Opting Out or Playing the 'Academic Game'? Professional Identity Construction by Off-Center Academics

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Abstract

Bio-data is a short genre, highly constrained in terms of length and conventional style, through which a contributor to an academic journal or a conference provides a sketch of one's major academic achievements in a third-person narrative. To examine the possibility and the extent of professional expertise construction in this genre, 512 bio-data provided by the off-networked participants at the 4th Asia TEFL Conference were analyzed. The results revealed that within this restricted space and style, some off-Center academics, influenced by their awareness of Center-Periphery relations in the academia, strategically manipulated information about self and their accomplishments to increase their chance of inclusion and visibility in the field. In short, they tended to foreground and highlight their relationship with Western academic institutions and figures, on the one hand, and background or even suppress their local experience, on the other.

Key words: Identity construction, professional identity, Center-Periphery relations, self-marginalization.

1. Introduction[1]

In an article entitled 'Language, Science and Scholarship', John Swales (1998), voicing a concern about the decline of local academic languages, laments over off-centre, non-western scholars' desire to publish 'their best in the West', and their tendency to offer their more minor works for local publication. While this is a regrettably undeniable fact in today's academic world, it is more like blaming the victims for their plight, if we do not discuss the incentives behind this common practice. To offer an explanation for 'best in the West' epidemic, in line with Hyland (2006: 28), it can be argued that off-Center academics are 'urged' to do so to 'gain wider credit for their research'. Through publishing in mainstream Anglophone journals, 'Periphery' scholars attempt to maintain their contact with the 'Center' and avoid intellectual 'isolationism' (see Canagarajah 2002; Belcher 2007).[2] Tremendous efforts are made by off-networked academics to survive in the world of academic publications. For non-native users of English, the production of English-medium text and dealing with a number of 'literacy brokers' such as 'editors, reviewers, academic peers [....], who mediate text production in a number of ways' (Lillis and Curry 2006: 4) could be daunting barriers per se. However, the 'language'

problem is not the only hurdle to clear in order to achieve visibility and gain a voice in the disciplinary community.

In their account of a British–Finnish joint publishing experience, Meriläinen *et al.* (2008) uncover and criticize Center-Periphery hegemonic relations and standards that led the Finnish researchers in the study to practice what they call 'self-marginalization': in their cross-cultural study on professional identity construction of management consultants in the UK and Finland, they were urged to highlight the British data at the expense of the Finnish to increase the chance of getting published.

This unfortunate incident is too pervasive to be confined to the publish-or-perish aspect of academic life. I noticed a particular form of 'self-marginalization' in my homeland, when I found that a large number of committed and active Iranian researchers were reluctant to mention the university they graduated from, if it was not a Western university. In contrast, those who had graduated from a Western university tried to insert this information, in one way or another, when they were talking about their academic accomplishments. In their struggle to construct their identity as an expert, they seemed to assume that adherence to reputable, prestigious academic institutions in the West can bring domestic benefits for them; and, more often than not, the assumption is true. For, as Macdonald and Kam (2007a) put it, success breeds success, and prestige breeds prestige. In fact, a more acute, albeit not quite overt, case of self-marginalization can be observed in Iranian scholars' citation practice where preference is given to a work by a Western researcher, even though the work of a national contemporary may have been published in a high impact journal (See the interview with Sadegh Zibakalam, Iranian sociologist, in *HAMSHAHRI* Newspaper, July 16, 2009, for a similar complaint).

For a systematic treatment of this experience and to examine whether it is a phenomenon restricted to Iranian scholars or is characteristic of other off-Center academics, I decided to locate and analyze a variety of instances of professional self-representation in non-Anglophone academic discourse. The main aim of the analysis was to find what type of information is foregrounded or given prominence and what type of information is backgrounded or even suppressed when novice, low-key academics attempt to gain and enhance their status in the academia.

2. Background

Identity construction in general and professional identity construction in particular are highly complex processes, influenced by a multitude of factors. Far from possessing or having a stable identity, individuals tend to (re)construct a dynamic identity in response to several internal and external parameters. For a better approach to the concept of 'professional identity', I would like to conceptualize it as a 'collective' and not as an 'individual' identity. Therefore, my interpretation of this term is akin to the way von Busekist (2004: 82, emphasis added) configures 'collective identity', enjoying the following characteristics:

a) It is dynamic *and consequently dependent on the context* and on the individuals that compose it.

b) It is constructed and consequently dependent upon *entrepreneurs* (individuals or institutions).

c) It rests on a *tradition or a collective, acceptable and legitimate statement of this tradition* (which can nonetheless be questioned, critiqued and finally give rise to a new tradition), and as a result it maintains a particular relation to history.

d) It *maintains a close relation to the system of values in which it moves*, whether that be a relation of approbation or rejection, in an internal or international system. Consequently it weighs upon this system [...]

e) It *draws borders, and consequently has an interior and an exterior of common recognition, an in-group and an out-group, friends and adversaries* (the degree of enmity is, of course, variable).

f) Finally, *it possesses a centre*, [...] or a pertinent common denominator that permits individuals to recognize and articulate their attachment when it is conscious.

Interpreting 'professional identity' as 'collective identity' helps us to understand and explain how a novice scholar is socialized to an academic community and obtains 'membership' to the organization. As a matter of fact, becoming a professional academic would require some degree of conformity to the academic 'system' norms and values, or to use Mcdonald and Kam's (2007a/b) provocative term, playing 'the academic game' as the senior members of the profession. Meriläinen *et al.* (2008) elaborate on some of these norms that operate the mechanisms involved in rankings, conference presentations and publications. Other norms regarding the ways job applications, promotions, grants and awards are handled could be added to the list. Familiarity with do's and don'ts of these academic practices seems to be crucial for career development. Therefore, within this pattern of thinking, professional identity is not simply an aspect of self-identity, and at times, it could act counter to one's personal principles and codes of conduct, leading to certain degree of 'alienation' from one's true self. As Harrison (2000), in line with Kunda (1992), mentions, the relation between the individual and the collective identity is one of the fundamental 'dialectic tensions'.

One of the great tensions that could be experienced by many scholars in the so-called developing countries, or the 'Periphery' in 'Center-Periphery' terminology, arises from belonging to a particular (non-western) nation, religion and culture, and, at the same time, attempting to obtain membership to the disciplinary communities that are fundamentally shaped and maintained by western standards of scientific life. To market their qualifications as professionals, off-Center academics may be forced to downplay some aspects of their personal history that could question their professionalism. In fact, the invisible reign of the professional/disciplinary community that is enacted by the leading academic centers, mostly located in the West, may overrule loyalty to the local institutions in which non-western academics serve. To many of these scholars, their current affiliation is but a stepping stone to their possible career chances in the western universities.

Challenging or resisting the status quo of academia and its system of values, for the most part, requires belonging or reference to another system, coherent and powerful enough to qualify as a tenable alternative. And for the majority of scholars living in the developing countries, due to a history of insufficient attention to science infrastructure, such a system is virtually non-existent. Therefore, to be a part of western academic system and develop an in-group identity, they may resort to certain self-marginalizing strategies when dealing with some discourse modes and genres which provide an opportunity for self-representation.

Literature on identity construction gives primacy to narratives, especially narratives of personal experience, as 'the fertile sites for research on the construction of identity' (Dyer and Keller-Cohen 2000: 284). However, the significance of bio-data for professional identity construction, especially in the academia, is hardly ever acknowledged. It is probably assumed that bio-data is too short, formulaic and conventionalized to leave a room for diverse ways of self-representation and personalization of information. In spite of this, bio-data as an instance of institutional discourse, employing short narratives of academic experience, can be a good candidate for investigating what academics consider the most important pieces of information to make themselves known to their audience. Incidentally, bio-data, like narratives of personal experience, provide an opportunity for the writer/presenter to select certain information which could impress the audience by showing him/her in the best possible light (Labov and Waletzky 1967).

Research into the nature of 'professional' or 'institutional' identity and its relationship with power asymmetry has been mostly focused on disparities where gender (Holmes 2006; Baxter and Wallace 2009), organizational rank (Harrison 2000), and novice-expert dichotomies (Salager-Meyer 2001; Koutsantoni 2006; Vásquez 2007) were responsible factors. The Center-Periphery inequity and its corresponding discourse seem to be under-researched in applied linguistics. Campbell and Roberts' (2007) is one of the few studies which analyzes the discourse of job interviews in several UK organizations and demonstrates how the boundaries between personality and competence are blurred in the interviewers' judgments. Campbell and Roberts maintain that the interviewers in the study tended to problematize discursive skills of foreign-born minority applicants and tried to rationalize their rejection with certain qualitative labels like 'untrustworthy' and 'inconsistent'. While the authors admit that discursive skills are basically irrelevant to manual and administrative jobs mentioned in the study, they recommend empowering the minority applicants in terms of providing them with certain strategies to help them align their motivations and values with those of the organization they want to be admitted to: A practical solution perhaps, but with no serious attempt to question the current discriminatory practices.

The present study, nevertheless, attempts to examine the discourse practices of a different group of people in relation to the asymmetry of Center and Periphery within the academia. Unlike the previous literature, it intends not to detect factors leading to 'othering' or 'marginalization' of Periphery scholars, but the way they themselves contribute to their own marginalization.

3. The Study

To have access to a large number of bio-data, conference books seem an appropriate data pool. For the purpose of this study and to locate bio-data provided by off-networked novice scholars, the 4th *Asia TEFL* conference book was selected. Although intended to be completely international, the conference is mostly attended by scholars living in Asian countries. Paging through the conference book, one frequently encounters presenters from Arab countries, Iran, India, Malaysia, Indonesia, Korea, China and Japan. There are usually few presenters of Western origin teaching at Asian universities. Therefore, the *Asia TEFL* conferences, which are sponsored by *Asia TEFL Organization*, up to this point, provide a forum for non-Western scholars to discuss issues of applied linguistics in general, and English language teaching in Asia, in particular .

The 4th *Asia TEFL* conference, carrying the title of 'Spreading Our Wings: Meeting TEFL Challenges' (August, 2006) was held in Fukuoka, Japan. The conference started with keynote addresses and major lectures by known professionals in the field. After these lectures held in large conference rooms, intended to be attended by all participants, other presentations, mostly by novice scholars, were arranged as 'concurrent sessions', which means that at a given time around 30 papers were presented in different rooms. The number of contributors to each paper ranged from 1 to 6. In the conference book, one page was devoted to the abstract of each paper, followed by the contributors' bio-data. Excluding the bio-data of well-known figures in the field as well as a small number of novice Western academics, a total number 512 bio-data were available for the analysis. This type of 'purposive' sampling is a feature of qualitative research which helps the researcher to find information relevant to specific research questions. As Cohen *et al.* (2007: 115) clearly state '[purposive sampling] does not pretend to represent the wider population; it is deliberately and unashamedly selective and biased'. These selected bios were qualitatively analyzed adopting the 'representational perspective', with specific reference to the elements of 'inclusion', 'exclusion' and 'prominence' (cf. Fairclough 2003: 134-137). Fairclough (2003: 136) elaborates on this perspective as follows:

> We can look at texts from a Representational point of view in terms of *which elements of events are included in the representation of those events and which are excluded, and which of the elements that are included are given the greatest prominence or salience.* Rather than seeing such a procedure as comparing the truth about an event with how it is represented in particular texts (which raises problems about how one establishes the truth independently of particular representations), one can see it in terms of *comparison between different representations of the same or broadly similar events.* (emphasis added)

My assumption was that it would be possible to find manifestations of self-marginalization in the corpus, and the postulate was essentially supported. In the analysis, I intentionally avoided providing frequencies and percentages (in fact, the corpus contains many more instances than provided as examples in this paper). My contention is that mere existence of this hidden ideology of self-marginalization practiced by off-networked scholars is the thing that

should sound alarm bells in our mind not its frequency. Self-marginalization, it seems to me, is a telltale sign of hegemony in academia, to which the oppressed group serve most, through conformity and subordination.

4. Analysis

Bio-data, typically, is a short text in narrative mode which provides the most important and relevant information about one's (academic) personal experiences and achievements. It seems evident that people in general and scholars in particular must be interested in depicting the best possible picture of the self, when they are asked to introduce themselves through a bio. In general, an academic may be able to impress others by sharing information about his/her place of education/graduation, current affiliation, rank, and professional activities including teaching, publications, awards, and membership of or association to academic organizations. As far as these pieces of information are present, the bio-data under analysis could be considered an unmarked, stereotypic specimen. However, where a certain type of information, which is not readily retrievable, is suppressed, the sample can be considered as an interesting case of strategic manipulation of discourse, requiring a deeper and rationalized analysis. As an example, when the place of graduation is not mentioned by a novice academic, the information is not readily retrievable. Therefore, it might be assumed that instead of considering this point as 'over-communicative' (to use van Leeuwen's 1996 term) the writer is blocking access to the information which could question his/her qualifications. In other words, he/she prefers certain things to remain opaque. At the same, he/she may prefer to highlight some other facts which can possibly be considered as redundant, such as a short stay in a given country. In short, considering comparable experiences in academic lives of scholars, the choice concerning what to include, exclude or highlight in the bio-data cannot be arbitrary.

In what follows, several bio-data are presented and analyzed. For the sake of anonymity, the name of the scholar is replaced by XXX. Certain local names, including names of universities and educational institutions, are also shown by XXX, while the country has been mentioned. Also to avoid leaving any gender-related impression, generic 'he' is used for all the samples, male and female alike.

> Excerpt (1)
> XXX, (PhD in Language Teacher Education, Institute of Education, University of London) is Head of the Department of English at XXX (a university in Bangladesh). He has years of teaching experience at the tertiary level and has several publications on Teacher Preparation. He is an educational consultant […] and reviews articles for national and international academic journals. His research interests are EFL teacher development and classroom pedagogy.

In Excerpt (1), which I consider an unmarked instance of bio-data, the reader finds precise information about the narrator/author's (1) place of education, (2) current occupation and rank, as well as current affiliation, (3) job experience, (4) professional activities like publishing, consulting and being on the review panel of academic journals, and finally (5) research interests.

Through these pieces of information, the author is trying to present his 'professional identity' to the audience. That is, this information, in its totality, can be considered as an implicit 'competence claim': 'This paper presentation is by a professional member of disciplinary community. It should be taken seriously'. As it can also be observed in Excerpt (2), the author is providing facts about his rank, affiliation, place of graduation, research interests, publications and grants:

> Excerpt (2)
> XXX is an associate professor at the School of Foreign Languages, XXX University, China. He has got a Master Degree and a Doctor [sic] Degree at XXX University (a Chinese university). His research interests have been on Second Language Acquisition. He has published extensively on syllabus design, vocabulary acquisition [...]. He has taken several grant projects.

It follows that in the absence or the perceived inadequacy of the above-mentioned components, the author would attempt to obscure and/or withhold some facts and foreground some other pieces of information. The difficulty with suppressed or excluded facts is that they cannot be completely unmasked. As Fairclough (2003:149) mentions 'There are many motivations for exclusion, such as *redundancy* or *irrelevance*, but exclusion may be *politically* or *socially significant'* (Emphasis added). Of course, certain things can be inferred, for example, if no mention is made of any publications, it can be inferred that this person has no publications. Though this inference could be erroneous, it is unlikely for an academic to consider talking about his/her publications something 'irrelevant' or 'redundant', unless he/she is quite well-known in the disciplinary community (see Excerpt (3) below).

> Excerpt (3)
> XXX completed MSc in TESOL at Stirling University in the UK and is currently completing a PhD in English teaching theories and practices at XXX University, Japan. He works as a part-time instructor in English at several universities in Japan.

An interesting case observed in the corpus, is mentioning the academic degree, but not the place of graduation, which is not retrievable through reading the text. Reading between the lines and using extra-linguistic knowledge about Center-Periphery asymmetrical relation, nevertheless, may lead us to conclude the place cannot be a Western university (see Excerpts (4) and (5) below). It can be observed that both of these authors reflect their awareness of 'significant' elements of academic professional identity by referring to their experience in teacher training, research and publication. It might be argued that these praiseworthy facts are used as a smokescreen for the audience not to notice that certain elements of this self-portrayal are missing.

> Excerpt (4)
> XXX, PhD, is an associate professor in the Faculty of Law and Letters at XXX (a Japanese university), where he teaches various EFL courses and applied linguistics. He also conducts pre-service and in-service teacher training and research in the area of language learning and teaching. His current research interest is in the beliefs of both pre-service and in-service Japanese teachers of English regarding English education in Japan.

Excerpt (5)
XXX, an associate professor, is now a PhD candidate, researching in language learning assessment. He conducted a number of projects in learner autonomy, […]. He has already published two monographs, co-authored two books and tens of papers based on his research.

Excerpt (6) is an eye-catching example of author's sensitivity to Center-Periphery distinction. Note how the author felt an obligation to emphasize the importance of his place of graduation--which was not a Western university, as if to respond to a predictable dismissal.

Excerpt (6)
XXX, Professor of literature at XXX, Manila, served as a Dean, College of Arts and Sciences (1993-1999). He obtained a doctorate in literature **from the 395 year-old University of XXX, Manila** in 1980, did post-graduate research […] at San Francisco State University, USA, […]

Exclusion of 'local/domestic' information, however, is not the only strategy to obtain an enhanced professional identity. Adherence to Western figures, institutions and organizations, and foregrounding these elements is observed in a large number of bio-data, especially where the author has not mentioned a Western university as the place of graduation. Apparently, to many off-center academics, connection to the West is their wild card entry to the disciplinary community. In Excerpts 7-9, the authors have mentioned the name of their supervisors who are well-known figures in the field. In addition to this, Excerpt (9) is highlighting the author's contribution to 'international' (and not national/local) events and journals. Excerpt (10) is also of particular interest in that the author is giving details about his experience with local universities but at the end mentions his supervisor's place of graduation, i.e., a Western university, simply because the supervisor is not a well-known western figure. By giving information about his supervisor's university of education, he is trying to gain more prestige for him, and in turn, for himself.

Excerpt (7)
XXX is currently a PhD candidate (**supervisor: Prof. Skehan**) at the Department of English, XXX, Hong Kong. Before moving to Hong Kong to work on his PhD, XXX had worked as a lecturer at XXX (China). His main research interests include: psycholinguistics, […]. He has published research papers in language aptitude, […], etc.

Excerpt (8)
XXX is a PhD candidate in XXX (Hong Kong). […] he is interested in putting theoretical claims in cognitive linguistics into experimental studies. **Supervised by Dr. Peter Crisp**, he is currently doing a cross-cultural research which […].

Excerpt (9)
XXX is an associate professor of applied linguistics. He is a faculty member of XXX, Iran. He has got his PhD **under the supervision of Vivian Cook from Essex University of the UK**. His current research interests include individual differences in SLA and testing. He has published several papers in **International Journals** and presented too many papers in **leading international conferences**.

Excerpt (10)
XXX is a TEFL PhD student at XXX (an Iranian university). He received his BA from XXX, 1996, and his MA from XXX, 2000. His main research interests include second language acquisition, syllabus design, [...]. He is currently conducting his PhD thesis [...] under the supervision of Dr. XXX (**PhD from the University of Queensland**).

Collaboration with Western universities as researchers, visiting scholars and instructors are also brought to the forefront (Excerpts 11-14). Note that in Excerpt 14, the country of graduation, which has provided the scholarship (i.e., Iran, based on my personal knowledge) is not mentioned, even in the background.

Excerpt (11)
XXX is a lecturer at the Faculty of letters, XXX, Indonesia. He received his doctorate in English Language Education form XXX, Indonesia. **During his doctorate study, he conducted research at the University of Illinois at Urbana-Champaign (UIUC) USA with Fullbright grant.** The study was on cross-cultural communication [...].

Excerpt (12)
XXX is a professor of English in XXX, China. He has been teaching English as a FL for about 20 years. He once worked as a lecturer **teaching the course of translation in the University of Wales Swansea, UK for half a year.** Now he is Vice Director of [...]. His research interests are vocabulary acquisition, [...].

Excerpt (13)
XXX is dean of the School of Foreign Studies, XXX, China. He got his MA in XXX, and BA in XXX, China. He also studied as **a visiting scholar in Manchester University and Cambridge University respectively from 1997-1999.** His academic interests include applied linguistics and intercultural communication.

Excerpt (14)
XXX is PhD in Applied Linguistics. He is currently **on a scholarship as a visiting scholar at the English language Institute, University of Michigan.** His research interests are mainly in intercultural communication, [...]. He has presented and published nationally and internationally on reading assessment, writing and intercultural communication issues.

In Excerpts 15-17, minor connections to Western institutions, through conference presentations, short-term programs, etc. are highlighted. In Excerpt (18), the author considered 'living in the US' as a relevant and noteworthy piece of information to be mentioned in his bio.

Excerpt (15)
XXX's special interest is in the field of modern technology in the foreign language learning. He has been teaching college English at XXX College for more than 10 years. **In 2004, he went to UK for a three-month tour study and then went to attend the 14th AILA World Congress held in Madison, Wisconsin from July 24 to 29, 2005.** He has more than 40 academic papers published in domestic journals.

Excerpt (16)
XXX is an assistant professor at XXX in Taiwan. He is currently engaging in researches on the English learning strategy for developing English learning materials. **One of the papers has presented in 2005 CATESOL annual conference in the US**. [Sic.] He also received government sponsored research and school research grant on [...].

Excerpt (17)
XXX was born in 1979. After graduating from XXX, Turkey in 2001, he completed his MA degree in TEFL at XXX, Turkey in 2005. He has been teaching at XXX University and actively participating in the ongoing curriculum renewal process. **He presented a paper in TESOL Convention 2005 in the US.** His interest areas are curriculum development and learner autonomy.

Excerpt (18)
XXX is a grad student in the faculty of Education at XXX (a Japanese university). Besides finishing up his degree in English, he also teaches English to adults and high school students. **XXX lived in the US for six years where he became interested in English education**. After returning to Japan, he studied English pedagogy, receiving an English teacher's certificate [...].

On the whole, it can observed that to some off-Center academics, the prestigious professional identity and obtaining more visibility mean giving prominence to their West-related achievements, and backgrounding their national experience. This by no means applies to *all* or *most* of the scholars in developing countries, but even a low incidence of self-marginalization is significant as it is a strong contributing force to the Western 'symbolic domination'. Blackledge (2005: 208, emphasis added) elaborates on this term introduced by Bourdieu (2000) and explains the mechanisms involved:

> ...this symbolic domination is set up not only through *the coercion exercised by the dominator*, but also through *the consent given by the dominated*. The consent to domination by the dominated is significant because it is in this process that domination comes to *appear natural.*

To put it another way, Periphery academics who exercise self-marginalization, similar to strike-breakers, slow down, and sometimes, nullify the efforts on the part of those independent scholars who try to resist the 'imposed identities' and seek 'negotiable identities' (Blackledge 2005: 147) in the world of professionalism dominated by Western ethos.

4. Concluding Remarks

The Center-Periphery dichotomy and the wide and even 'widening' gulf between the two poles (Salager-Meyer 2008) is not a new idea. The usual suspects for this tragic situation, mentioned in the literature, are lack of science infrastructure, funds, equipments, supportive environment, and other system-related factors in the Periphery countries (Belcher 2007; Salager-Meyer 2008, among others). With no attempt to downplay the significant role of these system deficiency factors, this article, however, tries to tackle a hidden 'ideology' which contributes to and helps to perpetuate this Center-

Periphery inequity: the ideology which considers the West as the home for the best; the best in education, art, science and technology. Astonishing brain-drain statistics in developing countries testify to this problem. This is not a problem to be simply solved by the financial supports trickling down towards developing countries. This deep-seated 'West envy', so to say, creates a self-destructive attitude and robs off-Center scholars of the mental capacity and perseverance necessary to make genuine contribution to the worldwide development of science. The consequence of this enduring mind-set is akin to the effect of 'learned helplessness' (Seligman 1975) where previous experience of failure and rejection would lead to performance deficit in subsequent tasks. In fact, Zaman and Moazam Zaman (1994) discuss the plausibility of using this psychological concept to explain the social behavior of the so-called 'developing countries' with specific reference to their own society, Pakistan:

> The pervasive helplessness (and the associated distrust and anxiety) which is commonly observed in civil society—among individuals, communities and social groups—show an uncanny similarity to descriptions to cognitive mechanisms encountered in learned helplessness, low self-efficacy and even depression. (p. 13)

Preoccupied by a historical heritage of oppression and under-development and plagued by learned helplessness, which is mostly the result of the former, Periphery scholars fail to efficiently use their current opportunities, if any, for development. Although it is good to hear Center academics advising scholars and teachers of the Periphery 'to deal with the 'non-native speaker' label and assert identity, professional status and employability' and asking their fellows in the Center to 'fight their own prejudices' (Holliday 2008: 125); the observed self-marginalizing, 'West-raising' strategies—as signs of a stagnant conformity to the status quo—reveal the harsh realities of our profession: the fact that there is a long walk to 'Equal Opportunity' in the academic world.

Notes

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² 'Center vs. Periphery' dichotomy, is employed here to replace the old terminologies of the 'Third World' vs. 'Industrialized World'. I have also used similar terms like 'developing countries' 'off-Center' and 'off-networked' to refer to the same phenomenon. More specifically, in this article, I am trying to explore the hidden ideologies of non-Anglophone, Asian scholars. Some of the data under analysis have not been produced by scholars coming from the 'developing' countries, in the strict sense of this term. Nevertheless, the sample includes information about those academics living and working in the countries that are basically considered 'Periphery' in terms of international scientific community.

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