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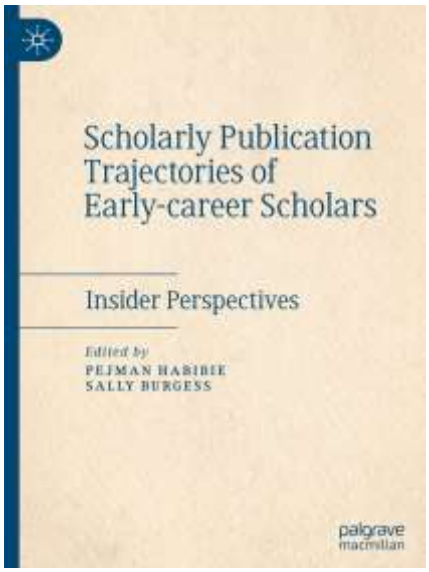
BOOK REVIEW



THE QUEST FOR INCLUSIVITY IN SCHOLARLY WRITING

Pejman Habibie and Sally Burgess (Eds.). SCHOLARLY PUBLICATION TRAJECTORIES OF EARLY-CAREER SCHOLARS. INSIDER PERSPECTIVES (2021), Cham: Palgrave Macmillan. Xix+326 pp., ISBN 978-3-030-85783-7 (HBK); ISBN 978-3-030-85784-4 (EBK). https://doi.org/10.1007/978-3-030-85784-4

The new collection *Scholarly Publication Trajectories of Early-career Scholars*, edited by Pejman Habibie and Sally Burgess, offers compelling insights into the vibrant area of English for Research Publication Purposes (ERPP). The book positions emic perspectives, reflexivity, and autoethnographic techniques as valuable tools for investigating the complexity of the dynamics of participation in academic publishing. As the editors state, these approaches have been underrepresented in the field of ERPP, a field that, incidentally, this book helps to establish as a well-bounded research area. Thus, one of the main contributions of this volume is to offer a complex view of publication, "a multifaceted and nuanced picture" (p. 8), a view that is grounded on the lived experiences of a vast array of authors who reflect on how they took on their new participation roles in academia. Furthermore, the chapters offered in this book provide data of interest for advancing theory pertaining to the dynamics of participation, identity, agency, and power around writing. While the book does not seek to outline a theory of the trajectories of academic becoming, several of its first-person accounts allow us to articulate principles around mentorship and the role of various actors, artifacts, and practices – ranging from conference attendance to co-authorship – in the construction of early-career researchers' (ECR) identities as writers.

Another contribution of this book is practical and offers a useful resource to students and mentors. Its potential lies not only in valuable experiences about receiving peer review or the difficulties inherent to publishing that can be shared with doctoral students and assistant professors but also in how these particular

experiences can illuminate the work of dissertation guides, researchers' trainers, faculty mentors, teachers of writing, and scholars in administrative positions. Autoethnography, also, offers a model for self-reflection and metacognition, as indeed it allowed several authors in this book to access dimensions of their processes of which they were unaware.

In the introductory chapter, the editors anticipate the existence of various factors beyond language that pose challenges to academic publishing. Consequently, participation in networks, pedagogical, and mentoring practices; the development of a voice and identity as academic writers; and the dynamics of power, ideology, and privilege form the backbone of this volume. These three thematic areas organize its sixteen chapters. Throughout these areas, the editors set out to complexify the ways of understanding the challenges faced by junior scholars, who are subjected to the dominant ideology of "publish or perish" usually hold a weaker and more precarious position in the academy, and face the struggles of balancing professional and personal lives. The result is a melting pot of experiences simultaneously interpreted from approaches such as communities of practice and legitimate peripheral participation (Lave & Wenger, 1991) to critical positions informed by social practice theories (e.g. Barton & Hamilton, 2000; Fairclough, 2003).

In the first chapter of the section "Socialization, Networks, Mentorship", Oana Maria Carciu documents her trajectory and reflects on how supranational policies on publishing shape the range of genres in which she has participated. She also gives a prominent role to inter-departmental collaborations and peer-mentoring to establish co-authorships and defies individual reward structures that discourage collaborative networks. The next chapter, written by Saskia Van Viegen, shares the experience of a researcher who is a first-generation academic from a white, English-speaking background. The chapter positions critical autoethnography as a means to question regimes of knowledge that constrain the understanding of minoritized groups and to account for the effects of marginalizing practices. Thus, the challenges of academic writing are not only discursive or linguistic but also affective and experiential. The next chapter, by Matthew R. Deroo, focuses on nurturing writing mentoring practices. Deroo recounts the mentoring he received alongside a group of graduate students who eventually became scholars who mentor and offer feedback to others. The chapter by Oliver Shaw addresses the ever-complex problem of editorial rejection, a topic of vital importance to students and early researchers. The detailed self-study of comments and responses offers valuable lessons on the importance of taking an authorial stance on peer reviews, asking editors for help, and linking data to current disciplinary conversations. In the next chapter, Hesamoddin Shahriari draws on the construct of "outer-circle countries" to understand the specific position of the Iranian academy, in which pressures to publish impact the daily lives of faculty and graduate students. By participating in a different setting, he understood that "publication is a natural stage in the life cycle of research and not an end in and of itself" (p. 102). The last chapter of the section chronicles the identity developments of the author, Sally Burgess, between a

teaching and a research career, as well as between being a "native English speaker" and a "non-native speaker of Spanish". The latter made the author empathetic to the situation of academics from less privileged backgrounds.

The second section, "Identity, Visibility, Voice," begins with a chapter on the effect of a medical diagnosis on the academic career, written by Robert Kohls. In the author's words, scholars' self-care consists of "writing with mindful intention about trauma, loss, and grief (...) to inform and transform our disciplines, our colleagues and students, and ourselves" (p. 135). In the following chapter, Pamela Olmos-Lopez reflects on her status in her local community – that of senior scholar – in contrast to her status in the international academic conversation, in which she is an early-career researcher (ECR). Using discursive identity as a conceptual framework, the author reviews her publication experiences, leading her to appreciate the role that dialogue with supervisors, peers, coauthors, and even editors plays in publication. Ron Darvin's chapter introduces digital scholarship as an emerging field of research and shows how ideologies are also present in the socio-technical structures of various platforms. By reviewing his background, he concludes that the process of academic socialization extends to the digital spaces in which the self is constructed. The following chapter, by Ismaeil Fazel, uses the academic socialization framework and the investment and identity model to challenge assumptions about multilingual scholars, arguing that learners can shift power dynamics. The author's own history allows him to counteract the idea of linguistic disadvantage, which has brought him a sense of empowerment and more investment, allowing him to understand that most of his linguistic difficulties resulted from his ECR status. Naoko Mochizuki documents her identity, institutional, and transnational turns in her chapter using autoethnography as a method of accessing "hidden data" to theorize what it takes to become an academic writer. As in other chapters in the volume, the author calls for structural support from institutions to make sense of being an ECR. The section ends with the chapter by Isabel Herrando-Rodrigo, who shares a dual identity with other authors in the volume: that of a language teacher and a researcher. The participation in different communities of practice throughout her career allows the author to understand how her multiple identities complement each other. The author also shares how the writing of her autoethnography allowed her to reconceptualize herself as a scholar and warns, as other authors in the volume do, about the responsibility that institutions bear in subjecting academics to excessive pressures to publish and, at the same time, abandoning them to trial-and-error.

The third section, entitled "Ideology, Power, Struggle" begins with Kevin Gormley's article, which questions neoliberal imaginaries of academic productivity. The concept of "bifurcations" accounts for a simultaneous resistance and a compromise to work within the boundaries of certain dominant discourses in academia, that is, negotiating power relations and exercising agency in contexts of constraint. The next article, by Sharon McCulloch, takes on the social and ideological nature of writing through literacy studies and autoethnography and disentangles different dimensions of publishing practices. The author begins by identifying a

geolinguistic and geographic location advantage, but not a geopolitical one, given the increasing precarity in the UK university, an issue that mainly affects ECRs. Her analysis shows that building an academic track record demands total commitment at a high emotional and time cost. The penultimate article, by Tanju Deveci, organizes the analysis of the hindering factors of publishing as an external burden, which includes academic burden, family responsibilities or linguistic challenges, and an internal burden, which includes emotional and motivational factors. These factors can be counteracted by external power and margins (for example, getting more support from the institutions) or by internal power and margins (for example, by assuming an authorial voice in the face of unfavorable peer reviews). The volume closes with the trioethnography of Pejman Habibie, Richard D. Sawyer, and Joe Norris, who adopt the frameworks of discursive communities and decolonization to orchestrate a discussion around the transgression of conventions and unorthodox forms of knowledge construction. The chapter offers an example in itself of resistance to the limits imposed by communities of practice.

One aspect worth commenting on in this book relates to the question of linguistic disadvantage, which the editors argue has been over-represented in the field of ERPP. Nevertheless, several chapters acknowledge the dynamics of privilege inherent to linguistic background, regardless of the positionality of the researchers, who in some cases are located in central countries or raciolinguistically privileged positions. Among this diversity, Van Viegen refers to how academic communities "have tended to reproduce the hegemonic dominance of English" (p. 48); Shahriari claims that "scholars from outer-circle countries face additional difficulties when going through the already cumbersome process of publication, largely due to the challenge of overcoming the language barrier" (p. 98); Burgess draws attention to the fact that so-called native speakers of English are "given status and power in institutions throughout the world with little questioning of their skills" (p. 115); McCulloch points out that privilege of native English speakers does not mean that everything was straightforward: "Rather, it means that whatever barriers I have faced in building a track record of publication, language was not one of them" (p. 268); Deveci acknowledges that as a non-native speaker of English, I [he] often felt at a disadvantage" (p. 286), which constitutes an external load that intervenes in learning to publish.

Hence, the insistence in the introductory chapter on downplaying the struggles of writing in an additional language and the further challenges it poses for non-anglophone ECRs, seems odd. There is ample evidence about the politics of multilingual research that accounts for the sociolinguistic disparities in producing academic knowledge in English for non-anglophone scholars (Canagarajah, 2002; Holmes, Reynolds, & Ganassin, 2022; Lillis & Curry, 2010). They include, for example, the need to allocate lines in research budgets for translators and "native reviewers" or the tensions around what is considered "local" or "global" when the research comes from non-English-speaking contexts.

However, the introductory chapter attempts to surpass the Anglophone/non-Anglophone dichotomy by accounting for other multiple factors but overlooking the intersections between language and these same factors. Thus, it would seem that this book could have advanced to an intersectional view (Weldon, 2008) on the phenomenon of ECR publishing. Such a perspective would have articulated the linguistic imbalance within the multi-layered and multifaceted account presented in the volume, which tell stories from a diversity of national origins, gender, institutions, identities, and varying positionalities regarding English language use.

All things considered, this book is an outstanding addition to the literature on the growing field of ERPP and offers valuable lessons to ECRs, mentors, and administrators. The autoethnographic perspective constructs well-articulated, engaging, and even poignant narratives about the challenges of becoming a writer capable of producing and disseminating knowledge. Its vibrant and readable format reaffirms its usefulness to the various potential audiences for this volume, whether affiliated with English studies or not. Lastly, the diversity of linguistic and material conditions (Canagarajah, 2020) from which the authors speak is also helpful in addressing an equally diverse and inclusive audience.

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