citation indexes, as well as 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 publication stability over time.

Originally, the intention was to conduct case studies of four particular journals through journal analysis and interviews with editors and contributors. However, because of privacy and anonymity issues, this approach was not used. Instead, once appropriate journals were identified, editors and contributors to the journals were invited to participate regardless of which journal or journals they have worked with. The current report describes both groups, but will focus on the contributors due to the greater number of those participants.

### **Journal Selection**

**Assessing potential journals.** 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). Preliminary research of citation indexes and journal websites found that most journals in Taiwan are published by university academic departments. Some journals are published by other university entities, professional organizations, or Academia Sinica, a national research center. Then, to determine potential case study journals, 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 are 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 also consulted. At the time of this search, there were 1015 journals listed in TCI-HSS. CEPS includes journals from Taiwan, China, and Singapore and listed 1278 Humanities and 2854 Social Sciences journals. A total of 57 humanities and social science journals based in Taiwan that publish full articles in English were found, of which ten are in the THCI Core and six are in TSSCI, with two that are in both (RIHSS, 2013). Besides language of publication and publishing entity, data collected about each journal included: frequency and years of publication, membership in any databases or indexes, and website address. As described in the introduction, this library database research identified 14 Taiwan-based journals that indicated on their websites that they publish full original research articles in English. After further investigation, it was discovered that although the website of "International Journal of Information and Management Sciences" indicated it publishes English articles, it was found that in the last five years there were less than three English articles published; therefore, it was not included in the study. Please see tables 1 and 2 for this list.

**Participant recruitment.** An invitation written in English and Chinese to participate was sent to editors and authors. A list of all current editors-in-chief and associate editors listed in the 14 journals was compiled from the 14 journals for a total of 31. Five editors agreed to be interviewed. As mentioned above, one of the journals has only published a few articles in English; therefore, this editor's interview is not included in the results. Two of the editors also responded to the interview questions for authors.

For authors, of the 14 journals, four from a variety of disciplines were chosen: Law, Linguistics, Management, and Nursing. A database including authors who are full-time faculty at Taiwanese institutions and have published English research articles in the journals was compiled from the journal websites. The editors and authors may also have taken other roles in the journal, such as reviewer or advisor and some editors were also authors. Inclusion criteria was not limited to Taiwan nationals. Every third author who had published in the journals from 2015 to 2000 until 50 potential participants from each journal were identified, unless special circumstances arose, were included. For example, the law journal has only been published since 2006 and less than half of the authors were from Taiwanese institutions. Therefore, all Taiwan-based contributors were contacted (43). For the linguistics journal, 50 corresponding authors were identified between 2010 and 2015. 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. For the nursing journal, 70 corresponding authors between 2012 and 2015 were contacted. The list was organized by surnames in chronological order of publication in the journal. Authors who agreed to participate included 1 from law, 5 from linguistics (different sub-disciplines), 3 from management, 3 from nursing, and 1 each from TESOL and literature who were also editors for a total of 14 author interviews.

### **Data Collection**

**Editors and Journals.** Information published on websites of the journals whose editors agreed to participate was gathered for background information and to gain a sense of its purpose and history. Second, one-to-one guided interviews were held with editors to understand, from their perspectives, the development of the journals. They were also asked to reflect on the goals of the journal and their experiences as editors. Please see the Appendix A for interview questions.

**Journal contributors.** Scholars who responded to the email invitation participated in one face-to-face interview that lasted from one to two hours. Existing data related to each participant, when available, was collected from: (a) academic department websites, (b) individual websites, (c) curriculum vitae, and (d) institutions' promotion and review regulations to gain perspective on their research and teaching experience. They were also asked to provide their curriculum vitae to use as a point of discussion during the interview.

### **Ethical Considerations**

Before each interview, each participant was presented with an informed consent form in English and Chinese. Participants had the option to choose their own pseudonym. In addition, participants' anonymity is also protected in this report by not mentioning more than two attributes related to one journal or individual in any part of the research report. Interviews were conducted in Mandarin and/or English depending on the participant's

preference. Interviews were audio recorded on a digital recorder and transcribed using verbatim.

### **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. I also checked the transcripts and translations for accuracy. Interviewees' portions were then proofread and following Lillis and Curry (2010) "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).

### **Data Analysis and Interpretation**

Journal policies and content based on article titles and abstracts was analyzed for broad trends since 2000 and how it relates to interview data. Description, analysis, and interpretation are three parts of what is sometimes referred to collectively as 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 will be three sets of data including (a) transcripts from guided interviews with editors, (b) transcripts from interviews with contributors, and (c) existing documentary data such as websites, policy documents, and curriculum vitae. This inquiry was guided by the research questions as the description of the raw data from different perspectives evolved.

**Overall experiences and factors.** This data analysis applies to the research question and sub-question A, addressing participants' overall publishing experiences and factors that contribute to their publishing decisions overall. Each transcript was copied into an Excel sheet with interviewer and interviewee in separate columns. Participants' responses were summarized with reflection on the database 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 topic. Next, additional columns were added as themes were revealed and to which codes were assigned—a back and forth reiterative process. 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 that ... 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.

**TBEMJ experiences and factors.** Interview questions were open 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. Extended excerpts, of their narratives are incorporated into the manuscript. Therefore, sections related to their experiences with an EMTBJ were compiled with the goal of presenting the teller's

“intended meaning” (p. 56). In this process, my voice with questions and comments will not be included and neither will the teller’s utterances of ‘uh,’ ‘um,’ or laughing, etc. Standard spelling, sentence, and paragraph structure were used. Considering these guidelines from Atkinson, English translated from Chinese, also followed these conventions.

**Validation Strategies.** A number of steps were taken throughout the implementation of this project toward validation and evaluation. These included triangulation of methods to provide “additional observations [to] give us grounds for revising our interpretation” (Stake, 1995, p. 110). This included guided interviews with journal editors, in-depth interviews with journal contributors, and document analysis. At certain points during the research process, member checking will be done with select guided interview participants in each group. The understandings developed from this process can also be incorporated into the data (Swanborn, 2010). Participants were provided the transcripts from their interviews and invited to make changes. Finally, thick description of case study journals’ history and current situations, and participants’ scholarly publishing experiences and professional trajectories are incorporated.

## Findings

While editors were interviewed for this project, the findings will focus on the 14 authors because the participant recruiting results did not provide enough journal overlap between editors and authors. Editor perspectives will be explored in a following manuscript. The findings from author interviews for this report will be presented in two main sections, first about the participants’ academic and publishing practices, and second on factors and experiences publishing with Taiwan-based English medium journals (TBEMJs). A table showing which participant mentioned which categories [related to factors] will be provided at the end. Finally, a discussion of these findings will conclude this report

### Academic and Publishing Practices

This section is about the general academic and publishing experiences of the 14 participants in this study and will be divided into three sub-sections based on rank at the time of the interview. Besides the transcripts of the one-on-one interviews in which they participated, their curriculum vitae and school and individual websites, if available, were consulted to triangulate the data. The categories of each subsection (rank) I will present are (a) education and discipline, (b) institutions, and (c) publishing experience. Themes shared among the participants at each rank and across ranks will be examined.

**Assistant Professors.** There are five assistant professors: Pan, Chao, Deng, Chan, and Yan.

*Educational Background.* The terminating degree of all of the five assistant professors interviewed for this study was Doctor of Philosophy (PhD), which they completed between 2009 and 2011. Please see Table 1 for details of the following information about Pan, Chao, Deng, Chan, and Yan. In 2009, Pan earned her PhD in information studies from a university in the United Kingdom (UK) and Chao graduated from a university in Taiwan with a PhD in management. Chan earned a PhD in psychology in the United States of America (USA). The other two assistant professors have PhD degrees in different areas of linguistics. Deng earned his in 2010 in Australia and Yan graduated from a university in Taiwan in 2011. It is notable that of the five, two earned their doctorates in Taiwan and the others from three different

countries. This shows that an international outlook among faculty is not unusual in Taiwanese higher education.

	Highest degree	Year completed	Country earned	Discipline
Pan	PhD	2009	UK	Information Studies (Health)
Chao	PhD	2009	Taiwan	Management
Deng	PhD	2010	British Commonwealth country	Linguistics
Chan	PhD	2010	US	Psychology
Yan	PhD	2011	Taiwan	Linguistics

The assistant professors all finished their degrees between 2009 and 2011, though from four different countries. Following their PhD studies, the five took different routes to their faculty positions. All but Yan had a post-doctoral fellowship. An important finding in this set of data in regards to the assistants' educational background is that all but one participant sought postdoctoral fellowships and that this is a relatively recent development in Taiwan. As the ones in the study most recently entering HE in Taiwan, they are more likely than the others to experience the effects of globalization-induced policies. However, in Taiwan, the commodification and privatization of HE has been exasperated by not only ranking pressures that have raised publishing expectations of new PhDs, but also by a shrinking population. 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. On the other hand, Yan's situation was quite different, mostly because she had already been teaching for many years in Taiwan, and had started her PhD with support from her institution. She observed that her education coincided with the development of the school. Eventually, Pan, Chao, Deng, and Chan all found full-time tenure track jobs at universities in Taiwan.

*Assistant Professors' Institutions.* All the assistant professors eventually secured fulltime tenure track positions at a range of institutions (Table 2). Their job prospects and where they ended up seemed to be somewhat related to the amount of scholarly activity they had gained and its geographic spread before going on the job market, as well as the use of English for publication and teaching.

The five assistant professors were hired at different types of institutions. Except for Pan, their scholarly publication activity began before they finished doctoral studies. It appears that in four of the five cases (not including Yan), the scholars with more years of academic activity and publications in countries beyond Taiwan were hired at universities placed at a higher scale level and closer to Taiwan's "center" described in the theoretical framework for this dissertation— national universities in northern Taiwan. In addition, English language ability in research and teaching was an asset. In regards to Yan, she was already established at an institution and more closely experienced aspects of the older HE system in Taiwan, such as tertiary institutes supporting faculty doctoral study and promotion within the institution. More information regarding each of their publishing experiences will be covered next.

*Table 2: Assistant professors' earliest academic publication activity and types of institution where hired after graduating with PhD.*

Participant & year of PhD	Earliest academic publication of any kind (languages other than English)	Earliest academic publication of any kind (English)	Private Science & Technology Junior College or University	Public Science & Technology Junior College or University	Private university	Public University
Pan 2009	2010 (L1)	2007			2010	
Chao 2009	2000 (L1)	2004	2010			
Deng 2010	2001 (L1); 2011 (L3)	2001				2012
Chan 2010	NA	2001				2012
Yan 2011	NA	2007		2011		

*Assistant professors' publishing activity.* The experiences of the assistant professors (Pan, Chao, Deng, Chan, and Yan) represent the change in the HE environment of Taiwan stressing the perceived value of Anglophone research at an international scale. Language resources, international experience, and years of experience impacted assistant professors job opportunities and they continue to provide professional capital. 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 in 2001; they each have their names on 29 and 62 academic publications, respectively—the most of the assistant professors. This early foray into scholarly work and foreign degrees may have given them an advantage seeing as they are the ones who secured tenure-track positions at highest scale-level universities. However, it is difficult to give a clear comparison based on the number of articles they produced since they started their tenure clock because they are in very different areas of linguistics: in Deng's academic home, single author articles are most valued while in Chan's, multi-authorship is the norm. However, 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 two and three respectively. These results seem to support Hanauer and Englander (2013) who found 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 mobility, but that years of experience also affects the scale level of the institution where they are hired. These may be more important than specific support from advisors and mentors.

Table 3: Overview of assistant professors' publishing activity based on CV provided by participant

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	English journal articles since joining faculty (multiple/single)	Articles in indexed TBEMJs**
Pan 2009	2010 (L1)	2007	10	0	0	3	2010=2	2
Chao 2009	2000 (L1)	2004	27	13	12	0	2010=9	3
Deng 2010	2001 (L1); 2011 (L3)	2001	29**	12	1	4	2012=2	1
Chan 2010	NA	2001	62	45	13	0	2012=5	1
Yan 2011	NA	2007	3	1	0	2	2011=2	1
*Journal articles, books, book chapters, conference proceedings, reports. Not counting "in press" or "accepted"								
**He included everything, even internal reports, unpublished research, and portions of publications								
***Taiwan-based English medium journals								

**Associate Professors.** There are five associate professors: Sun, Tu, Ma, Jon, and Hao.

*Associate Professors' Educational Background.* The five associate professors interviewed for this study completed their terminal degrees between 2000 and 2011. Please see Table 4 for details of the following information about Sun, Tu, Ma, Jon, and Hao. In 2000, much earlier than the others, Sun earned his Juris Doctor (JD) from a university in the USA. In 2007, Tu received a Doctor of Education (EdD) in the USA. In 2008, Ma received his PhD in finance from a private university in Taiwan, Jon received hers in English from her home country, and Hao finished her PhD in education from a university in the USA. Sun worked as an intern for one summer, but unlike the assistant professors, none of the associate professors mentioned having a post-doctoral fellowship, nor did they include it on their vitae, even though aside from Sun, they earned their degrees within the same few years. In fact, Hao and Yan both graduated in 2011, but under very different circumstances. Jon pursued her PhD in Taiwan with the support of the institution where she had been teaching for many years (similar to Yan), while Hao went independently to graduate school in the USA following her MA from a national university in Taiwan. Like the assistant professors, the majority earned their terminal degrees outside of Taiwan, mostly in the USA, also showing the international influence in Taiwan HE.

	Highest degree	Year completed	Country earned	Discipline
Sun	JD	2000	USA	Law
Tu	EdD	2007	USA	TESOL
Ma	Phd	2008	Taiwan	Finance
Jon	Phd	2008	Eastern Europe	English
Hao	Phd	2008	USA	Education

*Associate Professors' Institutions.* The associate professors' institutional experiences also differed from the assistant professors. Please refer to Table 5 for the following findings. First, none of them have had positions at technology colleges or universities. Ma, who studied only in Taiwan, joined a private institution in 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 and public universities, whereas the assistant professors have so far only worked at one institution each, aside from those with post-doc experience. 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 in 2006 before moving to another a year later. Although Tu taught at a private university before beginning his EdD, he joined a national university when he returned to Taiwan. However, that was not his original plan because he had already found a job abroad, but gave it up because of family obligations. He was promoted at this national university in northern Taiwan in 2015. Hao began her career after her PhD at a private university and then soon switched to the more prestigious national institution, where she was promoted to associate professor in 2015. Jon, on the other hand, had worked at a national university in her home country, she had earned tenure, before moving to Taiwan. However, she started as an assistant professor at the national university in northern Taiwan 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 claimed he decided to switch to academics because he enjoyed the research he was doing related to his job.

Participant & year of degree	Private University	Public University	Other	Promoted to Associate Professor
Sun 2000	2006-2007; 2007-	2001-2006		2006
Tu 2007	2001-2001	2007-		2015
Ma 2008	2008-			2014
Jon 2008		2009-	2003-2009 home country	2015
Hao 2008	2008-2009	2009-		2015
*Journal articles, books, book chapters, conference proceedings, reports. Not counting "in press" or "accepted"				

*Associate Professors' Publishing Experiences.* Table 6 shows an overview of the associate professors' publications primarily based on the curriculum vita that each participant provided. Interview data and websites, when necessary or available, were also consulted. The table also shows participants' earliest publishing activity in English and other languages. Even though they are now associate professors, except for Sun, they have not been in the HE system in Taiwan much longer than the assistant professors interviewed in this study. Therefore, all academic publications they have listed in their CVs have also been counted. Besides journal articles, they include books, book chapters, conference proceedings, and reports. However, here the focus will be on journal articles, which likely had the greatest impact on their promotion success due to institutional policies.

The five associate professors' experiences differed from the assistant professors, even though, aside from Sun, they finished their terminal degrees within the same few years as the assistant professors. They also went more quickly and directly to full-time faculty positions, without post-doctoral fellowships. It is not possible to fully explain this difference based on the data collected. There are many variables related to their own experiences and the greater higher education environment to surmise why this was the case. However, it may indicate that the effects of HE expansion and shrinking student population had not been so critical when they went on the job market because the associate professors did not discuss facing a challenging job search as the assistant professors had just a couple years later. Furthermore, except for Ma, they have all already held more than one university faculty position showing a certain amount of mobility.

On the other hand, perhaps with the exception of Sun, they all have faced challenges related to scholarly publishing heightened by demands related to generating the necessary quantity of publications at the desired quality within the promotion deadline and subsequent evaluations (Hao, Ma, and Jon). These were shaped by challenges of finding suitable publications, decisions regarding co-authorship, and especially coping with reviewer feedback. More specifically, they mentioned language of publication (Ma and Sun) considerations, English language writing ability (Tu, Hao, and Jon), and research training issues (Tu and Ma). Ultimately, most of them have found solutions to those challenges either harnessing different types of networks or depending upon themselves. At the time of the

interview, Ma seemed to still be suffering, however, under institutional evaluation pressure. Jon had created a network through publications, while Tu and Ma turned to collaborators for support. Jon looked inward and took time to carefully study the language and structure of articles in her target journals. Sun also mostly worked by himself. When considering future publication pressures, Tu tries to incorporate his teaching topics into his research and vice versa and spread ideas among more than one paper as he keeps several in the review process at any one time and Jon realized the importance of targeting indexed journals. Hao admitted she has new challenges on the horizon with the goal of bringing her research to a deeper level that can be appreciated by “international” journals.

*Conclusion of Associate Professors.* The experiences and future challenges of the associate professors have been shaped by the HE environment in Taiwan. Many of their choices regarding what they publish where and with whom are related to institutional policies for promotion and performance review. However, their mobility can be seen as linked to the levels on scales for education, institutions, and possibly amount of research experience.

Table 6: *Overview of associate professors’ publishing activity based on CV provided by participation*

P & year of last degree	Earliest academic publication (non-English)	Earliest academic publication (English)	Total all publications*	Multi-authored English journal articles	Single authored English journal articles	English journal articles since joining faculty (multiple /single)	Articles in indexed TBEMJs **	Articles in TBEMJs ***
Sun 2000	NA	2003	22	0	22	22	4	13
Tu 2007	NA	2009	7	3	4	7	3	0
Ma 2008	2012 (L1)	2009	12	9	1	10	1	0
Jon 2008	NA	2003	29	0	12	12	1	0
Hao 2008	NA	2006	10	3	6	9	1	6
*Journal articles, books, book chapters, conference proceedings, reports. Not counting “in press” or “accepted”								
**Taiwan-based English medium journals included in TSSCI, THCI-C, SCI, SSCI, A&HCI								
***Taiwan-based English medium journals								

**Full Professors.** There are four full professors: Lin, Ren, Yao, and Luo.

*Full Professors’ Educational Background.* The four full professors interviewed for this study completed their terminal degrees between 1979 and 2005. Please see Table 7 for details of the following information about Lin, Ren, Luo, and Yao. As full professors, these four participants have been associated with Taiwan’s HE system longer than most of the others. Lin, Ren, and Yao are senior scholars in their fields and entered HE as instructors during the old system when faculty could be an assistant professor with a master’s degree and

before the rank of associate professor had been adopted. Under the old system there was neither time-limited promotion nor regular faculty evaluation focused on research output. Lin's terminal 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. Therefore, after earning an MA in Taiwan in 1990s, Yao was promoted to associate professor in 1996. Then, as HE was expanded and institutional ranking became a concern, Yao claimed that "the school sent me to study" and "cut my teaching hours" while she worked on her doctorate at a national university in Taiwan, similar to assistant professor Yan's experience. Aside from her coursework in Taiwan, Yao reported going to the USA for two years, where she conducted research with a group of nurse practitioners. Ren earned her PhD in 1992 in the USA directly after completing two master's degrees there. Luo received his PhD in 1999 from the national university in Taiwan where he 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 requiring him to pass promotion to associate professor within six years.

In sum, full professors' educational experiences have been impacted by national HE policies. 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, which was the case for 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 them. He is also the only one of the four full professors who needed to search for a job at a university upon completing their terminal degree and faced different institutional expectations from the other full professors interviewed. The full professors' experiences with HE institutions will be reported next and be followed by their individual publishing experiences.

	Highest degree	Year completed	Country earned	Discipline
Lin	MSN	1979	USA	Nursing
Ren	PhD	1992	USA	Linguistics
Luo	PhD	1999	Taiwan	Management
Yao	PhD	2005	Taiwan	Nursing

*Full Professors' Institutions.* The full professors' institutional experiences differed from the assistant and most of the associate professors. Please refer to Table 8 for the following findings. As mentioned in the above category reporting on full professors' educational backgrounds, the private vocational school, where Yao had been teaching, helped to support her doctoral study. Therefore, when she finished, she continued in her post and was then promoted to full professor the next year. Her experience was likely a result of MOE institutional review policies, which were pushing institutions to raise the number of PhD holders to increase their rankings. Simultaneously, the MOE was expanding higher education by increasing the numbers of colleges and universities. Therefore, though she did not

describe it like Yan did as her professional development corresponding to that of her institution's, Yao in effect had a similar experience. She earned her MA and then the vocational school was upgraded to a technical college; she finished her PhD in 2005 and the institution was upgraded to technology university. Lin, who earned her MSN in the USA in 1979 started teaching at a small private university in southern Taiwan in 1988, where she was promoted to associate professor in 1993 and full professor in 2005. After 20 years of service there, she moved to a public technology college in northern Taiwan in 2008, where she still teaches. Ren, who has a slightly similar timeline as Lin, started at a private university in central Taiwan as associate professor in 1992 immediately following her doctoral studies in the USA. She was promoted to full professor in 2000 and in 2003 she was a visiting professor in the USA. In 2008, she took a post in the USA, but came back to Taiwan in 2010 and joined a public university in southern Taiwan, where she still teaches. As mentioned in the previous category, Luo joined a private university as his first faculty job in 2001 and moved to another private university in the same year, where he stayed until 2012. During the 2007 academic year, he went to a university in the USA as a visiting scholar. After he returned he was promoted to associate professor in 2009 and moved to a public technology university in 2011, where he was promoted to full professor in 2015. Except for the year in the USA, Luo was educated and has always worked in southern Taiwan

Because of entering Taiwan's HE system before the "new system" kicked in, Lin, Ren and Yao were able to go directly from instructors to associate professors. Yao moved up the ladder by earning a PhD as the institution also increased its rank. Like four of five associate professors, the full professors have also exhibited a certain amount of mobility within Taiwan and/or overseas. Luo and Yao studied in Taiwan, but both garnered visiting scholar opportunities in the USA. Lin and Ren went to graduate school in the USA, while Ren also went to the USA as a visiting scholar and spent another two years teaching there. Within Taiwan, Lin, Ren and Luo started at private universities and moved to public institutions, which are considered a move up in status.

P & year of degree	Assistant Professor	Associate Professor	Full Professor	Public Science & Tech College or University	Private University	Public University	Other
Lin 1979	NA	1993	2005	2008-	1988-2008		
Ren 1992	NA	1992	2000		1992-2008	2010-	In US: Visiting scholar 2003-2004; faculty 2008-2010
Luo 1999	2000	2009	2015	2011-	1 <sup>st</sup> 2001-2001; 2 <sup>nd</sup> 2001-2011		In US: Visiting scholar 2007-2008
Yao 2005	NA	1996	2006	1996* (Private)			In US: Visiting scholar 2002-2003

\*Started out as vocational school and promoted to technical college and then technology university with MOE HE expansion.

*Full Professors' Publishing Experiences.* When discussing their publishing experiences, the assistant professors talked about dissertation writing and their first publishing experiences and associate professors talked mostly about the work they did toward promotion from assistant to associate professors. The four full professors, especially Lin, Ren, and Yao have been in the HE system for much longer and have a greater variety of publishing experiences. They are also at a more advanced stage in their careers and during the interviews tended to reflect back upon their early turning points in their research and publishing experiences and then describe their current roles as researchers and mentors. However, all four have witnessed a shift in the early 2000s as institutional expectations began to be raised as Taiwan's HE system first expanded and then institutions became impacted by ranking pressures.

Table 9 shows an overview of the full professors' publications. It is also primarily based on the curriculum vita that each participant provided. Interview data and websites, when necessary or possible, were also consulted. The table also shows participants' earliest publishing activity in English and other languages. Even though they are now full professors, for the sake of consistency with the other participants, all academic publications they have listed in their CVs, which does not necessarily reflect all of their publications, have been counted. Besides journal articles, they include books, book chapters, conference proceedings, and reports. However, here the focus will be on journal articles, which likely had the greatest impact on their promotion and evaluation experiences due to institutional policies.

Table 9: Overview of full professors' publishing activity based on CV provided by participant

P & year of degree	Total academic publications*	Earliest publication Chinese/English	Multi-author English journals articles	1st authored English journal articles	Single authored English journal articles	Articles in indexed TBEMJs ***	Articles in TBEMJs ***
Luo1999	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							

### Factors influencing participation in the production of Taiwan-based English medium journals

Nine factors for participating in the production of Taiwan-based English medium journals were identified through analysis of participant interviews. Most participants mentioned several factors, but I have chosen one participant case to represent each one in greater detail. For the following discussion, please refer to Appendix B, which lists the nine major reasons from most to least participants who mentioned them. The factors are: (a) Rejection from "international" journals (N=8), (b) Journal Scope (N=6), (c) Citation index (N=5), (d) Conference proceedings or special issue (N=5), (e) Publishing with students (N=4), (f) Time pressure (N=3), (g) To support the journal (N=2), (h) language of publication (N=1), and (i) doctorate candidacy requirement (N=1). The findings present a more complex picture than Lee and Lee (2013) found at a top university in Korea where domestic journals are referred to as a "graveyard" for manuscripts rejected from internationally indexed journals or venues suitable only for graduate students' work. While a few participants mentioned contributing to local knowledge as a reason for publishing in national *local* language publications (Feng, Beckett, & Huang, 2013; Lillis, 2012), this was not a reason mentioned in regards to Taiwan-based English medium publications.

**Rejection by "international" journal.** Supporting Lee and Lee (2013), rejection by internationally indexed journals (IIJs) was the most frequently stated reason for submitting papers to Taiwan-based journals. Of the 14 participants, eight reported that they submitted their manuscripts to an EMNJ after it had been rejected by one or more "international" journals, usually SSCI journals published in the Anglophone center, or what Lee and Lee (2013) referred to as international indexed journals (IIJs). This situation was experienced by participants of all ranks, types of institutions, and disciplines. These participants were: Pan, Yan, Tu, Hao, Ma, Ren, Yao, and Luo.

*Case of Luo.* Luo began his university employment under the new system and had recently been promoted to full professor at the time of the interview. After working at a

private university in southern Taiwan and taking the opportunity to take a year as visiting scholar at a university in the USA, he transferred to a public university in southern Taiwan. After years of struggle, following his year abroad, he began to publish fairly regularly in an SSCI journal from the USA. He has also published in Taiwan-based journals. During the interview he recounted his experience with one of them. The main reason he submitted his article to this particular TBEMJ was that it had been rejected from an IJ. In addition, it is in the TSSCI and he had already published there once and knew the topic of the paper fit the scope of the journal.

*Luo's Experience.* After the rejection from the IJ, Luo used the reviewers' comments to revise again and then submitted it to the Taiwan-based journal that is published by the university where he earned his doctorate. The main issue he encountered with the journal was having to write a response to the editors' concerns that the content of the paper was too similar to the previous study he published. He maintained that "the theory was the same, but the modeling was different... and the topics were different." After spending over a week to write a couple of pages explaining his position, the review process commenced. [I suspect that the editors requested this documentation to include with their annual report to the TSSCI in order to satisfy potential questions by those reviewers.] He claimed that the first round of reviews took two to three months. After addressing three reviewers' feedback and resubmitting, he received the final decision and the manuscript went into editing for publication within three weeks. It was published "probably in one or two months; I am not sure."

*Luo's Impressions of TBEMJ.* At first I thought this journal is pretty rigorous because they don't want you resubmitting something. 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. Comments from domestic reviewers are more simple, but some reviewers abroad are very critical, extremely strict, moreover extremely picky, so I think they have different attributes because this is a Taiwan-based journal and although it is an international journal--it is indexed in EI, SCI, but I think most of the reviewers are likely Taiwanese scholars.

**Journal scope.** Journal scope includes authors' considerations of matching a manuscript's topic or research context to a particular journal's editors, reviewers, or readership. Yan, Sun, Tu, Ma, Hao, and Lin all mentioned this as one factor for choosing to submit their work to particular TBEMJs.

*Case of Hao:* Hao has published published one article in an indexed TBEMJ and six in non-indexed TBEMJs. Her choices for the latter included being rejected by IJJs and time pressure, but scope was the major reason for the former. When Hao returned to Taiwan after completing her doctorate in the USA, she initially submitted papers based on her dissertation to US journals because she had done the study there. However, her submissions were rejected she believed because they lacked a strong enough theoretical foundation or findings that could be generalized. For those journals, she felt she could not focus on the Taiwan context,

“perhaps because they have readers from many different countries, so then I came back to the national journals.” As an assistant professor at that time, her other challenge was getting enough articles published in time for promotion. She also believed that the acceptance rate at national journals is higher than Anglophone center publications and that she would get reviews back within six months, whereas based on one earlier experience, her paper had not even been sent out for review at an international journal six months after submission. After publishing in non-indexed TBEMJs after rejection from IIJs, she decided to write an article particularly for a Taiwan-based journal that is included in the THCI Core and considered the top national journal in her discipline because her new research agenda was focused on the Taiwanese context. “It was the topic of my MOST project and people nationally hadn’t written about it.” She pointed out that “this article had not been sent to and rejected by other journals; I spent a lot of time writing and thinking how to frame it to work with [the journal] because it had originally been written with [another] framework. So I concentrated about how to make it work with [this TBEMJ] because I think it is a pretty good journal so submitted to it.”

*Hao’s Experience with TBEMJ:* I remember 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. So I responded to those questions and sent it back. Later, seemed quite lucky that it was accepted. In the end it was ok. I only did one revision before it was accepted. I studied the journal and framed [the study] carefully, but my experience is revising once or twice, never three times. From the time I submitted the manuscript to getting the three reviews back, it was six or seven months. I was going to write to ask, but then they emailed me to apologize it was taking longer because it was going to a third reviewer. So they asked me to wait, but didn’t seem that way. Didn’t make me wait too long. So I have a good impression of this journal. At least that experience was very good. At least they didn’t make me wait a long time. From this experience, I realized it seems journals outside Taiwan are not necessarily better and national journals are worse.

**Citation index.** Citation index relates to participants choosing particular TBEMJs for publication outlets because they are included in a citation index such as Arts and Humanities Citation Index, Social Science Citation Index, Taiwan Humanities Citation Index Core, or Taiwan Social Science Citation Index. Pan, Tu, Ma, Lin, Yao all mention the journals’ citation index as grounds for submitting manuscripts to a particular TBEMJ.

*Case of Pan.* Pan 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 spend lots of money to improve.” Pan reported sending her papers to an editing company that also prepared her manuscripts and submissions to several IIJs. 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 TBEMJ that was later admitted to the SSCI. Under pressure for promotion, the main reason Pan submitted manuscripts to this TBEMJ was because the journal was preparing to apply 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) each was enough to cover what she spent on the editing company.

*Pan’s Experience with 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!

**Special issue or conference proceedings.** This category refers to experiences in which participants submitted manuscripts to a particular TBEMJ because it was publishing a special issue on a certain topic or it was connected to a particular conference. Chao, Deng, Chan, Jon, and Ren all mentioned this as a reason for working with TBEMJs.

*Case of Deng.* Deng, who grew up in Europe and received his PhD in a Commonwealth Country, teaches at a national university in Taiwan. Of his four single-authored journal articles, he published one in a TBEMJ. That journal is included in the THCI Core, but also A&HCI and databases such as MLA and SCOPUS. He reported that he submitted his paper to the TBEMJ because he participated in a conference while a post-doc and it happened that the editor at the time was his post-doc advisor, although the special issue was edited by a guest editor. However, its status as internationally indexed made it possible for him to submit his paper because of future promotion requirements and making a contribution to his sub-discipline in linguistics. He explained, “because there is pressure for us to publish internationally and the other reason is... this sounds quite harsh, but I can’t be bothered to publish in national journals that only have an audience of just some Taiwanese people. It is not useful to do research on the local level, and even if you do research on local issues, research communities are already quite small. So most of the research that I am doing, probably most of my colleagues as well, just need international research space....” He described the journal as “one of the biggest journals” of his sub-discipline and the editing process as “quite professional,” but the publication process unnecessarily protracted—in the end taking two years before the issue was published.

*Deng’s Experience with TBEMJ:* The editing process was quite professional ... it was somewhere between stringent and bureaucratic. But it took a long time; that was my main problem. One of the reasons was that there was a guest editor that got stuck a little bit in other work. The other reason was that I had to rewrite my article once based on a peer review, which probably wasn’t assigned as it should be. I’ll say it straight forward; the assignment of peer review is normally done by the editor; in Taiwan sometimes, the editor can be overridden by senior academic

staff .... I am not really sure how come this is, but this is the Confucian system. The demands from the editor were reasonable. The review probably shouldn't have been assigned this way and it was clear that this was appropriated by one of the people of [the center] because they were interested in my research in a negative way. I wouldn't mind if this had been blindly decided, but I took offense; I even told the editor, 'I am just retracting my article and submitting it somewhere else.' They said, no no no, we know this is a problem; we will try to work around it. Please be patient. They tried to solve the problem, but it was complicated. I'm not really sure how often this happens. I hope this was a one-off. Can't imagine this is a systemic problem because of the power structures.

*Deng's impression of TBEMJ:* I wouldn't categorize this journal as a local journal. They do have an international scope. Their submissions and their readership... their submissions are from an international base; they are in [international indexes and databases]. And they are organized in a... more professional way ... more internationally oriented than you would expect here. Now, probably yes [I would submit to this journal again] because they reorganized the whole journal, but it wouldn't be my first choice, anymore. You have similar problems at other journals. It is just that if you have bad luck with your reviewers they might just [put] you down for reasons that are not reasonable. I would just say if this happened again, just complain to the editor and say this is not reasonable for these and these and these reasons. You are allowed to do that within the peer review process. And they can still make a decision. You can resubmit it for review or they can tell you how to solve the problem.

**Publishing with students.** Chan, Ren, Lin, and Yao all participated in publishing in TBEMJs with their students or mentees.

*Case of Chan.* Of all the assistant professors, Chan had the most academic work including 13 multi-authored journal articles with one in a TBEMJ. Most of the articles were with research teams led by her doctoral and post-doctorate fellowship advisors. One exception was the TBEMJ for which she mentored a master's student into the publication of her Master's thesis. They had presented the paper at a conference and were invited to submit to the conference proceedings, which would be a special issue of the journal, similar to Deng's situation.

*Chan's Experience with TBEMJ:* 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.' I actually had a long talk with my student because originally she wanted to submit her master's thesis to an international journal. But I knew it would be difficult to get that published in an international journal. So I told her this was actually a pretty good opportunity to get it published and then if she is interested she can do some

more follow-up study and then get it published in an international journal. So that is what we did. This special issue was peer reviewed so we revised our manuscript according to reviewers' comments. 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.

*Chan's impression of the TBEMJ:* I think those reviewers are international. I don't know what the percentage was. The reviewers' comments made a lot of sense. It all happened very fast. I might consider [submitting to the journal again], because it is actually a pretty good journal in Taiwan, but it is a very [other sub-discipline] oriented and I would be a little bit hesitant to submit my work to a very [that sub-discipline] oriented journal. It's not always that fast; it is because it was a special issue so they have to get the special issue out by a certain date.

**Time pressure.** Time pressure refers to the "time-limited" promotion pressure that assistant professors in the new system face in which they must be promoted to associate professor within a certain number of years, commonly six, in order to stay in good standing at the university. Three participants mentioned this situation. Pan, Tu, Yan, and Hao. Some scholars, such as Ma and Tu, continue to face time pressure after promotion due to institutional evaluation policies. This time pressure forces difficult decisions, often that the researchers submit to a Taiwan-based journal in order to meet the quantity requirements needed for promotion or regular evaluation.

*Case of Tu.* Tu's first English article was not published until 2009, one of the latest of the associate professors. He also had the least total publications of the associate professors; however, four were single-authored and three were in indexed TBEMJs. Tu mentioned a few reasons he submitted manuscripts to Taiwan-based journals, which are closely tied together. For example, as a novice scholar, he did not understand how to read and respond to reviewer comments from the top-tier publication to which he first submitted his paper; because he believed that the article had little chance of being published there and under time pressure, he sent it to a TBEMJ included in the THCI Core and the A&HCI. In another case, a paper was flat-out rejected from an "international SSCI" journal so revised it and submitted it to a THCI Core journal, confident that it would be published quickly, similar to Luo.

*Tu's experience with the TBEMJ:*

Here we emphasize a lot on SCI indexed journals. Originally I didn't send it to *Internationally Indexed(II) TBEMJ*. Originally I sent it to..., one of the best journals in our field.... [The study] was actually based on my dissertation work. I got two positive reviews from two of three reviewers and the other one had a very strong opinion, but as a young scholar I didn't realize that I was in still in good shape. At the time I thought it didn't have any hope at all and ... so just I decided to give up. The turn-around review time is also another issue. For the II TBEMJ, if you can get the review of your work back in four months, that is considered reasonable and normal. And 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 *TBEMJ*. Actually, I got a very fast review, 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. But I won't say this was a bad learning experience. So this is how I got my first work submitted to the *TBEMJ*. I thought it would be 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.

*Tu's impression of the TBEMJ:*

The difference between international SSCI journal and local SSCI journal is that with the local SSCI journal you don't really get a lot of feedback. For example, I recently just got a review from another international SSCI journal, already the third round of review, and I can tell that for each round of review I had to type roughly 20 to 30 pages of responses. ... But for the local SSCI journal, if you can get one or two pages of feedback, it is good enough.

For Taiwanese local journals, whether local TSSCI or local Taiwanese SSCI journals, I can roughly put the paper in to three parts [categories]. One is outright rejection because its quality is not good enough. And there is yet another group that is just good but needs some minor fix. Then there are some works that fall into the category of major revision, but you can see the value. But usually here 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 in a way, it is also a reflection of the people when they review your stuff. Of course people are very busy, but 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 journal tend to give either rejection or minor revision.

**To support the journal.** Ren and Yao, both senior professors in their respective fields, reported that one reason they have contributed articles to *TBEMJ*s was to support the journal. For Ren, it was the department journal for which she was also the editor when she was still affiliated with her previous institution, a private university in Taiwan. Yao has been connected to her disciplinary association's journal over many years from contributing Chinese articles when it was a magazine and then later submitting English research articles. However, now they are more likely to co-author with students.

*Case of Yao.* Yao, a senior professor in nursing education at a technology university, stated, "I have a deep feeling for *TBEMJ* because I have published there since I was about 22-23 years old." While an undergrad, she published in the previous iteration of the journal, all Chinese and a magazine. When the journal was working to get into TSSCI, she was an

executive editor. She maintained, “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.”

*Yao's TBEMJ Experience.* I had been on the editorial board and associate editor so responsible for keeping the journal going. When we 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, 2016, 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 TBEMJ was in 2011.

**Language of publication.** For Ma and Sun, language of publication was one reason they chose to submit their articles to particular TBEMJs. Sun, an associate professor of law, received his terminal degree in the USA and prefers to write his research papers about legal issues in Taiwan from a US perspective, in English because it is the language in which he studied and he finds typing in Chinese too difficult. He is also conscious of journal quality so aims to publish in law journals published by national universities, preferably included in THCI Core. Even so, he claimed that “the reviewers sometimes comment on grammar errors, things like that. Sometimes they even ask, ‘Why did you write this article in English? Most of the readers here expect to read in Chinese.’” He maintained, “I don't know how to answer this because [the journal] is a publication in English. So I need to submit in English.” Considering further, he suggested, “I suppose foreigners will read this article.” On the other hand, Ma reasoned that because of globalization, local journals want English articles. He claimed “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 I really have doubts about how many foreigners would read these journals.”

*Case of Ma:* Like most of the other participants, Ma had multiple reasons for submitting his manuscripts to certain TBEMJs. One reason was that his papers had been rejected by IIJs. He reasoned that the next best option would be a TBEMJ included in a citation index, either SSCI or TSSCI. This was not so easy when he first started publishing. “I wanted to find TSSCI journals that would take English. At the time, there weren't so many, but later a lot more would [accept English articles].” He claimed that “because of government internationalization policies pretty much all of them accept English articles now” and 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.

*Ma's TBEMJ experience:* This paper had been rejected at least three different international journals. We chose this journal because the topic was right and we knew they wanted English papers, but we wanted to get published in a TSSCI journal. This

journal has an interesting story. It 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. So what is also interesting, is that this journal wants to attract submissions so they pay the authors money. While trying to enter TSSCI, they paid authors NT\$40,000 (about US\$1,250) for acceptance, but after becoming TSSCI, it was lowered to 10,000. [Working with this TBEMJ] was a smooth process. It took one to two months for reviews from two reviewers, who ask 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.

**Graduation requirement.** Yan, recalled her publishing experience, which began because of her doctoral institution's requirement to publish two single-author journal articles for candidacy so she could defend her dissertation and graduate. Although only one participant experienced this situation, such rules are becoming increasingly common in Taiwan and other countries. Furthermore, while the school's requirement spurred her to publish, other reasons she ended up publishing at the TBEMJ was that the paper was rejected by center journals, scope of the article, and she was under time pressure.

*Case of Yan:* Yan reported, "I have two SCI journal papers and I started my publications because it's also the requirement by my doctoral program," of which one is a TBEMJ that is included in THCI Core and A&HCI. She elaborated, "You have to have one paper accepted by a big journal, for example SCI or SSCI, and the other is maybe accepted by a smaller one, so I had two papers before I graduated." To meet this requirement in time, she noted that "when deciding which journal to submit, a very important criterion is speed of their reviewing process, because I have to consider to get my PhD or to get the candidate to meet the candidate requirement. So I have to speed up my acceptance. So I have to check how long this journal will review this paper and to decide if this one I will submit." However, this did not prove to be a very useful strategy because it took over two years to get the papers published. The one she eventually published at the TBEMJ was first rejected by one "international" journal and revised and rejected by another.

*Yan's TBEMJ experience:* When I submitted the paper, 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, so I submit to this. After six months, they gave me some suggestions. I think when you get the suggestion and comments from reviewers, you can have some idea about how high the possibility of getting accepted is because the opinions they give just give you a feeling for their preference or how they think about this paper. So I thought this one had more hope, I guess. Continue to revise this and maybe I respond within one month and then revise my paper in a month. The second time I think I have waited for two months [for the review]. Then it's just accepted.

## Discussion

This report introduced 14 humanities and social sciences researchers who are full-time faculty members at tertiary institutions in Taiwan and have published one or more articles in Taiwan-based English medium journals that are included in Taiwan's citation indexes, Taiwan Humanities Citation Index Core (THCI core) or Taiwan Social Science Citation Index (TSSCI). The participants represented all faculty ranks at public, private, and technology institutions in northern, central, and southern Taiwan. They also represented several disciplines including English language teaching, law, linguistics, management, and nursing, and their many sub-disciplines. Another area of variation was their educational background, especially in terms of what type of universities they attended (public or private) for graduate education and in what countries (Taiwan, the United States of America, Europe, or Commonwealth countries). Those who did not earn their degrees abroad, took advantage of opportunities to be visiting professors in the USA.

Along with when they began their academic careers, these various aspects of their education seemed to set their starting place for their professional trajectories including how soon they became publishing academics, where they found their first tenure-track jobs, and their mobility within Taiwan's higher education system. These variables spread over horizontal space can also be interpreted on vertical scales indexed (Blommaert, 2010) by degree of international contact whereby international is considered to be at a higher scale level in a globalized higher education environment.

All of the interviewees were impacted by "SSCI syndrome" (Chou, 2010) either directly or through students or mentees. The need to publish in ISI journals was pervasive and creates another indexical vertical scale that participants try to climb. The need to publish in "I-type" or indexed journals impacted publication venue submissions in Taiwan as reported by many authors in Chou's (2010) edited volume as well as in other non-center contexts such as Korea (Lee & Lee, 2013) and Turkey (Englander & Uzuner-Smith, 2013). Somewhat fortunately, Taiwan higher education authorities have developed a two-tier system in which institutional ranking is determined largely by numbers of faculty publications in ISI journals, while Taiwan-based journals included in national citation indexes are also valued, as was found in Sheridan (2014). While, as will be discussed later, participants did not speak directly about impacting knowledge creation at the local level through non-center journals, this level of scholarly publishing is critical, as Curry and Lillis (2010) acknowledged 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).

Many of the challenges and solutions participants reported are not unique to multilingual scholarly writers in Taiwan. Several interviewees mentioned their difficulties writing scientific articles in English, especially in regards to reviewers' critical comments regarding their English even though they had spent a lot of money on companies that not only proofread and edit manuscripts, but help authors submit them to IJJs. Participants engaged other "language brokers" (Lillis & Curry, 2013), such as friends, colleagues, mentors, and journal editors. Likewise, mentors played a critical role in participants' success navigating the publication process, especially responding to peer review reports, while lacking mentors had detrimental effects. These challenges are related to many of the reasons participants cited for choosing to submit articles to TBEMJs.

Many of these findings corroborated previous studies investigating multilingual scholars beyond the Anglophone center of scholarly publishing. However, one important set of findings is that researchers in Taiwan submit their manuscripts to nationally-based journals for more reasons than have been identified as factors in other studies on global academic publishing, most often as a way to published papers rejected by IIJs. While this factor was mentioned by eight of the participants, seven other reasons for choosing TBEMJs were identified in the current study. The factors identified are (a) Rejection from “international” journals (N=8), (b) Journal Scope (N=6), (c) Citation index (N=5), (d) Conference proceedings or special issue (N=5), (e) Publishing with students (N=4), (f) Time pressure (N=3), (g) To support the journal (N=2), (h) language of publication (N=1), and (i) doctorate candidacy requirement (N=1). Most of the participants mentioned multiple factors that contributed to their participation in the production of TBEMJs, but the overriding theme for most of them was the necessity to satisfy institutional requirements for promotion or evaluation. Through their discussions, interwoven salient issues arose in the data. Two of these major issues were related to the peer review process and the concept of indexicality and can be tied to pragmatic and critical perspectives respectively.

### **Practical concerns revealed through the peer review process**

One of the reasons three participants submitted their papers to TBEMJs was pressure to publish enough articles for promotion review or regular performance evaluation ranging from one to five years. Nationally-based journals are generally believed to have a higher acceptance rate and to publish submissions more quickly (Hao). This belief was supported in the data with most participants reporting articles being published within three to 12 months of submission, notwithstanding Deng’s experience. In addition, only one of the participants reported more than two rounds of peer review. Based on his experiences, Tu suggested that this is because local scholars are very busy and do not have time to review papers in depth. Therefore, review report results from Taiwan-based journals tend to be accept with minor revision or reject. On the other hand, review reports from center journals tend to be much longer and more thorough resulting in major revision or reject. I suggest that another dynamic is at play. That is, since most authors have sent their papers to IIJs and gotten this thorough feedback, by the time they have revised one or more times and sent it to the Taiwan-based journal, it may really only need minor revisions. Ma stated that he starts at the top-tier journals and “works my way down” in order to get the more insightful comments from those scholars. In this way, it seems that center journal reviewers are doing a lot of the heavy lifting for nationally-based journals. However, this raises questions regarding the purpose of nationally-based journals: if they are accepting a great number of papers that have already been revised based on center-based reviewers, what area of knowledge is being produced in and for the local context? It would seem to not be produced for local readers at all, which is a point Ma alluded to as he questioned the use of Taiwan-based journals publishing in English. Ma’s perspective tied local journal Anglicization to internationalization of higher education in Taiwan and globalization more broadly. This raises the next issue of this discussion section, the overbearing indexical order of IIJs over indexed TBEMJs over non-indexed TBEMJs over Chinese publications similar to findings in Ching (2014).

### **Critical interpretation through Indexicality**

Chou (2010) identified a condition she dubbed “SSCI syndrome.” However, this obsession with standards based on citation indexes is prevalent not only in the social sciences, but also disciplines that are categorized as humanities by the MOST in Taiwan, such as law and linguistics, which includes English language teaching. The current study re-emphasizes the impact that globalization-induced policies have had on humanities and social sciences scholars in Taiwan through the privileging of English as the language of science and the internationalization of HE through ranking regimes. This study also reveals how this system has impacted researchers’ publication practices and experiences leading to nationally-based journals. Because of the impact of the “SSCI syndrome” mentality, Taiwan-based journals have been strongly encouraged to “internationalize” through incentives from MOST’s RIHSSE (Sheridan, in press). This has included funding to Anglicize journal websites and apply for ISI and other database membership. It must be acknowledged that pragmatically, this can be considered a positive development for scholarly publishing in Taiwan. In fact, several participants were very pleased to be published in the Taiwan-based ISI journals, such as Ma and Pan. However, others, such as Tu were a bit more skeptical noting that even though the Taiwan-based journal is part of the SCI, it is still a local journal. Luo and Tu both distinguish between local SSCI and international SSCI and Pan noted that even though the journal entered the SSCI, its impact factor was very low. On the other hand, as found in Sheridan (2015), entering Taiwan’s citation indexes also allows journals to move up along the indexical scale of prestige according to Ma and Yao, who reported greater interest among researchers to submit their papers to journals once included in the TSSCI. However, it can be argued that these developments just further stratify journals into categories based on Anglophone center norms. Furthermore, what does it suggest when journals offer cash rewards to researchers whose papers are accepted for publication? These issues need to be addressed through further examination of additional data compiled from interview questions addressing institutional evaluation policies, which are beyond the scope of this report.

However, this study has shown that despite these prevailing issues related to knowledge creation and distribution, researchers in Taiwan contribute to Taiwan-based journals at all scale levels from small Chinese magazine-type publications to ISI journals. In addition, contrary to other research on “national” journal publishing, they are doing so for multiple reasons. This supports Lillis and Curry’s (2010) finding that the decisions researchers make regarding publication practices are complex. Although eight of 14 participants reported sending manuscripts that had been rejected by IIJs to TBEMJs, seven other factors were also identified. This indicates that Taiwan’s MOST investment in these “national” journals has been worthwhile. On the other hand, while it shows local knowledge is being published, it is not clear as to how far it is being distributed or utilized. Although metrics such as impact factors are controversial, if the TBEM ISI journals’ IF’s rise, this will further encourage their support and show that nationally-based journals don not necessarily function as “manuscript graveyards”

## Appendix A Interview Guide

### Journal contributors

#### 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?

Q10: 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?



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# National Chengchi University Faculty Attendance at International Conferences--Report

18 Oct. 2016

Name	謝思蕾 Cheryl L. Sheridan	Administrative Unit and Job Title	外文中心 專任講師級專業技術人員
Location of Conference	Orlando, Florida, USA	Duration of Conference	April 9-11, 2016
Name of Conference	(Chinese) (English) American Association of Applied Linguists (AAAL)		
Title of Presented Manuscript	(Chinese) (English) Experiences of Blind Peer Review at an English Medium Journal in Taiwan		

## 一、 Type of participation in the conference

At the American Association for Applied Linguistics (AAAL) I gave a presentation on the afternoon of April 10, 2016. The presentation covered the highlights of my paper, “Experiences of Blind Peer Review at an English Medium Journal in Taiwan.” It was the first of seven papers presented in the colloquium organized by Mary Jane Curry from University of Rochester, USA. She, with Theresa Lillis from the Open University in the UK, is one of the editors for a book on global academic publishing that will be published by Multilingual Matters next year. The presenters in our colloquium are all contributing chapters to the book. The book project is an outgrowth of the Academic Publishing and Presenting Research Network (APP ReN) of the International Association of Applied Linguistics (AILA). At the AILA Congress in Brisbane in 2014 we gathered for the first time and held a colloquium. I attended that conference with funding from a separate travel grant from MOST.

The AAAL 2016 colloquium was based on the premise that researchers around the world are facing increasing pressure to publish more research and often to publish in Anglophone journals. In addition, this scholarly publishing environment is changing due to various influences. The colloquium included presentations of “seven recent research studies conducted in multiple global contexts (Chile, Colombia, Iceland, Iran, Germany, Mexico, Taiwan) on various facets of global academic publishing” (Summary in the program). They dealt with both, the various issues scholars around the world face in various aspects of academic publishing, and pedagogical responses to these pressures.

For my presentation, “Experiences of Blind Peer Review at an English Medium Journal in Taiwan,” I drew from interviews with eight participants involved in the production of a national English-medium journal published in Taiwan. The study explored editors’, reviewers’, and authors’ perspectives on the implementation of blind peer review at the journal. The findings showed editors and reviewers perceived peer review as indicating quality while contributors found the process sometimes protracted and stressful. I concluded by suggesting the journal and contributors would likely benefit from a more transparent system.

Following the presentations the presenters and attendees decided to sit in a circle to discuss themes and issues that came out through the papers. I had made a reservation at the hotel restaurant for the group so afterwards we continued the discussion and had time to get to know more about each other over dinner.

AAAL is a large conference, but not overwhelming. I went to many sessions, mostly in the Reading, Writing, Literacy strand, but also in the new Research Methods strand. Those I found most interesting and useful:

- Research Methods Colloquium: Living Sonstructionism in Methods and Methodology: Locating the Researcher in Research
- Global Perspectives on Academic Publishing: Author perceptions of linguacultural issues. Diane Belcher and Hae Sung Yang.
- Writing for Scholarly Publication in a Canadian Higher Education Context: A Case Study. Pejman Habibie, Western University.

I also attended several of the plenary presentations. I was particularly blown away by Jo Loianco’s talk titled “Ethnic Separatism, Social Conflict and Violence: The Rold of Deliberative Language Planning in Conflict Zones. While this area of applied linguistics seems far from my research interest, the work he presented was a strong reminder of the importance of applied linguistics in real life. It also illustrated how one scientist can have so much positive impact in the world. The politicization of language is an issue in probably every country to a certain extent, but in violent conflict zones, it can impact life and death. It is likely that LoBianco’s research connected to UNIEF and ministries of education in various countries has saved lives by helping to find peace through language policy.

I attended a few invited colloquia, but one that was particularly interesting was titled “Global Englishes and SLA: Establishing a Dialogue and Common Research Agenda. This was a “star-studded” group of scholars including Lionel Wee from Singapore, Anna

Mauranaen from Helsinki, Suresh Cannagarajah from Pennsylvania State, Ryuko Kubota from British Columbia, Richard F. Young from Wisconsin, and Lourdes Ortega from Georgetown. Somehow they were trying to present a bridge between SLA and WE, which may already exist, though not exactly directly. One aspect that makes such a bridge possible is that the SLA researchers on the panel are working in a social paradigm open to multilingualism rather than a cognitive one based on “native speaker” norms.

Finally, this year I attended the AAAL Annual Business Meeting, for the first time. It was chaired by outgoing AAAL President Paul Kei Matsuda, who handed the gavel to Kathi Bailey. As the First Vice-President she was the 2016 Conference Chair and then rotated into the position of AAAL President. Aside from some announcements of committees, the main discussion was regarding “Guidelines for communicating rights to non-native speakers of English in Australia, England and Wales, and the USA.” At issue was whether or not AAAL would join another organization to support these guidelines, which the membership did vote to do. In addition, it was announced that AAAL 2017 would be held in Portland, Oregon. It was fascinating to be in the same room with senior members of AAAL such as Aneta Pavlenko, William Grabe, Dwight Atkinson, Elana Shohamy and so many others, and a large contingent of graduate students.

This was my first time to Orlando, but my second experience with AAAL. I attended most of the plenary talks, numerous concurrent sessions, and all conference social events. Being able to interact with established and meet scholars working on related topics and methodologies in my field in these ways was extremely gratifying and inspiring. In order to extend the conference experience, I recorded many of the talks on a digital recorder and have listened to them during on the flight back to Taiwan. I also have many more entries on my must-read list of articles and books. Next, I will reflect more on my participation in the conference.

## 二、 Reflections deriving from conference participation

Even though traveling all the way to Florida was exhausting and preparing for the presentation was a lot of work, it was definitely worth it. Being able to meet with people from all over the world in person and discuss ideas is invigorating. This happens in formal and informal situations; perhaps the most important interactions happen in the social or semi-social events. For example, through presenting my study, I was able to get valuable feedback on the project that I presented from the group. Then, the next day I was able to sit down with Mary Jane Curry, one of the leaders in scholarly publishing research, and talk about my work for over one hour. We met in a cabana near the pool of the conference hotel, which provided a

relaxing environment to have a fruitful discussion. I recorded our meeting so that I could refer again to the feedback and insight she offered as I continue my writing work.

Because the cost of the accommodation of conference hotel was prohibitively high, I shared an apartment with several other friends who are faculty in the USA. In the evenings we were able to discuss the sessions we attended and brainstorm future research projects. It is very likely that I will be able to collaborate with one of them in the near future because data I have collected on my current project will be useful for a topic he has been working on for a few years. In addition, the opportunity to socialize with so many renowned applied linguists and learn about their experiences surrounding their research work is truly inspiring.

### 三、 Suggestions

Institutions in Taiwan and MOST should continue to encourage their faculty to participate in international conferences abroad. My findings from the MOST-funded project for 民國 104 support this activity. Several interviewees mentioned not only the valuable feedback researchers received on their presentations, but also direct connections to later journal publications. The immediate face-to-face feedback and encouragement from peers and mentors in social and professional settings directly affected future publication success.

As in my report from attendance at AILA in 2014, I argue that if more scholars from Taiwan receive funding for participation in these conferences, more voices from here will be included in the discussions, debates, and decisions regarding the overall research trends. Through this experience, researchers in Taiwan can step up into and become part of the greater international academic community. This is an exciting and extremely motivational experience and positively affects Taiwan-based scholars' chances of publishing in international publications. While this helps lengthen individual CVs, it also means that scholars in Taiwan have a greater chance of contributing to the broader conversation in their respective fields locally, regionally, and internationally. Therefore, as far as the travel grant is concerned, the most important thing is that the MOST continues to provide funding to faculty in Taiwan so that they may participate in more academic gatherings around the world.

### 四、 Name and content of the materials brought back

Besides the conference program book, I brought back handouts from talks I attended, and audio files recorded on my digital recorder of most of the plenary talks. In addition, as usual, book publishers known for their applied linguistics titles displayed and sole books through the duration of the conference. I got a special deal on an important book by Jan Blommaert, *Ethnography, Superdiversity and Linguistic Landscapes: Chronicles of*

*complexity*. This book provides a deeper understanding of work from Blommaert, whose *Sociolinguistics of Globalization*, inspires the theoretical framework of my study. I also purchased James P. Spradley's *The Ethnographic Interview*, which came highly recommended to one of my mentors and co-presenters. Much of my research is seeking to understand experiences of individuals in certain sociopolitical contexts. I have found posing questions in an ethnographic manner and gathering data through individual interviews in those contexts is an effective way to explore the questions. This book provides clear advice and insight into the best way to use ethnographic interviews to gather this data.

#### 五、 Other:

I would like to point out that the benefits of attending a conference do not end when the last session finishes. The colloquium that I presented with at AAAL was a presentation of papers that will be published in a *Multilingual Matters* book on global academic publishing. Since the conference, authors and editors have been working hard and I have received official confirmation that my paper will be included in the volume. Gathering together in Orlando allowed one of the editors and six of the authors from as many different countries to meet in person to better understand the experiences of scholarly writing and publishing around the world. In this way we know each other not only in text, but in person.

To conclude this report, I would like to thank the reviewers and others who have attended to my proposal and application for the MOST funding that directly contributed to the chance for me to attend the AAAL this year.

# 科技部補助計畫衍生研發成果推廣資料表

日期:2016/12/05

科技部補助計畫	計畫名稱: 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
	計畫主持人: 謝思蕾
	計畫編號: 104-2410-H-004-125- 學門領域: 社會語言學/語言與文化
無研發成果推廣資料	

104年度專題研究計畫成果彙整表

計畫主持人：謝思蕃			計畫編號：104-2410-H-004-125-				
計畫名稱：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							
成果項目			量化	單位	質化 (說明：各成果項目請附佐證資料或細項說明，如期刊名稱、年份、卷期、起訖頁數、證號...等)		
國內	學術性論文	期刊論文		0	篇		
		研討會論文		0			
		專書		0	本		
		專書論文		0	章		
		技術報告		0	篇		
		其他		0	篇		
	智慧財產權及成果	專利權	發明專利	申請中	0	件	
				已獲得	0		
			新型/設計專利		0		
		商標權		0			
		營業秘密		0			
		積體電路電路布局權		0			
		著作權		0			
		品種權		0			
		其他		0			
	技術移轉	件數		0	件		
		收入		0	千元		
	國外	學術性論文	期刊論文		0	篇	
			研討會論文		1		Factors Influencing Participation in English Medium Journals from the Semi-Periphery: Experiences of Authors in Taiwan. Paper to be presented at the American Association for Applied Linguistics Annual Conference, Portland, Oregon.
專書			0	本			
專書論文			1	章	Peer Review at an English Medium Language Journal in Taiwan: Glocal Practices within of Higher Education Globalization. In M. J. Curry & T. Lillis(Eds.) Global academic publishing: Policies, practices, and pedagogies. Clevedon, UK: Multilingual Matters		
技術報告		0	篇				

		其他		0	篇	
智慧財產權 及成果	專利權	發明專利	申請中	0	件	
			已獲得	0		
		新型/設計專利		0		
	商標權		0			
	營業秘密		0			
	積體電路電路布局權		0			
	著作權		0			
	品種權		0			
	其他		0			
技術移轉	件數		0	件		
	收入		0	千元		
參與計畫 人力	本國籍	大專生		0	人次	
		碩士生		0		
		博士生		0		
		博士後研究員		0		
		專任助理		0		
	非本國籍	大專生		0		
		碩士生		0		
		博士生		0		
		博士後研究員		0		
		專任助理		0		
其他成果 (無法以量化表達之成果如辦理學術活動、獲得獎項、重要國際合作、研究成果國際影響力及其他協助產業技術發展之具體效益事項等，請以文字敘述填列。)						

## 科技部補助專題研究計畫成果自評表

請就研究內容與原計畫相符程度、達成預期目標情況、研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性）、是否適合在學術期刊發表或申請專利、主要發現（簡要敘述成果是否具有政策應用參考價值及具影響公共利益之重大發現）或其他有關價值等，作一綜合評估。

1. 請就研究內容與原計畫相符程度、達成預期目標情況作一綜合評估

達成目標

未達成目標（請說明，以100字為限）

實驗失敗

因故實驗中斷

其他原因

說明：

2. 研究成果在學術期刊發表或申請專利等情形（請於其他欄註明專利及技轉之證號、合約、申請及洽談等詳細資訊）

論文： 已發表  未發表之文稿  撰寫中  無

專利： 已獲得  申請中  無

技轉： 已技轉  洽談中  無

其他：（以200字為限）

The paper has been accepted for presentation at American Association of Applied Linguistics Conference 2017.

3. 請依學術成就、技術創新、社會影響等方面，評估研究成果之學術或應用價值（簡要敘述成果所代表之意義、價值、影響或進一步發展之可能性，以500字為限）

This study identified 8 reasons why researchers publish in TBEMJs. This indicates that Taiwan's MOST investment in these "national" journals has been worthwhile. While local knowledge is being published, it is not clear how far it is being distributed or utilized. Although metrics such as impact factors are controversial, if the TBEM ISI journals' IF's rise, this will further encourage their support and show that nationally-based journals don not necessarily function as "manuscript graveyards"

4. 主要發現

本研究具有政策應用參考價值： 否  是，建議提供機關 Ministry of Science and Technology Research Institute for Humanities and Social Sciences

（勾選「是」者，請列舉建議可提供施政參考之業務主管機關）

本研究具影響公共利益之重大發現： 否  是

說明：（以150字為限）

Understanding of the ways Taiwan-based researchers distribute their

knowledge is important to the broader society of Taiwan.