

Gender and Mobility in Academic Careers.
Preliminary results from the DISCONEX project

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The DISCONEX project

Comparative investigation of academics

- UK, F, Germany (USA)
- Linguists, sociologists and semioticians

Qualitative and quantifying methods

- CV Database of 3000 full professors
- Interviews with 200 academics
- Qualitative (case) studies

Academic discourse as a social and linguistic practice

Valuation of academics and their positions

Discursive positioning practices

Subject positions and social categorizations

Academia as 'discursive capitalism'

	Academic categories (requirement for all researchers)		Non-academic categories (all researchers and no requirement)	Non-academic categories (some researchers and no requirement)
	(organized) power	(specialized) knowledge	Everyday life	Activities in civil society and professional life
High formality	Institutional status (titles)	Discipline (diplomas)	Intersectional (race, gender, citizenship...)	Social movements, government, media, business...
Low formality	Reputation		'Private life'	

“Webbie”: gendered careers

French linguistics: 152 female and 190 male
full professors

French sociology: 87 female and 195 male
full professors

German linguistics: 210 female and 349
male full professors

German sociology: 125 female and 280
male full professors

UK linguistics: 65 female and 88 male full
professors

UK sociology: 95 female and 168 male full
professors

Gender and academic careers

Education-driven rise of women within
academia and outside

Generational experiences

Tiered academic job markets

Institutional constraints in academic
systems

- Bottlenecks for permanent recruitment
- 'Professional oligarchy' vs.
'interinstitutional market'

Moving across institutional, geographical, disciplinary spaces

Academic careers in complex social space

- Geographical spaces: regional, national, international
- Institutional spaces: research, administration, teaching
- Disciplinary spaces

The ambivalent value of gender/mobility

- Occupying a recognized subject positions in the academic population
- Enunciative pragmatics, deictic space theory, sociology of academics

Case 1

AND AGAIN, it was economic really in those days. I mean, now going, you know- um, but I was- you know, I've gone straight from school at 18, I was still only 18, and u:::m, didn't want to leave the network I was just starting within Leeds. S:::o, I look around for what else I could do, and I did a Literature degree. And some cross modules like one called Language and Power that we taught in the final year that introduce me to Foucault. And, and () people like, like him, and at that time I was still completing my PhD. SO, I WAS VERY LUCKY REALLY because I started my PhD, and started working at Midlands 1 Uni, then went to Midlands 2 Uni. Then Midlands 3 Uni

Case 2

I was lecturer, and then senior lecturer, then I decided to leave regular academic work and took up a job with the WERHR which was managing a set of adult training projects in Kenya. That was 100% management role, but it involved academic issues that I was involved in. Also it was British and Brazilian universities working together in teams. It gave me the possibility to do in practice the things that I had been lecturing on. Very commonly in the academic world if you want to go up you need to take management roles.