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Putting success in performing research back into context(-s):

How researchers at the faculty of Catholic Theology at University of Vienna
react to and make sense of regimes of research (e-)valuation.

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1 Introduction: Scrutinizing publication practices in Catholic Theology

In this thesis I will show that publication preferences and strategies of researchers in Humanities disciplines like Catholic Theology, Religious Studies or Philosophy should neither be imagined as uniform nor regarded as stable over time, but that they are constantly negotiated along the biographies of individual researchers and in disciplinary research collectives. As in most academic disciplines, careers in these disciplines are arranged along episodes of publishing research results. Publications herein are often used as proxies for academic achievement and proficiency of researchers. This is as much the case for institutionalized formal research assessment exercises as for inner-disciplinary peer assessment. Nevertheless, both manifestations of assessment favor different characteristics or assets within researchers' publication records. Whereas formal assessment exercises tend to prefer quantitative metric-based forms of assessment (e.g. European University Association, 2022), disciplinary peer assessment tends to rely more prominently on qualitative aspects of research outputs (Lamont & Guetzkow, 2016; Ochsner, Hug & Daniel, 2016). Thus, in this thesis I investigate into how researchers at the faculty of Catholic Theology at University of Vienna weigh up expectations related to publishing research results stemming from both of these realms and how they incorporate these into their publishing strategies.

The analytical main body of this study is organized around two different methodic approaches. First, I use bibliometric methods to sketch the publication behavior of researchers at the faculty of Catholic Theology at University of Vienna. In this first step, I will shed a light on how the publication output of the faculty of Catholic Theology as a whole developed in the period 2008-2017. This helps me identify in how far the publication strategies of researchers at the faculty can be considered to respond to imperatives related to research assessment – like increasing the productivity, international visibility and academic impact of publications. In a second step I use the insights from this quantitatively orientated part of analysis to question how individual researchers at the faculty of Catholic Theology perceive and make sense out of their publication strategies. This second qualitatively orientated part of analysis focuses on the multiple ways in which researchers take up and make use of concepts like academic proficiency, achievement, or quality of research within their respective disciplinary and institutional contexts. It consists in the analysis of interviews with 6 individual researchers from the faculty of Catholic Theology at University of Vienna and aims at developing a closer understanding regarding the motivations that – explicitly or implicitly – underlie choices within researchers' publication strategies.

1.1 Site of Investigation

The faculty of Catholic Theology has been founded in 1384 and as such is the university institute for Catholic Theology with the longest tradition in the German-speaking world. Today, the faculty incorporates seven departments and one directly associated research centre, covering fifteen subjects and two departmental research foci[1]. Its research and teaching focus areas lie within the spectrum of traditional and long-established sub-disciplines within Catholic Theology as well as in comparative Religious Studies and Intercultural Philosophy of Religion. In total, the active faculty staff comprises of approximately 70 researchers which are engaged in the education and qualification of around 1000 students on pre-graduate (BA & MA) as well as on graduate level (PhD)[2].

In the quantitatively orientated part of analysis, I have chosen to compare the findings for the faculty of Catholic Theology against the records for a comparable Humanities department at the University of Vienna. In my conception, such a contrastive approach helps me identify whether observed phenomena regarding publication or presentational activities need to be understood as unique for the faculty of Catholic Theology or if those probably can be considered as grounded in a wider development within Humanities disciplines at the University of Vienna.

Hence, I have chosen the Department of Philosophy, at the faculty of Philosophy and Education, as a contrastive field in the first, bibliometric part of analysis. My decision to compare the faculty of Catholic Theology with the Department of Philosophy is motivated by three major rationales: Firstly, Catholic Theology and Philosophy are amongst those disciplines within the Humanities with the longest tradition at University of Vienna. Second, both disciplines have similar epistemological interests. Thirdly, the tenured faculty and number of students are comparable in size. Thus, I deem both entities as appropriate candidates for contrastively describing the key characteristics of their cumulative records of research publication and related presentational academic activities registered in the institutional Research Information and Management System.

In the second, qualitatively orientated part of analysis, I focus on semi-structured interviews with six senior researchers from the faculty of Catholic Theology, who come from different disciplinary and epistemic backgrounds. As the sample includes researchers from traditional Theology disciplines as well as research fields within Comparative Religious

[1] https://ktf.univie.ac.at/en/about-us/
[2] As of 2020

Studies, I hope to render a collection of voices that do justice to the disciplinary and epistemic breadth of the research specialisations at the faculty of Catholic Theology at University of Vienna.

1.2 The Austrian University Act 2002 and the introduction of Research Information and Management Systems at Austrian Universities

With the introduction of the University Act 2002 (UG 2002) responsibility for the inner organization of universities and allocation of research funds to research entities – faculties, research platforms, research centres – has entirely been transferred from Austrian government to universities, which by then are supposed to function as more responsible and complete institutions (Whitley, 2014, p. 375). Universities in Austria are run as public institutions financed by the government, fully responsible for their inner organization – installation of research entities and priorization of research orientations – and free to allocate budgets to research and teaching entities. Complementing this basic public funding guaranteed by the federal government, researchers – as employees of Austrian Universities – have to compete for third party funding.

As an instrument facilitating the accountability of universities against the federal ministry Universities are held to report on their financial and academic conduct through an annual Capital report (UG, 2002). This intellectual capital report aims at providing a complete overview on the structure and activities of Austrian Universities (Wissenbilanzverordnung, 2016). As such, it includes figures regarding main research focus, human resources, number of installed studies, number of students, knowledge and technology transfer to society and industry cooperations with national and international partners and not least number and character of research achievements in form of publications and academic activities.

Research Information and Management Systems (RIMS), also often referred to as Current Research Information Systems (CRIS), have been implemented at all Austrian Universities to serve as resource for providing required figures regarding the scientific productivity within the intellectual capital report. Moreover, as in many other European countries, these newly installed RIMS take the role of rendering research practices at universities accountable (Estermann et al. 2011; Felt & Glanz, 2002; Hug et al., 2013; Lunn et al., 2012; Sivertsen, 2016). Hence, it is the introduction of UG 2002 and the more general trend towards increased accountability of public research organizations that has led University of Vienna to implement a RIMS under the name Research Activities Documentation (RAD) in

2006. RAD was operated as a system in which individual researchers have been obliged to register their research outcomes in form of publications and academic activities. The data registered in RAD was once used to fulfill the legal obligation of reporting to the ministry. Further, it was installed as a tool for internal research performance-based evaluation of faculties, departments, and individual researchers.

The now deployed RIMS at University of Vienna – u:cris – has been implemented starting with 2012-2013, as a follow-up project aiming to reflect the main points of critique – poor maintenance of profiles, missing presentation options of academic profiles – of the previously deployed RAD. In addition to the more advanced options for maintaining and presenting of academic profiles, u:cris is used since 2016/2017 as a tool for the administrative accompaniment of applications for external funding and the documentation of research projects and related research outcomes. u:cris has been implemented as a tool in which individual researchers take over the responsibility of documenting and categorizing their research outputs. Institutional responsible staff – in form of research managers or administrative staff on departmental or faculty level – only take the responsibility for the validation of records registered by individual researchers.

This development can be understood within a wider and hegemonic science policy discourse in Europe, which focuses on quantitative research performance and a shift of university funding towards competitive extramural funding sources (Leitner et al., 2007). In the end it is this paradigmatic shift which pushes researchers to arrange their research activities along successive, mostly short term two- to three-year, research projects financed via extra-university funding (Gläser et al., 2014; Whitley, 2014).

2 State of the Art

2.1 The Metrification of Academia

Describing the multiple interdependencies that exist between science policy, research institutions and practices of research collectives as well as individual researchers is an intricate endeavour for many reasons. Amongst others, it has been argued that it is difficult to trace and make visible actual repercussions of performance incentives and research assessments in how researchers conceive of and publish their research (Gläser, 2017). Despite this, observers of contemporary developments within research assessment are often tempted to draw too premature conclusions regarding the effects policy measures have on research and communication practices. This often leads to accounts that try to describe effects as direct effects of incentives and strategies introduced in research policy or institutional guidelines. Yet, as Ulrike Felt and Maximilian Fochler discuss (2012), practices of researchers are often tacitly governed by imaginations that exist about how good and successful careers or trajectories in academia should be shaped (Sigl, 2019). Hence, unidirectional conceptions of the organization of research and its governing contexts needs to be considered as too short-sighted and over simplified. If we want to gather a deeper understanding on how developments in research policy are actually affecting academic practices it is necessary to consider all dimensions – from policy making over institutional management to individual research and publication practices – in which research is organized and performed. Thus, in this overview on existing literature regarding effects of indicator driven research assessment in the Humanities, I will present, in a first move, studies that cope with how metrification of research assessment is linked to research practices and the development of academic careers in more general terms. Second, I will look into studies that carve out the importance of considering the socio-political and institutional contexts in which research is performed when reflecting effects of research assessment. Finally, I will discuss the particularities that we have to deal with when reflecting how contemporary research in the Humanities is mutually affected by socio-political developments and its specific disciplinary context(-s) of education and research.

2.1.1 The development of quantitative assessment

In the last years considerations and expressions of quality underwent major shifts. Conceptions of quality often are no longer expressed in form of qualitative reasoning and assessment of longer research trails, but through synthetic metric indicators. Rather than revealing the quality of the theories, and argumentation underlying research achievements, quantitative indicators and assessment practices have become influential devices that affect researcher's conceptions of quality in research. Hence, when analyzing narratives of successful research biographies, it is important to scrutinize how researchers relate to such concepts like quantitative indicators, academic proficiency, or research excellence (cf. Felt et al., 2017). Tracing the impact of recent institutional reforms on scientists' research strategies is thus important, when we try to identify the key processes through which tools of quantitative research assessment are rendered into ubiquitous machineries of governing research biographies. More and more the authority over the development of academic careers is shifted from the responsibility of disciplinary collectives to the authority of university management and research assessment in application processes for prolonged research funding. Richard Whitley suggested that it is institutional reforms and changes within the governance of research that primordially are able to induce such shifts of responsibility from qualitative and epistemic considerations to formal forms of indicator-based assessment on institutional level.

> *"A particularly important process through which institutional reforms are likely to affect research strategies involves their shifting the relative authority of different groups and organisations over intellectual priorities, preferred ways of dealing with problems and the making of epistemic judgements" (Whitley, 2014, pp. 369-370)*

Hence, according to Whitley, it is important to identify those instances in which the responsibility over the institutional and epistemic organization of research communities is handed down from one authority to another. As I will discuss below, it increasingly are indicator-based practices of research assessment that are referred to as decisive components in this regard. Such bibliometric and scientometric methods and data sources have been developed, as Nicola de Bellis comprehensively traces, throughout the second half of 20th century, building up along mathematical and statistical methods that are used as rhetorical devices of objectification of research quality (De Bellis, 2009). In a nutshell, scientometrics can be considered as a powerful set of methods that are used in research and research management to make the multidimensional organization of academia and related research outputs tangible in form of simple synthetic quantitative indicators. As such these cannot be considered as innocent practices and tools that facilitate decisions regarding the further trajectory of researchers' careers based on previous achievements, but as important devices that convey socio-political and/or disciplinary imperatives or consensus into individual researchers' imaginations of what it means to be a good and highly productive researcher.

Today, quantitative indicators and scientometric practices, in more general terms, have deeply invaded into all domains of academia in a way that not only affects research evaluation schemata but also affects researchers' day-to-day research and communication strategies. Thus, we have to assume that strategic considerations related to these have grown into effective mechanisms that anticipate choices regarding the arrangement of research trajectories and the presentation of results and achievements (Fochler & De Rijcke, 2017; Hammarfelt, de Rijcke, & Rushforth, 2016). While such quantitative indicators have been used throughout the second half of twentieth century in research assessment, the development described above is relatively recent. In their respective studies, Burrows for academia in the UK and Hammarfelt and de Rijcke for the Humanities at University of Uppsala in Sweden, were able to discern distinct *moments of the metrics* (cf. Wouters, 2014). Roger Burrows identifies such an uptake of extensive use of scientometrics in the United Kingdom research management and policy in the late 1990's (Burrows, 2012), while Björn Hammarfelt and Sarah de Rijcke identify this shift in the first decade of 21st century for the case of academia in Sweden (Hammarfelt & de Rijcke, 2015). As the authors show, these practices largely build up on the analysis of sheer output activity and citation behavior – that often are regarded as valuable tools for judging the academic prosperity of research output in the Sciences. Finally, as the study by Björn Hammarfelt and Alex Rushforth shows, such evaluation practices – straightforwardly building up along the appraisal of accumulation of academic achievements – play an important role in the development of individual academic careers, especially when it comes down to choosing candidates in appointment committees or other selection panels (Hammarfelt & Rushforth, 2017).

Citations and similar indicators of scientific impact, as I already have indicated above, are often deemed to be pivotal points in the perception of quality in research assessment (Wouters, 2014). This can manifestly be observed in institutional research management or within contexts of competitive applications for positions or funds in academia, where citation records of individual researchers and surrounding contextual information regarding the channels of publications are of irrevocable importance (Hammarfelt, 2017b, European University Association, 2022). The European University Association – building up on the outcomes of a survey concerned with research assessment in the Transition to Open Access (Saenen et al., 2022) – defines institutional research assessment in a 2022 position paper as follows:

> *"Research assessment is the combination of qualitative and quantitative practices used to evaluate the quality and impact of research activities. Institutional*

> *assessment approaches are typically used to make decisions regarding hiring, career progression and funding allocation. As such, research assessment practices are also part of academic assessment, which is a more holistic approach that promotes parity of esteem between all academic activities in service to society, including research, innovation and teaching.[…] The quality and impact of research activities and careers are to a great extent evaluated using proxy indicators, rather than on the merits of the research itself. In 2019, an EUA survey showed that quantitative publication metrics are the main evaluation practice used by universities. The widespread use of the journal-level Journal Impact Factor (by 75% of institutions) as a proxy indicator in individual-level evaluations of research activities and careers is of particular concern."* (European University Association, 2022, p.13)

Hence, although at most universities research assessment is performed using quantitative indicators (like Journal Impact Factors or citations) as proxies for quality of researchers, this turn towards metrics should not be regarded as a simple and necessary simplification to facilitate comparative analysis in between of individual researchers. But we need to consider such quantitative approximations of the performativity of research outputs in a more holistic way and ask how research metrics have permeated into how researchers perceive their research performance and how they compare themselves to peer researchers.

Multiple studies have shown that metrics and the multiple performative expressions in which academic reputation is expressed and perpetuated through metrics have made their way into the minds of researchers. Dag Aksnes and Arie Rip (2009) in their study on *'researchers' perceptions of citations'* conclude '*that the respondents generally appeared to be quite knowledgeable of citations. This reflects the increasing importance of citations, not only because of their use in external assessments, but also because references to citation counts (with their easy availability) may be part of competitive struggles among scientists*' (Aksnes & Rip, 2009, p. 904). This corresponds well with the observation that individual researchers in the Humanities have a relatively robust – explicit and tacit – knowledge on notions and criteria of quality and prestige within their respective research fields (Ochsner, Hug, & Daniel, 2012b). However, for the case of SSH at University of Vienna it has been shown that imaginations regarding possible effects of quantification often remain tacit and not explicable by individual researchers (Bayer et al., 2017).

Especially the Humanities seem less willing to integrate scientometric practices and considerations in their collective regimes of research assessment than the Sciences. But, in the first two decades of the 21st century quantitative research assessment strategies have permeated the entire realm(-s) of western academia and manifest themselves as omni-present machineries for making academic careers (ac-)countable (Hammarfelt & de Rijcke, 2015; Shore & Wright, 2003; Strathern, 2000). Thus, in the following section I will present studies that discuss how respective scientometric practices and tools are integrated into the organization of academia in general and demonstrate that the trajectories in which quantitative considerations are deemed to impinge on academic careers need to be considered as multiple.

2.1.2 Institutional policies translated into quantified selves

Especially in the Humanities, Universities play an important role in the funding of research. Unlike in resource intensive disciplines, research in the Humanities mostly relies on individual funding stemming from revenues causally linked to employment of individual researchers in research institutions. Thus, following the reasoning of Chris Shore and Susan Wright (2000), we need to scrutinize how research institutions in the New Public Management (NPM) realm are translating the pressure to position themselves well in university ranking tables into strategies and mechanisms that make individual researchers responsible for the success of the entire institution. In NPM the responsibility for the progress and development of the public domain is handed down from policy making and central administration to the institutions assembled under their authority and ultimately to individuals. In the sector of higher education and research in Austria, the University legal Act 2002 (UG, 2002) with its imperatives of establishing public Universities as legal entities which are fully – economically and epistemically – responsible for their (inner) organization and development[3] can be seen as an important step in establishing a NPM governance context.

When reflecting which rationales underlay the governing of academia in the early 21st century – which increasingly characterizes itself as a free market venture – we need to acknowledge that audit and accountability, as mechanisms of making individuals responsible for their individual success and the collective success of their institution, have become central to all levels of the governance of research institutions (Power, 1997; Shore et al., 2003). According to Chris Shore and Susan Wright, individuals more and more "conduct themselves in terms of the norms through which they are governed" (Shore & Wright., 2003, p. 62). In this context, from my point of view, emerging tools and methods aiming at the metrification of academia – like it is the case for institutional Research Information and Management Systems – can be considered as important devices through which researchers progressively become accustomed to rigorous self-regulation of their individual and collective research endeavors.

Shore and Wright identify a vital socio-economic interest of universities to impose the newly established rules, tools and mechanisms of NPM on the careers of individuals as coercive forms of accountability towards the university management. Hence, what on the one hand is introduced and labeled as means of enhancing the quality and ease of scientific

[3] including extensive opportunities and obligations for monitoring the work of individual researchers

communication – i.e., the documentation of academic achievement and the organization of research practices – on the other hand turns out as forms of exerting control and power over individual researchers and the development of their careers (Shore & Wright., 2000, pp. 71–74).

Sarah de Rijcke, Paul Wouters, Alex Rushforth, Thomas Franssen and Björn Hammarfelt in an extensive literature review discuss the different implications that research policy incentives may have on research and publication practices of individual researchers. They group the reactions that researchers might develop in face of increasing pressure to perform well in formal indicator-based research assessment into three groups: goal displacement, task reduction, and biases against interdisciplinarity (de Rijcke et al., 2016). In the context of this study the concepts of goal displacement and task reduction turned out to be of particular interest and importance. Goal displacement according to de Rijcke et al. here refers to a behavior of researchers, where "scoring high on the assessment criteria becomes the goal rather than a means of evaluating if certain objectives (or performance levels) have been met" (de Rijcke et al., 2016, p. 162). In other words, instead striving for increased visibility and reputation in their research field(-s) or publishing comprehensive accounts on their results, researchers may be tempted to adjust their publication preferences in such manner that they perform well in research assessment exercises. This for the major part can be reached by increasing the frequency of publication – i.e. publishing research results in ever smaller bits and ever shorter intervals – also known under the synonym of salami slicing of publications. Such salami slicing of publications is the strategy that commonly is referred to as one of the most important characteristic of goal displacement within the development of academic careers (de Rijcke et al., 2016, pp. 162–163). The notion of task reduction, according to de Rijcke et al., can be related to behaviors of researchers tempted to give up activities that are valued in their narrower disciplinary communities in favor of activities that promise more appreciation in evaluation contexts. This according to their synopsis of the younger research literature is of increased importance in the Humanities, where researchers might be tempted to follow imperatives issuing from more hegemonic Sciences fields (de Rijcke et al., 2016, pp. 163–164). E.g., publishing in journals might be considered as more prolific in research evaluation contexts than publishing monographs, or publishing literature reviews might be abandoned completely as such time intensive activities often are not considered in indicator driven research assessment exercises.

2.1.3 Judgement Devices

While research assessment based on the (e-)valuation of previous achievements and accomplishment seemingly takes a straightforward trajectory of preferring high impact publication sources, the quantitative and qualitative norms that underlie evaluation practices often remain unexpressed and opaque. Hence, we need to ask ourselves which repercussions a tacit but still normative conception of research excellence – that often is expressed through a high number of publications in journals listed in Web of Science or Scopus – has on publication strategies of individual researchers. Or to put it somewhat differently, what are the implicit expectations regarding research quality and frequency of publications that researchers extrapolate from newly established institutional policies, research information systems and related allocation of rewards? And further, we need to scrutinize how the perception of what makes up a successful academic career is altered.

In order to function as discriminatory devices, research and publication practices in first place need to be translated into commensurable bits of information that than can be used as synthetic single number indicators within research assessment. To render these processes tangible, Björn Hammarfelt and Alex Rushforth introduce the concept of judgement devices. According to them, when it comes down to taking decisions in application committees, decisions are not taken based on the full epistemic breadth a researcher has developed in her or his career, but the achievements are translated into commensurable dimensions, that allow to compare the candidates (Hammarfelt & Rushforth, 2017). In their conceptualization of judgement devices, contextual information related to the publication of research outputs – like journal and publisher rankings or citation counts – play an eminently important role in these processes. Such characteristics and metrics surrounding academic publications according to them are used to ascribe quantifiable value(-s) to publication records of researchers. In many cases number of publications, number of citations, h-type indexes (Bornmann & Daniel, 2008; Hirsch, 2005), or the perceived importance of the oeuvre of a researcher are used as such reduced or even simplistic but powerful devices, to produce judgements related to the academic achievement and proficiency of researchers (Hammarfelt & Rushforth, 2017).

The role of Journal Impact indicators in research assessment

Beneath indicators immediately related to the publication oeuvre of researchers – e.g. frequency of publication or citation counts – the reputation of the academic journals or book series in which research is presented often plays a determining role in indicator-based research assessment. Such quantified reputational accounts are commonly expressed through so-called Journal Impact Factors. Journal Impact Factors (JIF) have first been introduced by the Institute for Scientific Information (ISI) in the 1960s in their product Journal Citation Reports

(JCR). The JIF provided through JCR is the best known and most used citation based journal related scientometric indicator. It represents the number resulting from the division of the sum of citations a given journal received in a given year for papers during the two preceding years by the total number of articles published in that journal during the two preceding years. Until today (2019) JCR is marketed by Clarivate Analytics[4]. In the younger past new indicators using Scopus as source of information – i.e. Citescore[5] or Scimago Journal Ranking (SJR)[6] – have emerged. Nevertheless, the JIF provided by JCR remains the most influential data source in the Austrian academic context.

While JCR initially have been introduced as a resource for library managers, today journal citation metrics often are (mis-)used as proxies for the quality of publications published in these (De Bellis, 2009; Garfield, 2006). In research assessment high JIFs often are attributed with high quality of research that is published in these journals, because those journals are deemed to apply the highest scientific standards of peer review and thus potentially could function as gate keepers within disciplinary research communities (Costas et al., 2012).

The role of Research Information and Management Systems

Informational tools such as Research Information and Management Systems (RIMS) can be thought of as technologies that transform research trajectories into synthetic and commensurable bits of information. Nevertheless, it has been shown in the more recent literature that beneath being tools based on the quantitative assessment of publication records within ex-post research assessment, RIMS need to be understood as devices that have an impact on how researchers reflect their own work and attribute value to the representation of research achievement expressed through scientific publications. It often is in RIMS that the publication oeuvre, the accomplishment of applying for and obtaining extramural funding as well as the awarding of other prizes and rewards of individual researchers are compiled into academic profiles. These profiles are then transformed in many assessment contexts into what Björn Hammarfelt has identified as judgement devices, that facilitate the de- or transcription of academic careers into abstract and quantifiable bits of information (Hammarfelt, 2017b; Hammarfelt & Rushforth, 2017). As has been shown by studies like this, quantitative forms of research assessment tend to convey a narrow view on indicators that are used as proxies for the quality of scientific publications and other non-written accounts of academic achievement, excluding more qualitatively orientated estimations of scientific practice(s).

As traced above, contemporary academia is characterized by an extensive usage of metrics and quantitative indicators on policy and management level. Miguel Antonio Lim –

[4] https://jcr.clarivate.com/
[5] https://en.wikipedia.org/wiki/CiteScore
[6] https://www.scimagojr.com/

drawing back on his personal experience of the introduction of quantitative research assessment and related tools in the Danish academic context – demonstrates how RIMS are contributing to the construction of quantified selves in academia (Lim, 2019). Starting from a description of the contexts in which these systems are established and how researchers engage with these technologies he asks the questions: "*what role do these* [RIMS] *technologies have in constructing the academic? […] How does the bibliometric self come about?*" (Lim, 2019). Following his findings we cannot consider RIMS as innocent tools for the documentation of academic achievement, but we need to understand these as instruments that make researchers accountable for their academic performance and success (Burrows, 2012; Shore et al., 2000). According to Lim RIMS are powerful tools that oblige its users to actively engage with these and reflect the norms that underlie their research and academic publishing practices. Thus, according to Lim RIMS need to be considered as machineries in which the imperfect translation of research practices at the bench into commensurable bits of information – apt at displaying research performance in a competitive economy of prestige and esteem – is enacted (Lim, 2019). In other words, technologies like RIMS can be thought of as devices for the ubiquitous (self-)monitoring of academics and pivotal machineries in and for the development of academic careers.

While so far I have presented some developments in the general literature on research assessment and the metrification of academia in the previous section, I will focus on studies that discuss how quantitative indicators come into play in the development of individual academic careers in the multiple contexts of the Humanities at Austrian Universities in the following sub-chapter.

2.2 Contextualizations of research assessment in Academic careers

The controversial debates in the domains of science policy, information studies as well as sociology of science regarding regimes and technologies of accountability give us a good insight into the dimensions of power and control that the socio-realities of indicator driven research assessment exert over individual scholars and students (Bornmann & Daniel, 2008; de Rijcke et al., 2016; Fochler & De Rijcke, 2017; Gläser & Laudel, 2015; Herther, 2013; Shore & Wright, 2000; Sigl, 2016). In the last years a wave of studies have shown how frameworks of audit and control are about to alter the organization of research and research institutions (Felt & Glanz, 2002; Gläser et al., 2014; Gläser et al., 2010; Hicks, 2012). But we have relatively little insight into the impacts that contemporary machineries of science evaluation have on the individual level of researchers and in practices of knowledge production.

As Remigius Bunia discusses, the knowledge we have regarding the systematics of distribution of reputation in the Humanities is insufficient to derive a comprehensive theory of academic excellence and the successful development of academic careers in the Humanities from there (Bunia, 2016). Hence, considering the multiple embeddedness of research and academic careers in their governing contexts is vital if we want to gain a deeper understanding of the rationales that inform researchers' choices within research trajectories. In this section I will thus present an overview of studies that delineate the coercive power that research policy and research assessment exercises manifestly and tacitly exert over researchers.

2.2.1 The role of universities in the development of careers in academia

Science and Technology studies as well as Scientometric studies in the past have tried to observe, analyze and describe in how far research policy has either had effects on research outputs and/or the funding of research (Burrows, 2012; De Bellis, 2009; Hammarfelt & de Rijcke, 2015; Wouters, 2014). But, if we want to take serious claims for a stronger consideration of individual and collective practices when assessing the (positive or negative) effects resulting from science policy incentives, as e.g. expressed by Jochen Gläser (2017), we also need to scrutinize the role that research institutions like universities take in the multi-faceted process(-es) of career development in academia.

Especially for the case of the Humanities, universities as employers take an important position within the process of mediating policy goals into the realm(-s) of disciplinary research cultures and individual research practices. Unlike resource intensive disciplines, research in the Humanities mostly relies on individual funding stemming from revenues related to employment of individual researchers in research institutions like universities. It has been discussed in multiple studies that the major part of research funding in the Humanities is guaranteed through individual employment of individual researchers where they pursue research as a more or less solitary and subjectivist endeavor (Ochsner et al., 2012b, 2016; van den Akker, 2016). Which is why, researchers in the Humanities might be affected more easily and immediately by institutional monetary incentives (Gläser et al., 2018, p. 28). Further, as Leitner, Hölzl, Nones and Streicher discern the differing funding opportunities and schemes between the Sciences and the Humanities are adversely affecting Humanities disciplines within realms of competitive allocation of research funds (Leitner et al., 2007). Thus, we need to assume that universities – and other research institutions – take an eminently important role within research trajectories in these fields, because it is employment that in the end guarantees for prolonged financing of ephemeral and non-mainstream fields in the Humanities (and beyond). Thus, it is of peculiar importance to scrutinize the particular roles and positions that Universities take through interventions within mediation processes of policy goals to the realms of individual researchers.

When it comes down to questions how individual researchers cope with ongoing change David Knights and Caroline Clarke (2013) as well as Ulrike Felt (2017) in their respective studies firstly show that quantitative assessment exercises take an important role within academia. As such, quantitative assessment practices are deemed to contribute to constructing economies of reputation and esteem in contemporary academia. Second, these studies also give an indication that researchers in the Social Sciences and Humanities are about to change the ways in which they encounter practices and machineries of and within research (e-)valuation. These changes can primarily – but not exclusively – as Ulrike Felt discusses, be related to the stage of career in which researchers find themselves and the position they take within an institution (Felt, 2017). For example, a researcher will probably position herself/himself differently when undergoing assessment in an early stage of her/his career than when she or he is in the position of an evaluator in e.g. a recruitment process. Thus, while scientometric considerations are seemingly inextricably linked to the makings of academic careers, they cannot be understood without considering the multiple ways in which researchers engage with sociorealities enabling decision making supported by research metrics. Björn Hammarfelt and Alex Rushforth introduce the concept of *citizen bibliometrics* to account for these forms of performative enactment of bibliometric indicators within their particular contexts and situations of application (Hammarfelt & Rushforth, 2017). They use the concept of *citizen bibliometrics* to delineate how researchers in decision-making processes deliberately use bibliometric or scientometric reasoning to justify decisions they take. To their account, they do so with a considerable amount of awareness regarding the degree to which bibliometric and/or scientometric methods are applicable in the respective context of assessment and with good knowledge regarding potential shortcomings and critiques of research metrics.

From there we can assume, that quantitative metric-based considerations play an important role within decision-making processes at academic institutions. Nevertheless, a bunch of studies have shown that when it comes down to decisions regarding the epistemic orientation within the development of careers, Universities function as mere employers and have relatively little direct and immanent influence on choices regarding research topics and trajectories. Instead, research institutions often rely on disciplinary authority and peer judgement when it comes down to recruitment, selection processes or choices regarding the epistemic orientation of research departments (Derrick, 2018; Hammarfelt, 2017b; Hammarfelt & Rushforth, 2017; Lamont, 2009; Lamont & Guetzkow, 2016). Gläser and Laudel observe that academic careers over longer periods are primarily controlled by disciplinary research communities.

> *“Thus, we observe phases of the academic career that are almost exclusively controlled by the scientific community. In addition, universities rely on peer review and thus on scientific communities in many of their decisions on the careers of their employees”* (Gläser & Laudel, 2015, p. 9).

Hence, we can assume that universities explicitly and implicitly need to rely on peer judgement made in the disciplinary communities when recruiting and promoting researchers.

2.2.2 Socio-political and historical contexts of governing academia

When making choices related to their careers researchers often need to weigh up between expectations expressed through research management and disciplinary traditions or communities. As the studies presented above have shown, scientometric practices and related technologies – like RIMS – take an important function of mediating expectations stemming from research management to the realms of individual researchers. Nevertheless, as Sarah de Rijcke, Paul Wouters, Alex Rushforth, Thomas Franssen and Björn Hammarfelt show in their literature review on effects on indicator-based research assessment on research practices, these “have only scarcely been documented and analysed in empirical research” (de Rijcke et al., 2016, p. 161).

Hence, while research trajectories might seem deeply rooted in disciplinary contexts and traditions, research and communication strategies or researchers cannot be understood without reflecting their co-construction in the specific socio-political contexts of national and international schemata for research and higher education. Ulrike Felt, Maximilian Fochler, Ruth Müller and Helga Novotny in their contribution delineating the imaginations and legitimations of Austrian universities after the implementation of the University Act 2002 take up Sheila Jasanoff's concept of "socio-technical imaginaries" (Jasanoff, 2015) to describe how researchers enact oversimplified conceptions of research quality formulated in research policy in their imaginations on how good research practice is shaped (Felt et al., 2017). When reflecting how imaginations of successful research pathways are about to alter since the introduction of the University Act 2002, they discern that publication records of individual researchers and research collectives take a special role in indicator driven research (e-)valuation. According to them, in such conceptions of quality of and in research – albeit being a researcher implies more diverse academic activities than publishing research results – the number of journal articles in international journals takes a prominent role. They relate this to the fact, that research publications are palpable elements that make academic careers and projects (ac-)countable, while activities like teaching, supervising or academic self-governance, as non-countable entities, remain concealed within the logics of academic management (Felt et al., 2017, p. 29).

As any social environment, academia cannot be regarded as a stable and unchanging living world. Hence, researchers need to develop their publication and presentation strategies in the situation of ongoing socio-political and institutional transformation and technological development. Thus, in order to gather a more profound understanding on how and why researchers' imaginations of and positions towards what qualifies a good and successful researcher, we also need to scrutinize in how far forms of institutional interventions – like the introduction of RIMS on institutional level – have repercussions on the social and epistemic organization of disciplinary research collectives. This especially because we cannot, according to Richard Whitley, consider scholars to "*be passive recipients of new roles and norms*". Instead, following his argumentation, we need to understand researchers as actors that are "*capable of directly influencing their* [roles and norms] *development and implementation as well as using them to advance their own interests in ways that may or may not coincide with the intentions of their initiators*" (Whitley, 2014, p. 380). Therefore, informational tools like RIMS, in the multiple situation in which academic careers unfold, need to be considered as devices laden with value and meaning, able at conveying discourses of power manifestly expressed on the levels of research policy, research institutions to the imaginations of individual researchers. Consequently, such technologies cannot be introduced in the analysis of contemporary research practices without considering the multiple organization of these in space and time as well as how these are embedded in discourses of power in academia (Felt et al., 2017; Jasanoff, 2015).

The controversy between Linda Butler and Peter van den Besselaar et al. in Journal of Informetrics in 2017 can be used as a good reminder in how far political choices are turned into effective and influential mechanisms within academia (especially see Butler, 2017; van den Besselaar et al., 2017). Admittedly, the debate that has emerged there may be motivated by a rationale that cannot directly be related to finding a more differentiated way for describing the intricacies that exist between the realms of performance-based research funding and practices of individual researchers. Nevertheless, the debate shows, that the analysis of effects of policy incentives on individual and collective practices is not viable without considering the sociorealities in which those incentives take effect. Therefore, we should take the reminder that Jochen Gläser expresses in his comment on the debate profoundly serious:

> *"In order to establish one phenomenon as a cause of another phenomenon, we need to empirically identify the mechanism that produces the effect from the cause and either include or exclude all other possible causes, which is best done by identifying the generating mechanism. Since causal mechanisms that change research content or output operate through researchers, we need to follow the assumed macro-level trigger down to the researcher, identify behavioral change, and trace the aggregation of these changes. A macro–macro causal link can only be established through macro-micro-macro process tracing."* (Gläser, 2017, p. 931)

To his account phenomena in academia can only be understood if those are traced to the level of individual and collective research practices and preferences. Thus, without consideration of the nearer institutional contexts in which research is executed, considerations on the macro level in the end remain moot. Effects that science policy aims to achieve can only be rendered tangible in and through the disciplinary and institutional preconditions in which research and academic communication practices take place and through consideration of how researchers imagine successful career pathways in academia.

The Austrian situation

The organization of the Austrian public academic system was subject to major shifts since the introduction of the University Act 2002 (UG, 2002). In this development, quantitative, indicator-based research assessment and related digital scientometric tools increasingly began to shape how research evaluation takes place in the Austrian academic context and quantitative research assessment also turns out to be an effective way of evaluating assessing researchers' compliance to research of policy incentives. Hence, it would be fruitful to analyse the effects that this public policy change had on the social and epistemic organization of individual researchers and research collectives in the Humanities in the last twenty years. Nevertheless, to my knowledge, until today no systematic study investigating the increased usage and significance attributed to metric-based indicators for the case of the Humanities in Austria has been published.

2.2.3 The development of successful careers

Successful careers in academia are organized along phases of increasing prestige and academic authority. This has been observed in studies carried out by (Hammarfelt & de Rijcke, 2015) for the case of the Humanities in Sweden, by Tereza Stöckelová (2014) for the case of the Social Sciences in Czech Republic as well as in a study by Marcela Linková (2014), which is concerned with the multiple positionings of researchers towards research evaluation in post-communist Czech Republic. As it has been shown by Björn Hammarfelt (2017b), processes of career development largely rely on the (e-)valuation of researchers' publication records (also see above). According to him, in order to understand how academic reputation and/or authority are established, it is inevitable to analyse and discuss how those – drawing back on Richard Whitley's concept of reputational work organizations (Whitley, 2000) – are distributed and maintained within research communities.

> *"The ability to publish research is instrumental both for gaining recognition within a specific field of research, and for the possibility of getting a permanent position at a university or a research institute. The reputation of an academic is dependent on the academic recognition of her or his scientific work/achievement among a wider community of peers. This implies that the research field, rather than the institution, is the venue where academic careers are valued. In this sense, research fields are what Whitley (2000, p. 48f) calls "reputational work organisations" where labour market standing is determined by reputation among colleagues. Generally, it is assumed that the competition for positions in these reputational organisations has increased over the last decades, and while idioms like "publish or perish" are usually reiterated rather carelessly, there appears to be some substance to the claim about increasing pressures to publish (Van Dalen and Henkens, 2012). Academic researchers are continuously evaluated on the basis of their publication record, either as part of informal assessments or in the form of more regular systems of evaluation. A formal evaluation, which may have significant consequences for the individual career, takes place when applicants for an academic position are evaluated on the basis of their research merits as well as teaching and administrative skills."* (Hammarfelt, 2017b, p. 608)

Hammarfelt's key observations are that formal evaluation of researchers most often takes place at determining points within careers of scholars and that the recognition of reputation of academics is commonly brokered within smaller, predominantly disciplinary, communities. The recognition of research achievement and reputation, primarily, is attributed by peer researchers that within formal and informal acts of (e-)valuation (e.g. as editors and peer reviewers of scientific journals or in conference committees) make judgements regarding the maturity and prosperity of research tracks. Nevertheless, such estimations of academic achievement are mainly rendered tangible through the qualitative or quantitative assessment of research publications. Hence, to re-use Hammerfest's words, the development of academic careers often fairly relies on the "*abilities to publish research* ", which need to be translated into synthetic quantifiable indicators in order to function as discriminatory devices (Hammarfelt & Rushforth, 2017).

Hence, although deeply rooted in disciplinary traditions, the development of academic careers cannot be understood as irrefutably and uniquely bound to expectations of the scientific community on how successful academic careers should be shaped. Neither is it possible to exclusively relate the successful development of academic to expectations stemming from research management/policy. But, if we want to gather an understanding on how academic careers unfold, it seems more useful to adopt a more holistic approach in which, the financing of research through multiple sources of research funds also needs to be considered.

Jochen Gläser and Grit Laudel have suggested to approach academic careers from three complementary perspectives. In a nutshell, they propose to dissect academic careers into three major analytical categories: the cognitive, the community and the institutional component within academic career trajectories (Gläser & Laudel, 2015). The cognitive career hereby is characterized by the sequence of research processes and endeavours a researcher is engaged in. The community dimension of a career is expressed by the reputational status a researcher earns or loses within a disciplinary context. And last, the organizational career is constituted by the sequence of (institutional) positions held by a researcher (Gläser & Laudel, 2015, p. 13). According to them, the dimensions in which academic careers develop and are negotiated seem fairly disconnected, nevertheless they cannot be considered as being independent one from the other, but as mutually affecting each other (Gläser & Laudel, 2015, p. 17).

Researchers within the different academic roles they take throughout their careers are thus reciprocally implicated in what Maximilian Fochler and Sarah de Rijcke called the indicator game (Felt, 2017; Fochler & De Rijcke, 2017; Hammarfelt et al., 2016). As the studies referred to above show, researchers on the one hand might see themselves forced to follow an abstract and impersonal publish-or-perish strategy. On the other hand, it is researchers which engage themselves in academic self-government who in the end play a crucial role when it comes down to establishing and perpetuating norms on how successful careers in academia should develop (Felt, 2017). Hence, only a multi-dimensional analysis, that accounts for possible ambivalences and conflicting interests that arise from the multiple embeddedness of research and communication practices, can help deepen our understanding on how researchers make sense of their daily research and publication practices.

2.2.4 Quantitative Research Assessment in the Humanities

Publication practices and research assessment in the Humanities is often deemed to be organized differently than in other scientific disciplines. Nevertheless, we should not be tempted to consider the Humanities as consisting of a uniform set of disciplines that share common methodologies, theories, and communication preferences (Bunia, 2016; Hammarfelt, 2017a; van den Akker, 2016). The organization of the Humanities instead needs to be considered as complex and multiple, just as it is the case for the sciences or the social sciences. Yet, research assessment in the Humanities often is conceptualized through one common denominator, which is: the inappropriateness of existing commercial scientometric data sources and tools for the quantitative assessment of publication outputs.

While especially in the Humanities researchers' motivations for referencing the work of peer scholars might be multiple and related to diverse epistemic regimes (Bunia, 2016; Hammarfelt, 2012), it is an undeniable fact that ex-post research assessment and bibliometric and scientometric research evaluation methods – based on publication and citation counts – have made their way into the realm(-s) of Humanities research (Krull & Tepperwien, 2016; van den Akker, 2016). This may seem surprising or counterintuitive at first sight, especially when considering the degree of reluctance – which also can be related to the special social and epistemic organization of research in the Humanities (Bunia, 2016) – that researchers in the Humanities show and express towards qualitative research assessment. Further, bibliometric research has shown that the sources usually adopted for quantitative research assessment are everything but reliable sources of information for the Humanities. As has been delineated in multiple studies, this effect can mainly be related to the circumstance that multidisciplinary citation databases like Web of Science (WoS) or Scopus do not cover large proportions of the research literature in the Humanities (Archambault et al., 2013; Gumpenberger et al., 2012; Prins et al., 2016; van Leeuwen et al., 2016). Archambault et al. have shown – through a comparison of the global coverage of journals in Web of Science with the comprehensive representation of journals in Ulrich's[7] serials database – that this effect is related to the fact that non-English literature until today is not fully covered in WoS. They show, that in the SSH disciplines English language journals issuing from English speaking countries are largely overrepresented in Web of Science regarding absolute frequencies as well as proportionally to the existing scholarly journals worldwide (Archambault et al., 2013). The result is that researchers who concentrate on publishing their results in more regionally orientated research journals and/or in non-English language journals, regardless of the quality of their papers or the academic standards adopted by the concerned journals, are much less likely to find their

[7] Ulrich's is an extensive and comprehensive global resource for information on serials literature http://www.ulrichsweb.com/ulrichsweb/analysis/

research represented in WoS than colleagues publishing in English. This implies that any bibliometric analysis in the Humanities relying on these commercial multidisciplinary citation databases needs to be considered as strongly biased – if not completely flawed and ultimately meaningless and impossible to use for evaluative scientometric purposes (Archambault et al., 2013; Gumpenberger et al., 2012; Reding et al., 2013). Despite this circumstance, WoS until today is the predominant and most influential data source for bibliometric analysis and research assessment in the Austrian academic context.

In a similar vein, Thed van Leeuwen concludes that WoS at least needs to be considered as a problematic data source for research evaluation purposes in the Humanities (van Leeuwen, 2013). Instead of analyzing the global coverage of journals, he analyzes the coverage of papers and cited references of European research publications in WoS. His analysis includes an *internal* coverage analysis, for the national research output for Germany. This *internal* coverage analysis is an approach developed at the CWTS at Leiden University and consists in tracing back the cited references for a given set of publications and determining the proportion of references represented in WoS (van Leeuwen, 2006, 2013). According to him – adopting this more refined and detailed approach, which is not purely focusing on research outputs but also considering the active referencing behavior of researchers – the conclusion that Archambault et al. drew can be confirmed. Whereas the proportion of Humanities publications covered in WoS is low, the coverage is even more modest for non-English language publications. As the example for Germany shows, the level of representation for German language publications is considerably lower than for English language papers from German researchers. This ascertainment according to van Leeuwen is valid as well for published papers as for cited references. From there he observes that SSH researchers in Germany are about to react to this situation by considerably increasing the number of English publications, while the level of outputs in German language (represented in WoS) remains relatively stable for the same period (van Leeuwen, 2013, p. 10). Further van Leeuwen compares the output dimension with the impact (in terms of citations registered in WoS) that these publications attract. He shows that while the relative impact of German language publications is decreasing over time, the impact of publications in English from German scholars is considerably increasing in the same period (van Leeuwen, 2013, pp. 11–15). Hence, we can assume that the observed change of preference of German researchers regarding their primary language of publication can be related to the low level of attention that non-English language publications attract in WoS.

What turns out obvious from these two comprehensive studies is that the adoption of scientometric methods basing on WoS as primary source of data needs to be considered as – at least – problematic for the case of the Humanities. This firstly, because the level of coverage of Humanities publications in WoS is too low to serve as an equitable and comprehensive source of information. Secondly, until the time of this writing, WoS is strongly biased towards outputs in English language. Hence, the large amount of criticism that scientometric methods in research assessment in the Humanities has attracted seems justified, because the preferred source(-s) of information for these kinds of assessment are inappropriate. This even though commercial international multidisciplinary citation databases – like WoS or Scopus – have made efforts to increase the coverage in the SSH and in non-English speaking publication countries. On the contrary, as the observations by van Leeuwen (2013) show, it seems even more likely that researchers are about to gradually abandon publishing in other languages than English. This probably because non-English language journals and other publication sources are not covered comprehensively in these databases. Consequently, sound quantitative research assessment in the Humanities should not – and methodologically cannot – rely on these sources of information but needs to inform itself through other sources of publication metadata.

Nevertheless, nowadays the Humanities can no longer resist the multiple pressure(-s) of quantitative forms of research evaluation (Krull & Tepperwien, 2016; van den Akker, 2016). Hence, one solution could consist in choosing other sources of information for scientometric analysis. Ad Prins, Rodrigo Costas, Thed van Leeuwen and Paul Wouters propose the use of Google Scholar as an alternative to WoS for research assessment in the SSH (Prins et al., 2016). According to them Google Scholar can provide a more diverse and comprehensive data source for research assessment purposes in the Humanities due to the more extensive coverage of book literature and serials literature in non-English language. Thus, the problem of insufficient coverage of research literature in Web of Science could be solved by using Google Scholar as source of information. Yet, while the coverage in the Humanities is more extensive in Google Scholar than in WoS, Google Scholar is not designed to function as a reliable citation database and thus research assessment relying on Google Scholar is confronted with a different set of problems. Most importantly, as Prins et al. identify, Google Scholar provides no built-in options for filtering and deduplication of search queries and results and thus in order to be used productively in research assessment, data issuing from Google Scholar must imperatively be de-duplicated and checked for accuracy and completeness external to the Google Scholar platform. Thus, using Google Scholar in research assessment is a time-consuming and resource extensive practice and thus reserved to investigations of smaller scale – like e.g. individual evaluations or assessment of (smaller) research units – and reliable standards for the benchmarking of Google Scholar data across scientific disciplines still need to be established (Prins et al., 2016).

According to Thed van Leeuwen, Erik van Wijk, and Paul Wouters (2016) RIMS are valuable sources for getting a more comprehensive insight into academic publication practices in the Humanities. Their argument is that the turn towards RIMS as sources for bibliometric and scientometric information, instead of referring to international multidisciplinary databases, enables a more differentiated and detailed picture of the scientific output and contributions to publics or professionals of scholars in the Humanities. Hence, referring to local sources for scientometric information might be an option. Nevertheless, we should be aware, that choosing a different source of information will not solve the problems identified with quantitative forms of research evaluation prevailing in the Humanities (cf. Bunia, 2016a; Hammarfelt, 2017a; van den Akker, 2016). As discussed above, imaginations of good academic practice are more deeply rooted in the socio-structural contexts of academia and steeped in disciplinary tradition(-s) and thus should be analyzed from a more holistic and integrated point of view.

3 Research Questions

In this section I will present and discuss the guiding research questions that shaped the design of this study and informed the guidelines for the interviews carried out. By the time that I started with investigating into how researchers at the faculty of Catholic Theology at University of Vienna might be affected – manifestly and tacitly – by research policy and institutional research management, I already had a 10-year long professional experience in the field of bibliometrics and Research Information Systems. This quite straightforwardly led me to the preconception that the introduction of research documentation imperatives and systems in Austrian academia and the adoption of quantitative research evaluation methods at Austrian Universities throughout the early 21st century had an important impact on how researchers conceive their research and publication strategies and the development of their careers. Such developments – in my eyes – can not only be observed for the case of the MINT disciplines but did and do also affect the Humanities – that often are described as putting more emphasis on qualitative than on quantitative assessment. Thus, I decided that it might be of interest to investigate into how researchers in a discipline with a long and rich tradition at European Universities are adapting their behavior as scientists and how they perceive their role as being a researcher at an Austrian University in the early 21st century. This is why, I ask for the case of researchers at the faculty of Catholic Theology at University of Vienna:

How do quantitative methods in research assessment and researchers' imaginations encompassing these relate to changes of publication and presentation preferences of researchers?

This overarching question – primordially informed by my preconception as a professional within the field of bibliometrics– in consequence is subdivided into two main bodies of investigation, informed through the existing literature on research assessment in the Humanities and the ongoing analysis of quantitative and qualitative data gathered throughout this project. Whereas the first set is tied to guiding rationales more strongly tied to actual manifestations of choices related to publishing research results, the second set focusses on researchers' perceptions and conceptions of good academic practice and considerations that in their eyes foster the successful development of academic careers in their discipline(-s).

3.1 How did publication habits change in the period after 2006?

It is the aim of the first section of investigation to discern whether a change of publication habits can be identified for the case of Catholic Theology at University of Vienna in the period after 2006[8].

Publication frequencies in different channels of dissemination of research outputs – i.e. books and monographs, journal articles, contributions to anthologies, contributions to academic conferences, public outreach – are manifestations of choices researchers make regarding the development of their careers in epistemic disciplinary as well as pragmatic institutional contexts. As I will discuss in the State-of-the-Art chapter of this thesis, contemporary research and research evaluation contexts can no longer be imagined separate from quantitative forms of research assessment that are strongly tied to the analysis of publication frequencies and the consideration of attributes or indicators – like e.g. the channel of dissemination, publication language or citation counts– related to academic publishing. Hence, in a first move, I ask whether a change in publication patterns can be discerned for the faculty of Catholic Theology and Department of Philosophy at University of Vienna in the period 2007-2016.

Which strategies do researchers adopt when publishing?

It is common belief that researchers in the Humanities – within their respective research communities – favor book type publication formats over of publications in academic journals as channels of academic exchange. The leading rationale here might be that narratives describing research outcomes in the Humanities are supposed to be complex and deeply integrated in conceptions of historic or contemporary societies. Which is why, monographs or edited volumes focusing on a tangible object of investigation are often deemed to be of increased importance within the research field. On the other hand, quantitative forms of research assessment tend to privilege high publication frequencies in journals and book series attributed with increased visibility and academic reputation.

When reflecting the frequency of research outputs in the Humanities, it is necessary to scrutinize to which extent researchers adopt a strategy often referred to as "salami slicing" when presenting their research outcomes. Such a strategy of publishing results in smaller bits in ever shorter intervals in journals or contributions to edited volumes rather than as

[8] The date of 2006 has been chosen as it coincides with the introduction of a mandatory Research Information System (RIMS) at University of Vienna. Such RIMS play a pivotal role in my research design, as those take the roles of intermediaries between manifest publication practices of individual researchers and quantitative forms of evaluation on institutional and supra-institutional level.

monographs, might at first hand appear favorable within settings of quantitatively orientated research assessment. Hence, I ask whether it is observable if researchers are about to trade in a preference of publishing in monographs for more fragmented forms of publication in journals or edited volumes. This not only provides an insight into actual publication preferences, but also helps identify the tensions or breaking points in between of publication strategies associated with the establishment of increased reputation in the field and those that may be qualified as more appropriate to reflect the requirements of contemporary research evaluation practices.

What is the importance attached to the concepts of being an author?

Developing a comprehensive narrative accounting for the complex situation of the object of investigation is an intricate endeavor that only difficultly can be coordinated as a collaborative practice. Taking the premise that research in the Humanities strongly builds up on the development of such narratives as a starting point, the analysis shows in how far researchers in Catholic Theology and Philosophy are more likely to publish individually rather than as parts of (larger) research collectives. The analysis of authorship is further used in the development of the guidelines for the interviews in the qualitative part of this study. In the qualitative part of analysis, I try to find an answer to the question, which significance researchers attribute to collective and individual publication practices within the Humanities. Further, the strategic and pragmatic considerations influencing researchers' choices between individual and collective research and publication practices are scrutinized.

Does the language of an academic publication matter?

English is the predominant language in contemporary scholarly publishing. This is not only related to the progressing internationalization of academia, but also needs to be considered as connected to a preference of English language publications in the multiple contexts of research assessment. Hence the question is whether publishing in English can be considered as an issue of pragmatically positioning one's own publications in line with expectations stemming from research management rather than as a concern of quality or visibility in the field?

The analysis is focusing here on the question whether an increasing preference for English publications can be confirmed for Catholic Theology and Philosophy at University of Vienna? Both of which are disciplines that have a long and important institutional tradition at University of Vienna and can rely on a well-developed research and publishing environment in German language. Thus, it is of interest to investigate whether disciplinary and/or institutional considerations regarding language of publication are replaced by purely strategic aspects orientated towards (international) research assessment in researchers' publication strategies in these disciplines. The guiding rationale here is – similar to the reflections made regarding authorship – that researchers in the Humanities, making use of – textual and non-textual – language as their major object of interest and instrument of analysis, have been withdrawing themselves from publishing in English in spite of a growing pressure on researchers to publish their outputs in English?

What is the scope of research outputs?

It is often assumed that researchers in the Humanities are more orientated towards local audiences than it is the case for MINT disciplines. In such anticipations – which until today are perpetuated in the multiple realms of academia and science management – they are deemed to prefer publishing in monographic form, in anthologies with thematic focus or in journals that have higher relevance in local and disciplinary contexts rather than in shorter more fragmented research narratives in internationally visible journals. On the contrary publishing in international journals might promise increased visibility and better representation in formal research assessment exercises. In this I use the indexing of journals (and publications) in the multidisciplinary database Web of Science as proxy for increased international academic visibility – like it is often promulgated in research management contexts. Thus, in order to discern whether researchers at the faculty of Catholic Theology are about to shift their publication strategy from publishing in local journals towards a publication strategy orientated towards a broader international audience, I ask whether they increase their publication output in indexed in Web of Science. In a subsequent step, I compare the results with the publication output of the department of Philosophy at University of Vienna.

Such a shift of preference could presumably go along with a considerable amount of goal displacement. Meaning that when adapting their publication strategies, researchers might potentiality be tempted to attribute more importance to publishing in a format and journal that is perceived as suited to boost the developing of their careers through a better representation in formal quantitative research assessment exercises. Hence, it is of interest to scrutinize further whether researchers associate choices related to addressing specific audiences to concepts of quality, visibility or academic proficiency.

3.2 How do researchers reflect their own publication habits and (e-)valuation practices within their scientific field?

The development of academic careers needs to be understood as developing in conjunction with practices manifestly or latently associated to the assessment of research achievement demonstrated through academic publications. Thus, taking up the insights of the prior quantitatively orientated part of this study, the second part of the research project focusses on the possible ways in which researchers at the faculty of Catholic Theology[9] infer meaning from their publishing practices with regard to successful career development within academia. Further, approaches regarding the qualification of researchers in younger phases of their careers and associated judgement and valuations of academic reputation of more senior peers are considered in this part of investigation.

Which is the significance attributed to research outputs in the makings of academic careers?

Publications and other forms of presenting research outcomes to publics are – beneath academic positions held – the most important manifestations of achievement in contemporary academia. The focus in this part of inquiry lies on discerning whether the publishing strategies of researchers in Catholic Theology are in accordance with the significance, they attribute to types of academic publishing within their field. Hence, the question is, do researchers chose channels, frequency and format of publication in accordance with established publication standards – also handed down through academic training – or do they prefer strategies promising a higher strategic potentiality in indicator driven (e-)valuation schemes when reflecting academic proficiency? To put it even more blatantly, which is the significance attributed to research outputs as manifestations of achievement in the makings of academic careers?

How are researchers taking action in the (e-)valuation of academic achievement?

Perceptions of successful trajectories within research careers cannot be supposed to be stable over time. Thus, taking these perceptions of achievement and reputation as starting point, I here focus on breaks and inconsistencies that exist between perceptions and conditions of development of the own career of interviewees and perceptions of quality and reputation

[9] In the scientometric part of investigation, data for the department of Philosophy at the University of Vienna was used to contrastively highlight some of the peculiarities that we have to deal with when discussing manifestations of research achievement through (research) publications in Catholic Theology. The second part of investigation is organized along a set of expert interviews with senior researchers that are members of the faculty of Catholic Theology at University of Vienna.

that reflect a more communitarian perspective on the successful development of research careers within Catholic Theology.

Catholic Theology is a discipline with a longstanding and enduring academic tradition within western, particularly German speaking, universities. Hence, I make use of the premise that researchers hold a strong position to the valuation of academic practices and prestige attributed to channels – journals and publishers – of academic communication within their fields. Yet those cannot be regarded as stable but as values constantly negotiated within academic (sub-)fields and constantly re-estimated by researchers when making choices with regard to the development of academic careers and establishing or maintaining visibility and academic authority. Hence, I firstly ask whether disciplinary epistemic or pragmatic structural considerations are considered and referred to as being of increasing importance in the makings of academic careers. Second, it is of interest to investigate the different perceptions senior researchers have regarding the development of their own careers and positions they take within the education and mentoring of researchers in earlier phases of their careers.

Do researchers at the faculty of Catholic Theology of University of Vienna see institutional RIMS as an appropriate tool for accounting for academic achievement?

In order to function as powerful devices able at altering the development of academic careers, research outputs need to be transformed into discriminating figures through tools like citation databases or Research Information and Management Systems. While multi-disciplinary citation databases like Web of Science or Scopus have shown to be of little importance and relevance in the Humanities, RIMS that are deployed at the local level of universities – or other research institutions – might be more equitable resources for the description and (e-)valuation of research outputs in the Humanities. The study is thus aiming at finding an answer to the question whether u:cris – the RIMS deployed at University of Vienna – is considered to be an appropriate means of making scientific output visible in the contexts of formal assessment at University of Vienna.

4 Bibliometric Analysis

Underpinning a study on how scholars in Theology, Religious Studies and Philosophy relate to policies and technologies concerned with research evaluation with a bibliometric analysis might at first sight appear counterintuitive. This, to a considerable degree, because most scholars in the Humanities in German speaking countries, just as it assumedly is the case worldwide, throughout the two last decades have been reluctant to accept quantitative forms of evaluation as suitable for research assessment (Ochsner et al., 2016; Bunia, 2016)). Such discomfort and reluctance to accept quantitative indicators as suitable to describe or assess research achievements in the Humanities can be pinpointed with the exclamation of an Associate Dean for Research in the School of Art at Loughborough University that Elizabeth Gadd reproduces in an opinion paper: "*[…] assessing the arts through numbers was like asking engineers to describe their work through dance!*" (Gadd, 2017). Thed van Leeuwen shares this consideration, in his paper discussing in how far Web of Science and Scopus can work as appropriate sources of information in quantitative research assessment in the Humanities (van Leeuwen, 2013). However, despite the observation that such bibliometric are far from ideal or even appropriate for evaluative purposes in the Humanities, it would be misleading to assume that these disciplines constitute a unique exception within the socio-political and socio-economical realms of academia. Which is why researchers in the Humanities – just as their peers in other disciplines – are not exempt from being assessed and judged making use of quantitative bibliometric indicators (Krull & Tepperwien, 2016; Hammarfelt, 2017b). And hence, bibliometrics might be less alien to the Humanities than it appears on first sight.

In a first analytical move, I opted for including a quantitatively orientated section in this study that accompanies and complements the later qualitatively orientated part of inquiry. This first and foremost helps me identify in how far researchers in Catholic Theology and Philosophy at University of Vienna are about to change their publication practices in face of expectations regarding quantity and quality of research outputs either uttered through research management or the disciplinary research communities. The observations gained through quantitative analysis are then used to inform the formulation of hypotheses that underpin the qualitative part of analysis. Hence, the insights gained through a data-driven bibliometric approach will be used to formulate questions on how researchers estimate the value of different constituents and trajectories within their publication strategies and how they make use of those in order to influence the development of their academic careers.

4.1 Methods

4.1.1 Source(-s) of data

Bibliometric studies have shown that the relatively low coverage in international web-based citation databases like Thomson Reuter's Web of Science (WoS) or Elsevier's Scopus is strongly biasing any bibliometric study relying on commercial multidisciplinary bibliographic and citation databases for the case of the Humanities in Austria. This can mainly be related to the fact that non-English literature as well as monographs are still only marginally incorporated in WoS or Scopus (Archambault et al., 2013; Gumpenberger et al., 2012; Reding et al., 2013; T. van Leeuwen, 2013). As Thed van Leeuwen et al. suggest, turning towards an institutional RIMS as primary source for bibliometric and scientometric data, instead of referring to international multidisciplinary databases, enables to render a more differentiated and detailed description of the scientific output and contributions to publics or professionals of scholars in the Humanities than it would be the case for an analysis solely relying on data stemming from WoS or Scopus (van Leeuwen et al., 2016). Further, focusing on data registered in a local RIMS, from my point of view is a legit strategy for scrutinizing whether the introduction of research policies and related technologies for the documentation and assessment of researchers' academic productivity are impacting researcher's standpoints towards research assessment and formal evaluation within career trajectories.

Thus, in a first step publication data stemming from the institutional RIMS at University of Vienna – u:cris – has been retrieved and is analyzed for the faculty of Catholic Theology and the Department of Philosophy for the publication years 2008-2017. As it is the aim of this part of the study to lay down a broad and comprehensive description of publication behavior for both entities, all publication categories and types registered in u:cris – including contributions to conferences and contributions aiming at reaching not-exclusively academic audiences – have been considered. Data has been exported via the "export to Excel" functionality provided in the u:cris interface and raw data has been stored in a separate database.

In a second step, the analysis of data stemming from the institutional RIMS is complemented through analysis of bibliometric data stemming from the multidisciplinary citation database Web of Science (WoS) and the research intelligence and benchmarking tool InCites by Clarivate Analytics. For this purpose, all publication records for researchers from the faculty of Catholic Theology and the department of Philosophy registered in u:cris have been matched with the WoS database and downloaded for analysis using the export to csv functionalities in WoS. Additionally, the resulting matches for the faculty of Catholic Theology have been stored in an InCites dataset, which allows to apply field and source normalized citation metrics to the data.

4.1.2 Approaching bibliometric data

Thed van Leeuwen discusses two archetypes of bibliometric analysis: one taking a top-down approach and mainly relying on data stemming from multidisciplinary bibliometric data sources like WoS, the other being more bottom-up oriented and thus relying on information regarding research outputs provided by concerned researchers. He describes the former as an approach that needs to remain on a purely descriptive level of research outputs by individuals, research groups, institutions or national scientific systems, while he deems the latter as a potentially valid strategy within post-publication evaluative practices (van Leeuwen, 2004). Thus, because I did not want to preclude any potential observation, I have opted to follow both strategies proposed and discussed by van Leeuwen.

The results of the project *Increasing the visibility of the SSH at University of Vienna* (Bayer et al., 2017) show that researchers in Theology attribute relatively high importance to the representation of their research outputs in u:cris, with an overall acceptance[10] of over 60%, which is significantly higher than the overall approval of u:cris in the SSH at University of Vienna (Bayer et al., 2017). This allows for two preliminary inferences: taking data registered in u:cris appears to be a suitable starting point for such a bibliometric analysis of publication outputs in Theology and Religious Studies. Further and maybe more importantly, as researchers in Theology and Religious Studies at University attribute a relatively higher importance to the representation of their research outcomes in u:cris than it is the case for the SSH disciplines overall, it seems compelling to assume that they might see themselves challenged to adapt their research and presentation practices to expectations stemming from research management. This preliminary and cursory observation obviously still needs to be scrutinized in more breadth and depth, especially throughout the qualitative part of analysis, that allows me to carve out if and why the effects observed through bibliometric analysis coincide with strategic considerations of the interviewed researchers from the faculty of Catholic Theology at University of Vienna. Hence, I use the insights gained through bibliometric analysis to scrutinize common assumptions on publication preferences in the Humanities. In this manifest as well as tacit expectations regarding the frequency, length, scope and lately also the quality of publications play an important role.

[10] Variables *very important* and *important* taken together

When analyzing publication outputs, it is crucial to consider a lapse of time that is long enough. This is of special importance in the Humanities because publication sequences when compared to other disciplines tend to be longer due to the specific characteristics within the research organization in the Arts and Humanities, like e.g., publishing as single author instead of collaborative publishing or publishing longer and more comprehensive manuscripts. Hence, what is crucial for the validity of any bibliometric consideration, is even more important in the Arts and Humanities. The second point that needs to be considered when discussing publication outputs and comparing publication patterns between multiple entities is that the period of observation scrutinized should as well not be chosen too recent. This is important in order to avoid that recent changes in the faculty staff affect the data under investigation without that such shifts or transitions could be apprehended and reflected in the interpretation of data by the observer(-s). Both of these conditions could possibly distort the observations due to fluctuations that are beyond control of the design of analysis. Thus, I have chosen to analyze a ten-year period from 2008-2017, which still allows to observe recent developments, while being a reasonably long period of observation.

4.1.3 Limitations of bibliometric/scientometric studies in the Humanities (and beyond)

Coverage in multidisciplinary citation databases

It has been discussed in literature that the coverage in multidisciplinary citation databases is relatively low for disciplines like Theology, Religious Studies or Philosophy (Hammarfelt, 2012, 2016; Sivertsen, 2014; van Leeuwen, 2013). Hence, throughout the analysis I refrain from performing citation frequency analysis or other more in-depth citation analysis on the level of individual publications, nevertheless I will discuss the level of coverage in WoS and aggregated citation rates for the faculty of Catholic Theology and the department of Philosophy. This because it is the aim of this approach to gain an indication of the epistemic and organizational importance that contributions in publication sources indexed in WoS have within the discipline(-s).[11]

As I described above – and as it is the case for most bibliometric and scientometric studies – this part of the analysis will remain on a strictly descriptive level (van Leeuwen, 2004). This enables me to raise questions for the qualitative part of analysis, rather than to

[11] I am fully aware that citation analysis based on WoS data is not able to reveal any notions of quality or impact of research for the case of the Humanities and should not be used for science evaluation purposes in any case.

compellingly answer questions on the research practices and publication preferences in Catholic Theology and Philosophy. Thus, all results need to be understood as approximations that ground the development of my interview guideline and subsequent qualitative analysis in data. Nevertheless, the bibliometric analysis is able to provide first insights into actual publication practices, the alteration of publication strategies over time and to show in how far perceived publication mandates and constraints within institutional frameworks are manifesting themselves in changing publication patterns.

The construction of the Humanities as a set of disciplines

The Humanities are often constructed as a set of disciplines that can be defined in difference to the MINT disciplines and the social sciences. Nevertheless, I do not think that the Humanities should be considered as a homogenous entity following a common rule like behavior when it comes down to publication preferences. Hence, I think it makes sense to scrutinize whether differences regarding relative publication frequencies can be observed for related fields at University of Vienna.

Books and Monographs are commonly reported as the most important publication types in the Humanities. It often remains unclear though, whether this assumption results from data driven observation or if monographs and contributions to books are performatively attributed with a higher degree of reputational value in the Humanities (Bunia, 2016). Hence, contrasting registered publication records in the institutional RIMS with self-reflexive accounts regarding publication strategies and preferences gained through interviews with researchers, will help to shed light on this assumption, that is often stipulated as a commonplace when discussing assessment of research achievements in the Humanities.

A note regarding the categorization of publication types

From my point of view the categorization of publications proposed in the institutional RIMS at University of Vienna (u:cris), seems inappropriate for the SSH. Thus, the publication records exported from u:cris have been recoded into secondary variables that from my point of view suit the particularities of publication outputs in the Humanities better. Further, the auxiliary categorization allows me for some more in-depth considerations regarding the fragmentation of publication outputs. The categorization of publications is subsumed in Table 1 below.

Contribution Type	Publication Type	Categorization u:cris
academic	Book	Buch
academic	Contribution to Edited Book	Beitrag in Buch/Sammelband
academic	Contribution to Edited Book	Beitrag in Kunstkatalog oder künstlerischem Druckwerk
academic	Research Article	Artikel
academic	Research Article	Editorial
academic	Research Article	Meeting Abstract/Conference Paper
academic	Research Article	Review
academic	Book Review	Rezension
academic	Contribution to Conference	Beitrag in Konferenzband
academic	Contribution to Conference	Paper
academic	Contribution to Conference	Sonstiger Konferenzbeitrag
editorship	Edited Book (editorship)	Sammelband
editorship	Edited Book (editorship)	Special Issue
editorship	Edited Book (editorship)	Kunstkatalog oder künstlerisches Druckwerk
editorship	Conference Proceedings (editorship)	Konferenz-/Tagungsband
other	Contribution to Periodical / Magazine	Interview
other	Contribution to Periodical / Magazine	Zeitungs-/Magazinartikel
other	Poster	Poster
other	Multimedia / Audiovisual	Fernsehsendung
other	Multimedia / Audiovisual	Film
other	Multimedia / Audiovisual	Multimediale Veröffentlichung
other	Multimedia / Audiovisual	Radiosendung
other	Multimedia / Audiovisual	Webpublikation
other	other	Broschüre
other	other	Correction
other	other	Eintrag in Nachschlagewerk
other	other	Lehrveranstaltungsskript
other	other	Reprint
other	other	Short Communication
other	other	Sonstiger Beitrag zu Buch
other	other	Sonstiges
other	other	Übersetzung
other	other	Working Paper

Table 1: Categorization of u:cris publication types for bibliometric analysis

These suggested categorizations follow functional considerations – i.e. how are the respective publication types presumed to be strategically and epistemically valued within the disciplines. On top level, all publications and activities related to academic publishing are re-categorized into three major contribution types: "academic"; "editorship" and "other". The label "academic" here refers to activities that are related to actively publishing research outcomes in academic journals or book type sources. "Editorship" refers to activities of editing and issuing academic book type publications and finally the residual category "other" regroups activities related to reaching out towards non or not purely academic audiences. Below that rather superficial level, the records are re-coded into five more granular categories for the category "academic". These represent research and overview contributions to journals and edited books, book type publications, contributions to conferences as well as book reviews. In u:cris book reviews are represented in a residual category together with publications aimed at not purely academic audiences. However, in the Humanities book reviews until today play a considerable role in the establishment of academic careers and maintaining increased international visibility and reputation (Zuccala & van Leeuwen, 2011) and thus, from my point of view, these should be considered isolated from other types of contributions of less relevance in academic contexts for the case of the Humanities. For the case of “editorships”, I differentiate between two types of activities: editing and issuing of different types of (topical) anthologies and editing and issuing of conference proceedings. For the residual category “other” which regroups publication types and activities, like newspaper and magazine articles, brochures, or broadcast contributions, I did not see the necessity to split these into sub-categories that are more granular.

4.2 Results: Gradual changes in publication patterns

4.2.1 Publication frequencies

The overall distribution of publication categories registered in u:cris for the years 2008-2017 (see Table 2 & Figure 1) reveals that as well researchers from the faculty of Catholic Theology as the Department of Philosophy yielded the highest publication frequency in contributions to edited books (25%-30%) followed by research articles in journals (20%-22%). Both entities have a relatively high share of outputs aiming at reaching a not exclusively academic audience, which manifests itself through a high frequency of publications in the residual publication category "other" (approx. 30%), in which contributions to consumer journals and magazines or to multimedia contributions, that rather address a broader audience than a purely disciplinary peer community, are pooled together.

	Catholic Theology	Philosophy
academic	**65.60%**	**65.40%**
Research Article	22.10%	19.70%
Contribution to Edited Book	25.90%	30.60%
Book	3.90%	5.10%
Book Review	8.50%	3.40%
Contribution to Conference	5.10%	6.70%
editorship	**4.50%**	**5.60%**
Edited Book	3.90%	4.80%
Conference Proceedings	0.60%	0.80%
other	**29.90%**	**29.00%**
Contribution to Periodical / Magazine	14.60%	13.50%
Multimedia / Audiovisual	11.20%	11.20%
Poster	0.10%	0.50%
other	4.00%	3.70%

Table 2: Frequency Distribution of Publication Categories 2008-2017 Overview

The distribution of publication categories suggests that both, the faculty of Theology and the Department of Philosophy, exhibit a publication record that might be regarded as archetypical for disciplines in the Humanities. If we take a closer look, three more specific observations can be made for the case of the faculty of Catholic Theology. Firstly, the number of publications registered in u:cris shows an increasing trend for the faculty of Catholic Theology for the entire period 2008-2017 (Figure 1), while faculty staff remains relatively stable in the same period. This tendency could be related to researchers' increasing awareness of regimes of accountability in academia. In most cases forms of research evaluation used in the contexts of applications for positions in academia and applications for third party funding are fairly relying on ex-post analysis of research outputs, which in consequence could lead researchers to increase the frequency of publications due to purely pragmatic strategic reasons. Further, when analyzing frequency of publications registered in a local or institutional RIMS, we should not confuse registered publications with actual frequency of publication. Up to this point, it is still unclear in how far the increase of registered publications can be linked to a higher frequency of publication of individual researchers. Because, it could also well be that researchers are incited to be more offensively-minded with regard to the disclosure of their research and publication activities in institutional RIMS like u:cris, since maintaining an up-to-date and complete academic profile might be considered consequential for to the development of their academic future (Hammarfelt, 2017b; Hammarfelt & Rushforth, 2017). Hence, an increasing awareness of the importance of quantitative indicators in the unfolding of academic careers, might not only lead to increasing publication frequencies but also stimulate researchers to engage more actively with technologies like RIMS. However, such practices, also referred to as goal displacement – the effect that researchers only adapt their strategies in face of perceived requirements within regimes of accountability in academia – cannot be observed using quantitative methods (Fochler & De Rijcke, 2017; Hammarfelt, 2017a). Thus, this question needs to be taken up in the qualitative part of investigation.

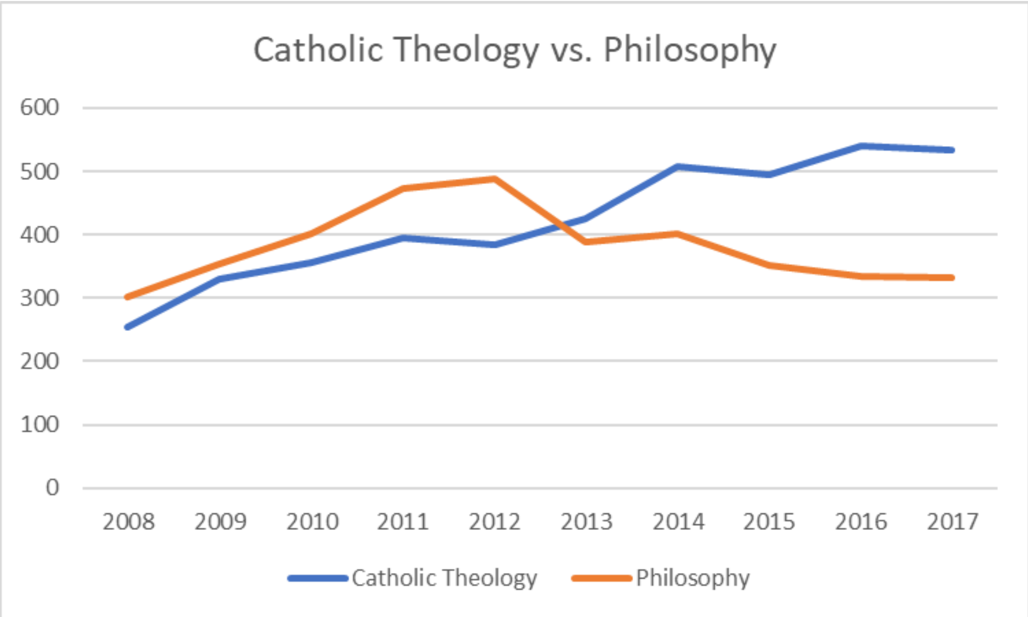

Figure 1: Frequency Distribution Timeline Overview 2008-2017

When turning our attention more closely towards the temporal development of research outputs for the Department of Philosophy, a peculiarity can be observed. In the early period of investigation – until 2012 – the trend is rising. This development reaches a peak in 2012 and from this period on shows a decreasing tendency. Such a development cannot be observed for the faculty of Catholic Theology, where no clear breaking points can be discerned regarding the frequency of publication in the period 2008-2017. Whereas the increasing trend in the period until 2012 can possibly be related to effects that either foster the productivity of researchers or incite them to enter more data in u:cris, the sharp decrease in number of research outputs in the period 2012-2013 for the department of Philosophy seems counterintuitive and cannot be explained using quantitative methods. It could nevertheless be the case that such a development can be explained with ongoing organizational change at the Department for Philosophy in that period[12]. Another cause for the decreasing trend could well be that the faculty staff at Department of Philosophy in the period 2013-2017 has attributed less importance to registering their research outputs in u:cris. The underlying reasons for this effect need to remain blurred in this study, as the data for Department of Philosophy is only used as a point of reference for the discussion of the results for the faculty of Catholic Theology. Nevertheless, this observation highlights the exigent necessity of considering the multiple – individual, institutional, and socio-political – contexts in which science and research are performed, if we want to trace and understand ostensible developments. Thus, if scientometric analysis is not complemented by more in-depth (qualitative) social sciences methods it will in the end remain moot (Gläser, 2017).

The analysis of distribution of research outputs further shows that publications categorized as contributions aiming at reaching a not exclusively academic audience – subsumed under the residual category “other” – are the category of publications that has undergone the highest rate of increase – in terms of publications registered in u:cris – for the faculty of Catholic Theology (Figure 2)[13]. This firstly indicates that researchers in Catholic Theology might attribute a lot of importance into the visibility of their research in a broader societal context. On the other hand, this trajectory could indicate, following Remegius Bunia’s defeatist reasoning, that research collectives in Catholic Theology tend to be only loosely bound into collectives of thought. According to him, this lack of cohesion would express itself through a deficient or quasi non-existent landscape of research journals and other publication formats that serve the disciplinary community as common platforms for academic exchange (Bunia, 2016). The relatively high frequency of publications in popular and professional media also alludes strong ties in between of the academic communities within Catholic Theology and societal, religious and professional communities – e.g. priesthood, monastic communities or ethical concerns within industry and technology. Further, the observation could be related to the fact that actual research in the Humanities is often only marginally covered in popular media. Instead, researchers in the Humanities often are asked for as commentators of mundane events and incidents in more popular media (Schäfer, 2018). This form of societal relevance, in which authors are no longer perceived as ‘secondary scholars’ but as ‘primary

[12] While senior researchers with large amounts of publications per year registered in u:cris have left University of Vienna in this period, it can be assumed that they have been replaced with researchers that either are in an earlier phase of their career or researchers that tend to publish in longer intervals.
[13] The peak in 2016 with a following decreasing tendency in 2017 needs to be related to usual fluctuations in research outputs of scholarly communities.

authors' that then in turn are taken up again and analyzed in research, according to Bunia might seem desirable for individual researcher in the Humanities (Bunia, 2016). However, with the data at hand, it is impossible to discriminate whether the observed effect can be related to the one or the other rationale.

Because document counts are only able to carve out such effects but are not able to pinpoint the causes of these, I take up the tensions that arise between increased societal visibility and relevance of research in the Humanities and a deficient disciplinary cohesion when discussing the distribution of references and citations. Subsequently the qualitative part of analysis will provide a deeper insight into the multiple tensions that arise between adaptations to regimes of disciplinary and institutional (e-)valuation in academia and expectations regarding societal visibility that researchers in Catholic Theology and Religious Studies experience.

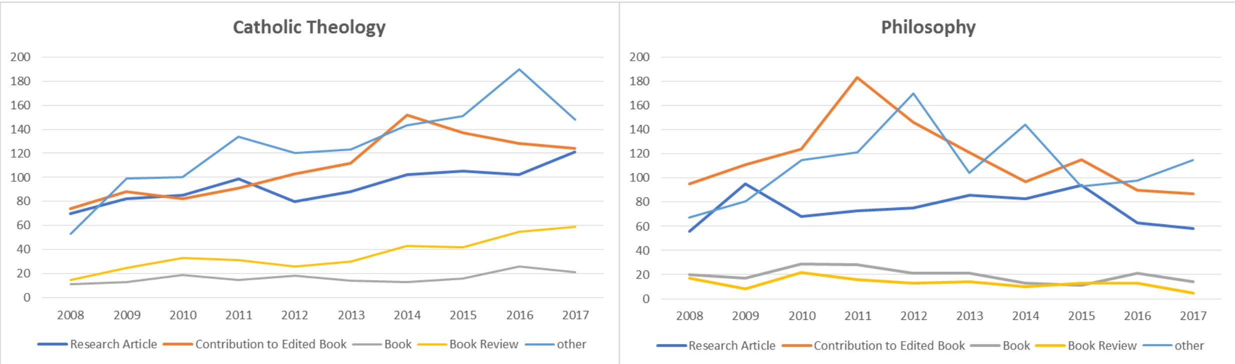

Figure 2: Frequency distribution timeline comparison 2008-2017

When comparing the distribution of outputs in the different publication categories for the faculty of Catholic Theology with the data for the Department of Philosophy, the first observation that can be made is that the Department of Philosophy does not present a clear-cut rising trend for all types of publications, as it is the Case for Catholic Theology. Nevertheless, it can be discerned that while outputs in "Research Articles", "Books" and "Book Reviews" have remained relatively stable over the past decade, "Contributions to Edited Books" and publications in the residual category "other" show several prominent developments over time for the Department of Philosophy. Although those fluctuations cannot be understood without more nuanced analysis, it can be observed that – similar to the development for Catholic Theology – "Contributions to Edited Books" which until today often are considered important and frequent publication types in the Humanities (eg. Bayer et al., 2019) are dropping in frequency in the last years of analysis (Figure 2). Nevertheless, this transition should not be over emphasized as the share relative to the total publication output registered in u:cris is relatively more stable (Table 3) than absolute figures represented in Figure 2 might suggest.

Contributions to Edited Books										
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Catholic Theology	33,2%	28,7%	25,7%	24,6%	29,7%	30,5%	33,6%	30,4%	25,5%	26,2%
Philosophy	37,3%	35,6%	34,6%	43,5%	34,4%	35,0%	28,0%	35,3%	31,6%	31,2%

Table 3: Development share of Contributions to Edited Books

Further, it can be observed that the share of "book reviews" is increasing for the case of Catholic Theology and is decreasing in Philosophy. When reflecting how researchers in the Humanities might respond to perceived pressures and expectations issuing from ongoing projectification of research and omnipresent evaluation exercises, such measures of task reduction might be regarded as likely. Task reduction in this context means that tasks like book reviewing – that are well rewarded and sensible components within delineated disciplinary communities – might be replaced for publishing journal articles that promise higher rewards within formal evaluation exercises (Hammarfelt, 2017a). While such assumptions might apply for the Department of Philosophy, the development for the faculty of Catholic Theology takes a different trajectory. Especially in the years after 2013, productivity in "Book Reviews" shows an increasing trend here. This as such seems counterintuitive and conflicting with the concept of task reduction described in literature. Nevertheless, as I will show below, researchers in Catholic Theology are increasingly focusing on writing book reviews in journals indexed in (WoS) in this period. Hence here the underlying motivation might well be to increase the share of Web of Science indexed publications – regardless the nature and format of publication – to react to evaluation schemes derived from MINT disciplines that tend to privilege WoS indexed publications over publications not indexed in WoS.

Activities that often are related to perpetuating academic reputation and prestige like collaborative editing of books and anthologies – at least based on the observations that can be inferred from data registered in u:cris – do only play a marginal role regarding frequency for both entities (Table 4 & Table 5). It might at best be noteworthy, that notwithstanding the moderate share of this type of publication activity, the trend for the faculty of Catholic Theology is rising especially in the period after 2012, whereas for the Department of Philosophy a rather sharp decline can be observed after a peak that has been reached in 2011.

Catholic Theology												
		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
Academic	Research Article	70	82	85	99	80	88	102	105	102	121	934
	Contribution to Edited Book	74	88	82	91	103	112	152	137	128	124	1091
	Book	11	13	19	15	18	14	13	16	26	21	166
	Book Review	15	25	33	31	26	30	43	42	55	59	359
	Contribution to Conference	16	10	26	15	22	34	23	16	21	33	216
Editorship		15	13	10	10	16	24	31	27	18	27	191
other		53	99	100	134	120	123	143	151	190	148	1261

Table 4: u:cris frequencies Detail Catholic Theology

Philosophy												
		2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total
Academic	Research Article	56	95	68	73	75	86	83	94	63	58	**751**
	Contribution to Edited Book	95	111	124	183	146	121	97	115	90	87	**1169**
	Book	20	17	29	28	21	21	13	11	21	14	**195**
	Book Review	17	8	22	16	13	14	10	13	13	5	**131**
	Contribution to Conference	21	18	22	19	39	27	29	13	29	38	**255**
Editorship		25	23	22	32	24	16	24	13	21	15	**215**
other		67	81	115	121	170	104	145	93	98	115	**1109**

Table 5: u:cris frequencies Detail Philosophy

Also, when it comes down to the role that contributions to conferences and other academic events[14] play – according to the publication data stored in u:cris – neither researchers in Catholic Theology nor in Philosophy seem particularly active in this regard (Table 4 & Table 5). As we cannot expect that the level of academic events is much smaller in the Humanities than in other disciplines, this leads to the tentative conclusion, that researchers in both disciplines are not eager at presenting these kinds of activities in u:cris. Possible reasons could be that they do not attribute much importance to such activities – like preparing and giving talks – with regard to either visibility in the field, academic reputation or formal research assessment exercises. Because the observation based on data stored in u:cris is only able at highlighting this effect, at this stage I can only assume that researchers might well regard such presentation and networking activities as integral part and duties of and within their academic careers but consider those as not productive within contexts of formal research assessment or as signifiers of an increased level of coherence to a scholarly, disciplinary community.

Whether or not Remegius Bunia's defeatist diagnosis of missing cohesion in the Humanities (Bunia, 2016) holds for the case of researchers at University of Vienna cannot be inferred from bibliometric analysis. But we have a relatively robust foundation to claim that researchers at the faculty of Catholic Theology apply less effort in showcasing their integration into and cohesion to disciplinary communities than it might be the case for other disciplines in the Humanities (Krull & Tepperwien, 2016; van den Akker, 2016). This can as well be considered as a signifier for existing tensions between expectations related to research assessment exercises in a research management context and the inner-disciplinary brokering of academic reputation, which will be discussed in more detail and exemplified in the qualitative part of analysis.

[14] Here only full papers submitted to and presented at academic conferences are considered as Posters and other activities from the author's point of view are of negligible importance in the Humanities.

4.2.2 Collaborative Publishing

Academic publishing in the Humanities is often associated with single-authorship as the result of academic reasoning based on textual or audio-visual data by single researchers. Regardless, whether we want to amplify such assumption, single-authorship in the Humanities is directly and strongly related to the organization of research practices. Whereas research in the Sciences, Biomedicine, and infrastructure intensive disciplines within the Social Sciences – in order to guarantee for the extensive funding necessary for the operation of the experimental infrastructure – needs to rely on large collaborative research groups, until today most research in the Humanities can be performed as one-person undertaking. The reason is that large-scale experimental infrastructure is not required to perform state of the art research in disciplines like Catholic Theology, Religious Studies or Philosophy, because the analytic narrative can purely rely on observations and reasoning of individual researchers.

Notwithstanding this assertion – based on the data stemming from u:cris – I have identified and analyzed internal[15] and external co-publications on the level of institutional and individual collaborations for the faculty of Catholic Theology and the Department of Philosophy. I am thus able to discriminate in a second step the respective levels of internal and external co-publications, which can be used as a proxy to identify whether collaborative publishing is rather used as a strategy to express and fortify existing organizational and epistemic intra-university ties (internal co-publication) or if collaborative publishing rather needs to be considered as a strategy to intersect and share research activities in between of academics in similar international research contexts (external co-publication).

For the sake of comprehensiveness of the results only data for academic type publications is presented in Table 6. Further a timeline analysis helps identify whether the situation is stable for the past decade or whether a substantial change of behavior can be observed (Figure 3).

Authorship		
	Catholic Theology	Philosophy
single author	90.60%	84.40%
up to 3 authors	99.30%	97.70%

Table 6: Authorship

As well researchers at the faculty of Catholic Theology as at the department of Philosophy show a strong preference for single authored publications or co-publications in small groups

[15] All co-publications authored by multiple authors are considered as internal co-publications in the case that all authors are affiliated with University of Vienna.

(Table 6). The temporal development regarding the percentage of single-authored publications (Figure 3) and level of external publications (Figure 4) nevertheless reveals a different development for the faculty of Catholic Theology and the department of Philosophy. While members of the faculty of Catholic Theology maintained their behavior regarding (co-)authorship, a development towards more collaborative publications can be observed for Philosophy. As can be inferred from the share of publications with external authors' participation this can be related to a similar proportion to in house collaborations as to collaborative publications together with peers from external institutions.

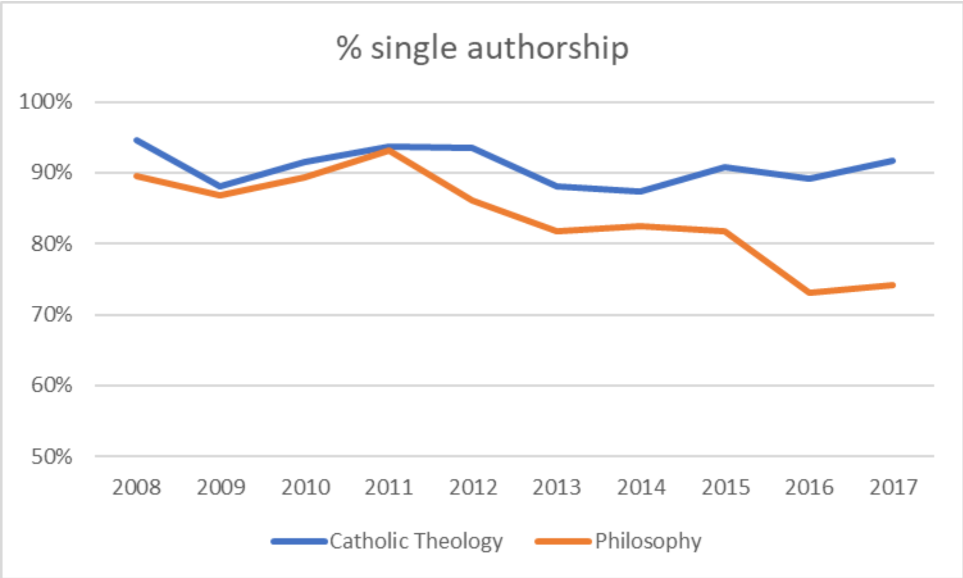

Figure 3: Timeline single authorship

This observation, from my point of view, is important regarding the tensions that might exist between prevailing disciplinary traditions and expectations of increased international collaboration and interdisciplinarity that at least implicitly arise from performance-based research funding regimes and institutional policies for increasing the visibility and impact of research in the Humanities. Returning to the situation for the faculty of Catholic Theology, this might lead to the tentative assumption that the faculty members do not regard joint research activities manifesting themselves through collaborative publishing as assets favorable for the advancement of research and/or academic careers.

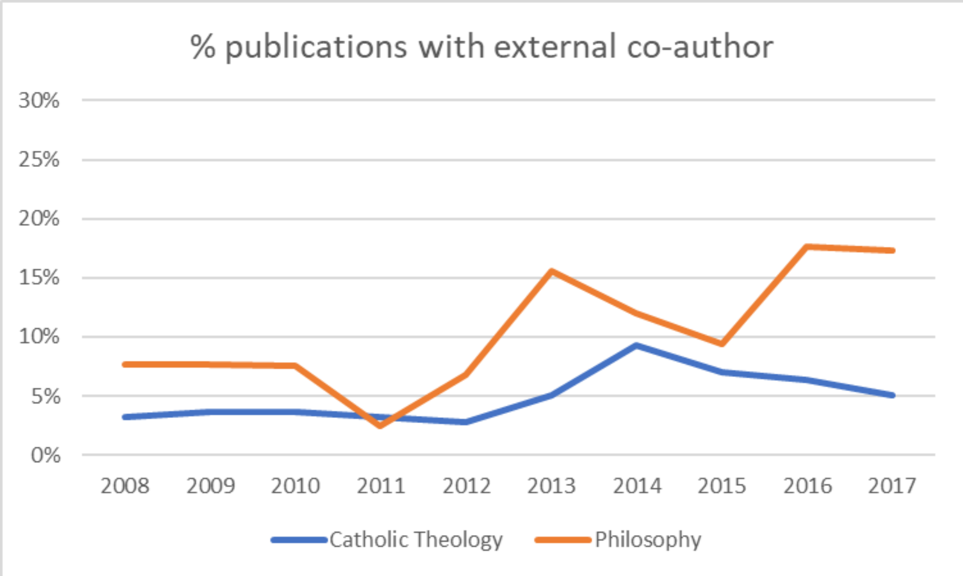

Figure 4: Timeline external co-authors

Finally, this implies – if we remember the increasing trend of publication activities for the faculty of Catholic Theology discussed above – that individual researchers tend to publish more frequently to accomplish the implicit and/or explicit expectations from research management, while they maintain their disciplinary habit of doing research and publishing results as an individual practice.

4.2.3 Language

The Humanities are commonly considered as disciplines that do not share a unique language of publication and disciplinary deliberation. It is often assumed and discussed in literature that the lingua franca of academic deliberation and publication in the Humanities is not inevitably English. This marks a contrast to the larger parts of the MINT disciplines and most Social Sciences – like economy or psychology (Archambault et al., 2013; Engels, Ossenblok, & Spruyt, 2012; Sivertsen, 2014, 2016; van Leeuwen, 2013; van Leeuwen, Moed, Tijssen, Visser, & van Raan, 2001). While this might be related to multiple specificities of orientation of research and the organization of disciplinary collectives in the Humanities, it has been observed that researchers in the Social Sciences and Humanities at University of Vienna by large prefer publishing in German and English language (Bayer et al., 2017). Whereas it is often mentioned in the literature that researchers in the Humanities in non-English speaking communities might use languages like French, Spanish or Latin that are specific to their discipline and research community (van Leeuwen, 2013; van Leeuwen et al., 2001) such an effect can neither be observed for the faculty of Catholic Theology nor for the Department of Philosophy at University of Vienna (Figure 5).

English as publication language is often deemed as an appropriate tool for boosting international visibility of research outputs by university management and researchers involved in research assessment exercises (van den Akker, 2016). Regardless, whether this assumption bears any bit of comprehensible truth, it is an undeniable fact that expectations related to an increased output in English language are created within a science policy and management environment that is persistently constructing the SSH as disciplines that need to catch up in terms of international visibility and impact with research contexts in the MINT disciplines.

The distribution and temporal development of original languages of the publication (meta-)data stored in u:cris alludes a similar tension than observed for co-authorship. While researchers at the Department for Philosophy seem to trade in German language publications for an intensified publication activity in English language, the development of publication records in Catholic Theology shows a nearly identical trend for both languages (Figure 5).

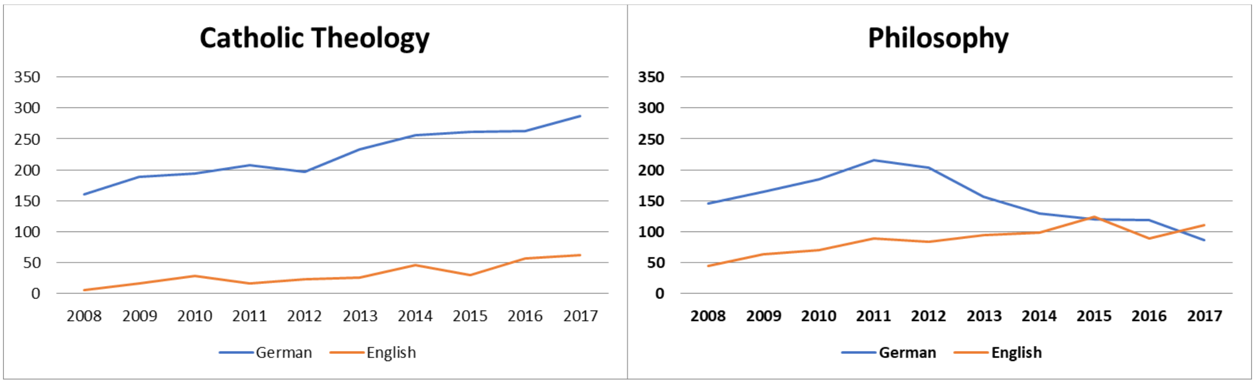

Figure 5: Development German vs. English publication languages academic publications only 2008-2017

This, just as it is the case for co-authorships, could be understood as an indicator for tensions regarding the orientation of research that may persist amongst researchers at the faculty or within the discipline. Nevertheless, this observation needs to be taken up in the qualitative part of investigation that helps shed a light on considerations researchers at the faculty of Catholic Theology hold towards publishing in English language.

4.2.4 The scope of research publications

In a further step, following the reasoning by Thed van Leeuwen, Erik van Wijk, and Paul Wouters (2016), the coverage of the records registered in u:cris is analyzed in Web of Science[16]. Because the overall coverage of the Humanities in WoS is low (van Leeuwen, 2013), it would be a misconception to use WoS coverage as proxy for research quality or rely on citation counts to infer research excellence assessment[17]. Additionally, research and publication outputs especially in disciplines like Catholic Theology, Religious Studies, and Philosophy in the German speaking world throughout the longer part of their history have been revolving around state-of-the-art research in the German speaking research communities and to a fair proportion have been self-referential (Krull & Tepperwien, 2016; van Leeuwen, 2013). Hence, the evolution of publications indexed in WoS can only be used as a first and tentative signifier of organizational change going on with regard to the scope of publication activities – i.e. national regional vs. international relevance (van Leeuwen et al., 2016).

While from a disciplinary point of view, publishing in local language and/or in publication venues of national or regional relevance presumably would not be regrettable, multidisciplinary research evaluation panels as well as research managers tend to prefer outputs in journals with international scope over outputs in journals that have a purely (national) inner-disciplinary scope and limited renown in global academia. Often publication venues represented in interdisciplinary citation databases like WoS are associated with increased international discoverability and higher potential for academic and societal impact. Thus, external coverage of institutional CRIS records and its evolution over the period 2008-2017, helps identify in how far researchers in Catholic Theology and Philosophy identify extra-disciplinary requirements regarding the international visibility and discoverability of research – stemming from research management – as assets favorable for the development of their careers within their publication strategies. The external coverage of records in WoS – in which all research publications registered in the local RIMS are matched and compared against the WoS database – thus indicates in how far researchers are trading in their practice of publishing for a German speaking local academic elite for a publication strategy that aims at reaching a larger more

[16] Although it needs to be expected that the share of publications by researchers in a German speaking research institution in Theology, Religious Studies, and Philosophy is much higher in Scopus than in WoS and thus using Scopus presumably would enable a more detailed and accurate bibliometric analysis, I have chosen to use WoS as data source in this part of analysis. Because the higher representation of publications in Scopus is mainly related to the higher number of European non-English language Humanities journals indexed in Scopus, it can be assumed that the effects observed for WoS similarly manifest themselves in Scopus, albeit on a different order of magnitude.

[17] Inferring scientific quality from citation counts from the author's point of view should be avoided strictly in any kind of research of assessment regardless the discipline, as scientific quality and/or excellence can only be assessed and valued through thorough qualitative methods and must imperatively be restricted to peer judgement.

internationally orientated audience (Figure 6). To perform this external coverage analysis, all items registered in u:cris have been matched against data registered in WoS. The initial matching strategy based on the availability of a Unique Identifiers – e.g. WoS Accession Number or DOI – in u:cris. In the case that no unique identifiers were available, the entry was matched manually based on the sequence: “publication title”; “Author name”; “Source title”; “Volume”; “Issue”; “page range”.

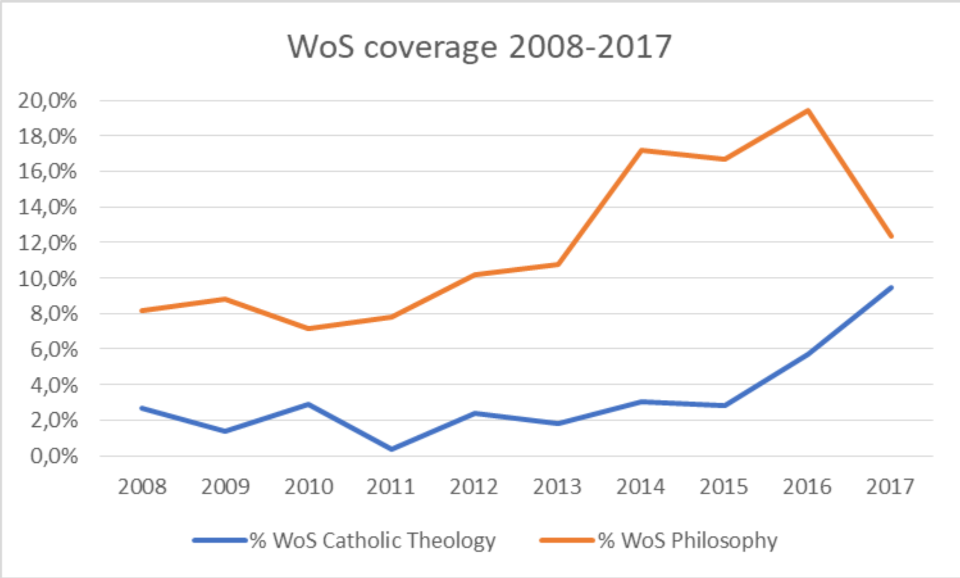

Figure 6: timeline WoS coverage

The results subsumed in Figure 6 exhibit that as well researchers at the faculty of Catholic Theology as at the Department of Philosophy over the past decade have increasingly published in outlets indexed in WoS[18]. Further, the temporal development of publication activities shows that for the case of the faculty of Catholic Theology this effect can predominantly be ascribed to an increasing frequency of ‘book reviews’ published in WoS indexed journals in the period 2015-2017.

[18] It needs to be noted here, that the coverage of the Humanities in WoS increased in this period. Nevertheless, until today the coverage of Humanities publications is far from comprehensive in WoS and the coverage of non-English language sources in Theology and Philosophy needs to be considered as marginal. Whether the increase in coverage influences the observation made cannot ultimately be discerned here.

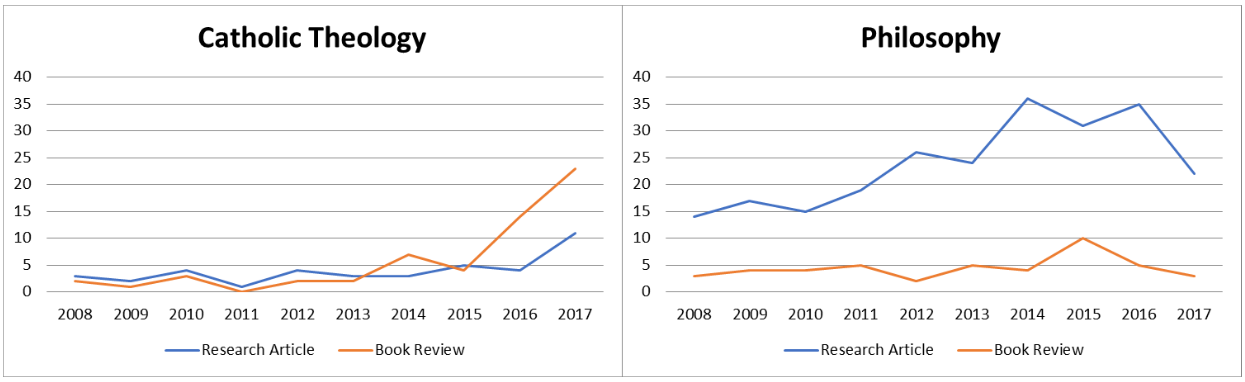

Figure 7: Development WoS indexed Research Articles vs. Book Reviews 2008-2017

This in itself is an interesting observation, which might allude that researchers here focus on publishing book reviews in WoS indexed journals, as they see themselves faced to expectations of increased publication activity in such journals by research management. As I indicated above, this could be interpreted as a form of goal displacement in the sense that the venue of publication is regarded to be of increasing importance in formal research assessment by researchers. As the hurdles for publishing a book review in a WoS indexed journal can be considered as less demanding than it would be the for the case of genuine research results, strategically placing book reviews in these outlets might thus be seen a pragmatic strategy for fulfilling expectations conveyed through research management. It nevertheless needs to remain unanswered in this study in how far such a behavior leads to increased academic reputation within the peer community. And ultimately, the motivations for publishing more frequently in journals that are indexed in WoS can only be discerned through qualitative methods.

4.2.5 Citation Benchmarking

Finally, all records indexed in WoS have been further analyzed using the Research Intelligence and Benchmarking Tool InCites[19] by Clarivate Analytics that complements Web of Science. The level of external coverage of publications in WoS as well as citation levels for the publications under scrutiny registered in WoS are fairly low, and thus completely inappropriate for research assessment purposes. Nevertheless, benchmarking registered citations for those publications by researchers of the faculty of Catholic Theology[20] that are registered in WoS against citation levels of comparable publications in the same field and year (Category

[19] https://clarivate.com/products/incites/

[20] In this section only data for the faculty of Catholic Theology is presented as citation and reference analysis is all too often confounded with research performance and quality assessment in research management and policy. Thus, I refrain from publishing comparative data here, as it would not emphasize my argumentation and I see the risk of misinterpretation of data.

Normalized Citation Impact) or the same journal and year (Source Normalized Citation Impact) can provide us with some fruitful insight into the overall academic relevance and acceptance of the publications and journals in question.

For this purpose, all publications identified through the external coverage analysis were exported to InCites and an analysis of the Category Normalized Citation Impact (CNCI) and Source Normalized Citation Impact (SNCI) was performed within the InCites suite. The CNCI here represents the ratio between received Citations (C) and expected citations for comparable publications in the same disciplinary cluster and publication year (C_{ex}). This means that a CNCI of (C/C_{ex}) >1 has been cited more than average and if CNCI<1 under average. E.g., a CNCI of 1.2 means that publications have been cited 20% more than the world average in the same disciplinary cluster and publication year. SNCI represents the ratio of citations against expected citations to publications of the same type in the same journal and publication year. With this approach it is firstly possible to gain an insight into the general level of citations for those WoS indexed journals in which researchers from the faculty of Catholic Theology tend to publish in. Second, the analysis provides a cursory indication on how well the research carried out by researchers in Catholic Theology and Religious Studies at University of Vienna is received by a global academic audience.

What can be seen at a glance is that the number of citations that research publications[21] by researchers at the faculty of Catholic Theology attracted is of negligible proportion (Table 7). But this should not be read as an indication of lacking quality or relevance of the research carried out by these researchers. Instead, the low level of citations can either be understood as a signifier for only weak cohesion within Catholic Theology (Bunia, 2016) or the low level of relevance that those journals indexed in WoS have for the disciplinary peer community in Catholic Theology and Religious Studies.

InCites Catholic Theology					
Web of Science Documents	Times Cited	Citation Impact	% Docs Cited	Category Normalized Citation Impact	Journal Normalized Citation Impact
29	28	0.97	48.28	1.68	1.03

Table 7: Citation Benchmarks Catholic Theology

Regardless, whether we are more likely to accept the one or the other interpretation as valid, we should be aware that the overall citation rates registered in WoS for those journals researchers at the faculty tend to publish in remain fairly low in general. This could be an indication that those journals in general are of low relevance when it comes down to the brokering and distribution of academic reputation within the respective disciplinary

[21] Only research articles and contributions to edited books are considered here, as book reviews cannot be expected to attract any further citations.

communities. Hence, it is worth questioning which importance publications in these journals take within the publication strategies of researchers in Catholic Theology and Religious Studies. As it seems, it might be the case that those journals and publications published here foremost serve the purpose to fulfill expectations uttered through research management and policy and in turn remain relatively irrelevant within disciplinary academic debates.

As the number of genuine research articles for the faculty of Catholic Theology is limited, this part of analysis needs to be considered with a due amount of caution. Nevertheless, the observations made regarding the increasing proportion of publications indexed in WoS and the relatively low attention they attract can be used as an indication that such forms of goal displacement might take place. But the underlying motivations that generate these effects cannot be discerned using descriptive quantitative methods but need to be analyzed in a qualitative approach. Hence, if we want to gather a deeper understanding on if, how and why a transition of publication and communication preferences takes place at the faculty of Catholic Theology at University of Vienna we cannot contend ourselves with highlighting facile manifestations and indications using bibliometric methods, but we need to contextualize and (re-)interpret these findings through thorough qualitative analysis.

5 Putting back individual researchers in the focus of interest

Scientometrics offer a set of methods that enable us to carve out the entangled manifestations of academic publishing practices and successful career tracks. The first bibliometric part of analysis focuses on observing such manifestations for the faculty staff of the faculty of Catholic Theology and the Department of Philosophy at University of Vienna. The analysis renders an impression on how collective publication preferences of these two groups of researchers have altered over the time lapse of a decade. This may well be a reasonable and prolific strategy for unveiling the success or failure of specific requirements stemming from research policy or related to disciplinary traditions. Yet, they conceal the manifest and tacit motivations that underlie researcher's choices regarding publishing and promoting their research achievements. These need to be considered as individually and collectively incorporated imaginations of claims for increased quality, quantity, and visibility of research outputs, which cannot be grasped with quantitative methods. Thus, the rationales that underlie researchers' preferences and choices within their publication strategies can only be unveiled through qualitative analysis.

When drawing a picture of researchers' considerations regarding the repercussions that publishing and related realities have within the development of their careers, it thus is imperative to give a voice to the affected individuals. The second, qualitatively orientated part of analysis, will put back the individual researchers in the focus of interest. In a similar vein as Lisa Sigl – who recently suggested, adopting a late Foucauldian approach towards subjectivities that researchers hold regarding their practices of making knowledge (Sigl, 2019) – I show how 6 senior researchers in Catholic Theology at University of Vienna reflect their publishing practices in biographic accounts of their career.

In the analysis I show how researchers make sense of their publication practices respective to the position they hold in the academic community. Further, I show how they reflect their publication and showcasing practices regarding the position they hold at University of Vienna. Finally, I scrutinize in how far they see their epistemic interests influenced or compromised by perceived expectations regarding successful publishing strategies emerging from research management.

Understanding how researchers in a specific context put their own practices in relation to perceived norms in the field is crucial for developing a systematic understanding of expectations regarding notions and standards of quality and excellence in a discipline. Hence, asking the asking how and why publication preferences in a discipline with a long and rich tradition like Catholic Theology are changing is necessary to unveil how researchers make sense of the often unvoiced expectations regarding the number, venue, and visibility of their published research outputs. Further, it is important to scrutinize how and to which extent they incorporate such imaginations in their multiple positionings towards their work and the work of peer researchers, and how they make use of these when comparing themselves to other researchers.

Such normative assumptions cannot be drawn from the pure analysis of institutional, disciplinary, or national research policies, but can only be grasped through reflexive accounts of concerned researchers. To use Sigl's words: "*Governing subjectified work from the outside seems difficult. If you want a self- motivated worker to adhere to expectations, you must convince him/her that it is the right thing to do. In other words, for subjectified workers to follow expectations, they must – at least to a certain extent – build the normative assumptions of such expectations into how they understand themselves*" (Sigl, 2019, p.124). Hence, despite the fact that incentives – like increasing frequencies and visibility of publications or increased proportion of publications in English language – stem from realms extrinsic to individual researchers' rationales for publishing, we need to assume that researchers incorporate standpoints towards these in their routines and strategies. Therefore, we need to assume that publication strategies are not solely guided by motivations like academic curiosity or vanity, but that expectations conveyed through research management have important effects on these. Thus, while the scientometric part of analysis allowed us to observe whether policy incentives had and have actual repercussions on academic conduct, the turn towards individual researchers facilitates to scrutinize if, how and why changes in publication practices can be related to emerging expectations in research policy or can be regarded as steeped in disciplinary traditions.

5.1 Methods

The following observations are based on the analysis of six interviews with senior researchers (4 full professors, 2 associate professors) employed at the faculty of Catholic Theology at University of Vienna. Initially all senior researchers[22] from the faculty of Catholic Theology have been addressed via e-mail and asked for an interview. Out of the respondents, six researchers have been chosen for an interview. All interviews have been conducted within the months of February and March 2019 in an environment chosen by the interviewed researchers. The duration of the respective interviews was around one hour for all six interviews and covered open-ended questions regarding the development of the academic careers of the interviewees as well as questions regarding their perceptions related to publication and presentation preferences in the Humanities. Finally, the interview also covered the modes of engagement of the interviewees with the Research Information and Management System (RIMS) deployed at University of Vienna – u:cris. All interviews were integrally transcribed verbatim using the transcription software *f4transkript*[23]. Coding and analysis of the transcripts was facilitated by the use of the qualitative data analysis software tool *atlas.ti*.

A note regarding the sampling

I intended to include researchers in all stages of their careers, to enable a comparative description of how scholars in different phases of their careers reflect publishing and related (e-)valuation practices, in an earlier design of the study. But in the course of analyzing preliminary data, I opted for only including more senior researchers. This decision might preclude insights into how more junior researchers conceive and perceive how publishing and showcasing of academic proficiency is influencing the development of their careers. However, focusing on senior researchers enables me to bring in a more long-term reflexive autobiographic dimension into the analysis. The rationale is that researchers in later stages of their career are able to reflect their individual practices and preferences in the light of ongoing socio-political change. As all interviewees have been active in academia over a longer period prior to the interview, I assume that they have actively witnessed transitions in the socio-political and institutional organization of scientific research. Further, researchers in more achieved stages of their careers are more likely to have experienced episodes of employment at multiple institutions and thus are more likely to be equipped with the ability to reflect their current situation in contrast to prior experiences of academic affiliations in different institutional and socio-political contexts.

[22] Professors, associate-professors, extra-ordinary professors, and research staff holding a habilitation or an equivalent qualification

[23] https://www.audiotranskription.de/f4transkript/

Although I took care to represent all genders as diverse and equally as possible, I will not include gender as a variable in the analysis. While I do not refer to gender as a discriminative category when it comes down to decisions related to development of academic careers, I want to stress that I am in the strong belief that gender is authoritatively influencing how researchers go through their careers. Alas including gender as a discriminative category in the analysis would likely unfold the identity of individual researchers in a small community like that of senior researchers at the faculty of Catholic Theology at University of Vienna. Thus, I opted for omitting presenting any sequences that would reveal the gender identity of the interviewed researchers.

The role of the investigator

The qualitative analysis presented in this section is arranged around methods widely adopted in grounded theory studies. What might be less usual in a research setting that adopts grounded theory methods is that I do not encounter the data generated via interviews as from a blank piece of paper. Since, at the time I conducted this study, I had a professional experience of approximately ten years in the team that runs *u:cris* at University of Vienna and the team for Bibliometrics and Publication Strategies at Vienna University Library, it is impossible, from my point of view, to conceive a qualitatively orientated study in this domain without drawing back on this experience and presuppositions arising from there. This includes themes and discourses that are raised in the literature concerned with similar topics as well as personal experience(-s) with researchers confronted with research information systems and/or research assessment practices at University of Vienna. Thus, the analysis I present in this section takes a starting point that is informed by two pillars that guided me through the analytical process – from the conception of an interview guideline to the point of writing up the results presented here. First, as already delineated when discussing the observations made in the quantitative part of analysis, this qualitative part of analysis builds up on and is framed by the observations made through the analysis of research outputs by members of the faculty of Catholic Theology and Department of Philosophy. Second, the analysis is informed by recurring themes in literature on research evaluation and its limitations as well as my experience as a professional in the field. This move towards deliberately taking an informed position as a starting point for a qualitative analysis seems of special important to me. Instead of following the illusion that it was possible to encounter interview data gained in the field as from a blank sheet of paper, I reflected the position I – as a researcher – hold towards the phenomena under investigation. From my point of view this is of particular importance, as I could at no point conceal being a member of the teams *u:cris* and *Bibliometrics and Publication Strategies* at the University of Vienna to the interviewees. Thus, throughout the process of generating data through expert interviews, it needs to be taken for granted that the shared experience between me as an investigator and the participants in this study is by large affecting the production of data. Such a conception of doing qualitative research in the Social Sciences obviously precludes purely inductive methods of encountering data, as the early proponents of grounded theory methodology, like Barney Glaser and Anselm Strauss (1967), proposed it.

5.1.1 Abductive Reasoning

Kathy Charmaz – who throughout her career has been one of the most influential proponents within the development of grounded theory as a set of methods of and in qualitative social sciences acknowledges – in her later works, acknowledges that grounded theory involves the reflection of the position(-s) a researcher takes towards the objects (and subjects) of research gained through previous observations, experience or presuppositions (Charmaz, 2016). Such reasoning iteratively going back and forth between (initial) theory building and data throughout the process of analysis is commonly referred to as abductive reasoning (Charmaz, 2016; Reichert, 2007). To use the words of Stefan Timmermans and Iddo Tavory: "According to this perspective, abduction reflects the process of creatively inferencing and double-checking these inferences with more data. As such, abduction fits in with the traditional grounded theory recommendation to move back and forth between data and theory iteratively." (Timmermans & Tavory, 2012, p. 168).

Yet, it is important to take a closer look at how such a process that actively and reflexively considers the position(-s) of involved researchers can be a prolific instrument when it comes down to analyzing data without following strictly inductive or deductive pathways. Timmermans and Tavory define the process of abductive reasoning as a:

> *"[…] form of reasoning through which we perceive the phenomenon as related to other observations either in the sense that there is a cause and effect hidden from view, in the sense that the phenomenon is seen as similar to other phenomena already experienced and explained in other situations, or in the sense of creating new general descriptions. Abduction is the most conjectural of the three logics because it seeks a situational fit between observed facts and rules"* (Timmermans & Tavory, 2012, p. 171).

Abduction thus can be seen as the rationale that allows to go back and forth between different observations, stemming from multiple situations and bringing them together in the analytical process. This allows to bring preexisting experiences and presuppositions into dialog with the actual data generated or gathered in and for the research project. In this way, the positionality of a researcher or a group of investigators can be included and reflected as integral informing constituents within the analysis of data.

As such, through the process of abductive reasoning we as researchers are not at risk to think of qualitative research as a process that unveils social behavior and action through mere observation of and inductive reasoning on social subjects and their behaviors (Timmermans & Tavory, 2012). Instead, according to Timmermans and Tavory, we should think of qualitative research in the social sciences as a sequence of processes in which researchers reflect their own positions stemming from personal experience and gained through thorough ex-ante study of the literature concerned with similar issues or questions. Thus, observations made in the process of generating and analyzing data need to be checked against concepts codified in literature and emerging from the personal experience of the researcher(-s) to unveil their full analytical potential. Abduction as a mode of reasoning consequently seems a better fit for the kind of analysis I undertook in this project, because it prevents me from losing out of sight the subjective interpretative nature that my work necessarily takes when delving into the generation and analysis of data in a situative context in which I previously gained extensive professional experience.

Getting started with qualitative analysis

Even if abductive reasoning has turned into a widely accepted concept in Grounded Theory approaches, these most commonly use inductive reasoning as an entry point into the analysis of data. For instance, Charmaz, in her constructivist conception of grounded theory practices, stresses the importance to privilege inductive reasoning over other forms of making sense of observations documented in data (e.g. Charmaz, 2006, 2009). Contrarily Timmermans and Tavory, in their methodological reflection on theory construction in qualitative research, take the idea of adopting abductive reasoning a step further. Instead of initially approaching data using inductive methods they conceive their take on interpretative qualitative analysis with a strong imperative on abductive reasoning throughout the entire analytical process (Timmermans & Tavory, 2012). Or to use their words*:*

> *"[…] rather than thinking about abduction as a point of conjecture within a broader inductive framework, we propose an analytical approach that privileges abduction. We argue that in the process of theory construction, abduction comes first – temporally and analytically. While grounded theory still offers useful tools for the organization of qualitative research, it is only in relation to abduction that theory construction becomes meaningful"* (Timmermans & Tavory, 2012, pp. 168–169).

Hence, from my point of view, it is sensible to regard the analytical process as an iterative method that takes the formulation of research questions and guiding rationales or concepts as a starting point. Throughout the analysis of data and when making sense of these observations, especially in the process of writing down the results, the researcher needs to return back to questions and assumptions she/he made in earlier phases of the research process and check how (newly) made observations relate to earlier questions, concepts and assumptions.

This is why, that after I had formulated initial research questions, which mainly emerged, from my professional experience and the preliminary quantitative analysis, I went on – following the suggestions made by Glenn Bowen (2006) – sketching a theoretical framework of sensitizing concepts that accompanied and guided me throughout the later analytical process. In his well-received paper Bowen presents a comprehensive view on how Grounded Theory (as a set of methods) and sensitizing concepts (as an ex-ante theoretical framework that is guiding/directing the researcher throughout the process(-es) of analysis) are interconnected (Bowen, 2006). Through a synopsis of the methodologic literature on the applications and utility of sensitizing concepts in a grounded theory approach, he determines those as concepts that stand at the beginning of a line of inquiry and are used in the analytical process of theory building as guide marks. Referring to Norman Blaikie, he (Bowen, 2006) makes the claim that research concerned with the production of theory should rather rely on the formulation of sensitizing concepts than on the establishment of hypotheses (Blaikie, 2000), that would require a testing of the established hypotheses in a deductive approach and preclude theory building through analysis by design.

Testing, improving, and refining of such sensitizing concepts through analysis – as conceived by Herbert Blumer (Blumer, 1954) – is not a primary goal of Grounded Theory. Nevertheless, researchers should always be alert to the fact that while initial sensitizing concepts are vital orientation marks in and for analysis, and thus help identify and classify important aspects occurring in the data, they also might conceal perspectives which are beyond the expectations expressed through the sensitizing Concepts (Bowen, 2006). This may be used as a reminder that despite checking data against expectations established through sensitizing concepts is a valuable strategy for factoring in the individual subjective positions of the researcher, it remains vital for the success of a Grounded Theory approach, that data can speak for itself throughout the entire analytical process. Rather than functioning as blinders, concealing the unexpected, sensitizing concepts should be used as devices that frame the analysis and help identify and highlight incidents and realities that differ from existing expectations.

As already indicated above, starting from the reflexive revision of my initial research questions and interests, the conceptualization of my interview guideline, the process of data collection and finally the actual analysis of data I followed a zigzag process of constantly checking data gathered throughout the analytical process(-es) against previous observations and (pre-)assumptions I already developed. This included that starting from the initial sensitizing concepts I developed, I began with formulating an interview guideline for the first interview. This guideline was refined along the sequence of interviews drawing back on insights stemming from preliminary analysis of the already completed interviews. The process of generating data through interviews can thus be regarded as the first analytical step, as rather than following a stringent restrictive route, it aimed at revealing considerations and aspects that turned out obvious in previous interviews.

Coding and Ordering

After all interviews had been completed and transcribed verbatim, the first step within the process of approaching the final and complete set of interview data consisted in a round of initial coding following an incident with incident strategy as described by Kathy Charmaz (2006, pp. 116–137). In this initial phase of systematically approaching the data, I opted for a strategy that is as close to the original data and as open as possible. Even though I held, as described above, a rather strong opinion regarding the issues at stake, when entering the phase of qualitative analysis, this first round of open-ended coding, helped me familiarize in depth with the data and take a step back regarding the expectations I held vis-à-vis the data. This strategy prevented me from drawing premature inferences that would rather emerge from my own standpoint than from manifestations in the interview data (Charmaz, 2006, pp. 133–135).

After this initial round of open-ended coding, I subjected the codes directly emerging from data to a thorough process of revision, which implicated going back and forth between initial codes, early memos, and the data itself. In this process of focused coding, I was able to refine the initial codes, bring those to higher level of abstraction and finally group those into broad categories or themes (Charmaz, 2006, pp. 138–161). Comparing the codes emerging from different interviews herein helped me identify recurring themes and emerging topics arranged around specific situations of performing research in Catholic Theology and/or Religious Studies.

5.1.2 Situating the Analysis

Adele Clarke, in her endeavor to bend qualitative analysis around the interpretive corner for good puts the idea to ground theory building in the situation of the inquiry a step further. In her conception of performing qualitative analysis, she urges to fully account for the embeddedness of the research objects and subjects throughout the entire process of analysis

(Clarke et al., 2018). In the words of Clarke, Friese and Washburn: “such *situational questions* are the focus of SA [situational analysis]. We embrace the limitations of analyzing a particular situation rather than attempt to overcome their specificities through generating formal theory” (Clarke et al., 2018, p.48). It is thus the primary aim of such a situational analysis to provide relevance to the analysis by integrally accounting for the fact that the inquiry is multiply embedded in specific situations, for and in which the analysis can be regarded as valid.

The second important move that she makes to situate the analytical process in a pragmatist and interactionist tradition is the turn towards the integration of Foucauldian discourse analysis in the conception of Situational Analysis (Clarke et al., 2018). Much of the work in Situational Analysis relies on the concept of what Foucault would have called dispositif or apparatus:

> *“What I’m trying to pick out with this term is, firstly, a thoroughly heterogeneous ensemble consisting of discourses, institutions, architectural forms, regulatory decisions, laws, administrative measures, scientific statements, philosophical, moral, and philanthropic propositions – in short, the said as much as the unsaid. Such are the elements of the apparatus. The apparatus itself is the system of relations that can be established between these elements. Secondly, what I am trying to identify in this apparatus is precisely the nature of the connection that can exist between these heterogeneous elements … Thirdly, I understand by the term ‘apparatus’ a sort of – shall we say – formation which has as its major function at a given historical moment that of responding to an urgent need. The apparatus thus has a dominant strategic function”* (Foucault, 1980, p. 194).

In this seminal definition that Foucault himself rendered regarding the meaning and extent of what he thinks of when speaking of dispositif(-s), Clarke sees the Foucauldian concept that maybe is most influential for doing Situational analysis. To her account, the techniques of situational and relational mappings that Clarke proposes within Situational Analysis are *based on similar “ensemble” assumptions* (Clarke et al., 2018). Hence, Situational Analysis is a method that is fit to draw in and account for the multiple and diverse social, political, economic, historic discourses and contexts an analytical setting is embedded in and make sense of the connections that can be established between the different elements (see Clarke et al., 2018, pp. 241-348). It thus is a technique, that helps us see the setting of the inquiry in the light of the complete situation it is embedded in and draw in the shared discourses that exist between the different objects of inquiry as well as the subjects involved in the analytical process. The latter eventually allows to draw in the positions that the investigator(-s) hold towards their objects of inquiry and to account for shared positions and antagonisms that may exist or arise between investigators and observed/interviewed participants in the research setting. This especially supported me in the particular research setting of this thesis project to (self-)reflexively identify and reflect the pre-suppositions I as a professional in the field and through systematic knowledge of the research literature around the issues at stake gained prior to the investigation and how these changed throughout the analytical process. As Clarke et al. stress: "*Designing a project based on extant narrative discourse materials starts from our own knowledge of the situation. SA [Situational Analysis] does not assume that you as a researcher are a tabula rasa, but rather that you are already quite knowledgeable about the substantive area you have decided to pursue*" (Clarke et al., 2018, p. 244).

Subsequent to the coding of the transcribed interviews and ordering of the codes into themes and categories, I pursued an analytical strategy that was orientated around Situational Analysis techniques. The first step consisted in drawing a situational map that would factor in all human and non-human actors present in the analytical situation as well as discursive, social, political, economic and temporal elements that define the context of the situation for each interview. Starting from these initial maps I went on to identify the relations that exist between the different elements in these situational maps using the technique of relational mapping (Clarke et al., 2018). After this step, I drew the resulting maps together in order to identify the elements that are manifest in multiple interview settings and discern how those relate one to the other. This gave me a starting point to organizing the complete situation into social worlds – that ultimately in their integrity and complexity make up the arena in which the analysis takes place – as described in Clarke et al. (2018). In this way I firstly tried to account for the complexity of what it means to be an academic in the multiple realms in which academic life takes place and is (e-)valuated. Secondly, I deem contextualizing the analysis in its social, politic, economic and historic contexts of existence an appropriate way of attributing significance to a study that obviously needs to be restricted to its specific situation.

5.2 Results: Entangled expectations and imaginations

5.2.1 Contexts matter

As I already have shown in the quantitative part of analysis, the broader situation of research carried out at the faculty of Catholic Theology at University of Vienna is about to shift towards publication and presentation practices associated with increased importance attributed to quantifiable indicators. This can, as argued above, be related to the emerging logics of managerialism and projectification within the context of Austrian higher education and research in general (Leitner et al., 2007) and the preference of research institutions to rely on quantitative research assessment (European University Association, 2022). Yet, it would be shortsighted to relate researchers' preferences regarding publishing research results and the (self-)promoting of their research achievements solely to expectations voiced through research management. The imaginations around the organization of successful academic careers need to be considered as more complex and multiple. As has been delineated in the literature, academic careers cannot be broken down into a uniform and linear course of events building up on a single rationale. However, academic careers need to be considered as embedded in a multiple situation with epistemic, socio-political and socio-economic dimensions (Gläser & Laudel, 2015). All of which are characterized by ongoing commitment for progress of scientific knowledge and accumulation of achievement and prestige. This striving for accrued scientific and academic reputation is rendered tangible through continuous publishing and scientific as well as public (re)presentational activities.

When it comes down to questions regarding which imperatives fuel researchers' motivations to continuously showcase their proficiency, it is important to carefully consider the respective weight that active researchers attribute to expectations and motivations issuing from different realms. Researcher 1 in a statement, related to opportunities that researchers have for successfully developing a career in academia, claims that in his/her opinion personal individual biography and political options are of key importance for the development of trajectories of and in scientific research.

> R1: I do think that biography and political options are a central key for what one does scientifically (...) but as a scientist one has to pay a lot of attention to basically now (...) (...) um (...) (...) well opinion is not science[24]

[24] R1: *Meine ich schon, dass Biographie und politische Optionen ein zentraler Schlüssel sind für das was man wissenschaftlich betreibt (...) aber als Wissenschaftler muss man sehr darauf achten im Grund genommen jetzt (...) (...) ähm (...) (...) also Meinung ist keine Wissenschaft*

Nevertheless, while she/he attributes a central role to the socio-politic contexts in which researchers and their practices are embedded, she/he relativizes this assertion by adding the warning that scientific research should not be misunderstood as a mere expression of political opinion. Research and academic biographies rather need to be understood as developing in a constant tension between conflicting (and complementary) priorities that can only be disentangled and made sense of through the consideration of indivdual researchers' reasonings.

Reflecting how individual contexts matter in the development of academic careers

When reflecting how contemporary academia, with its associated imperatives like "publish or perish", is composed, concerned researchers often refer to influential expectations originating from research management. Beneath such managerial logics, mechanisms of reputation brokering inherent to intradisciplinary academic judgement can be regarded as important rationales along which researchers adapt their practices related to publishing and (self-)representation in the Humanities (Bunia, 2016; Hammarfelt & Rushforth, 2017). Yet, individual biographies and individual contexts largely affect the development of academic careers and thus need to be considered as well as factors influencing choices related to research and publication practices. Throughout the interviews with six senior researchers from the faculty of Catholic Theology, they repeatedly made clear that their careers can only be understood in the context of their individual biography and with regard to the sociorealities that determined their professional lives as scholars.

When reflecting how expectations around publishing and promoting research achievements are composed in contemporary academia, the interviewees in multiple instances drew back on individual and personal experiences that, from their perspective, make tangible their pathways through academia. One of the recurring narratives that the interviewees deployed in this context is relating their work in academia and being a researcher with idealism and being passionate about doing research. Researcher 2 provides us with a representative example for how researchers idealize being a researcher as a vocation or hobby that they could successfully transform into a profession.

> R2: Many colleagues I know have the aim that they (...) do not lie down in the hammock, but make the best of it, because many who work in the university business are also idealists, because they (...) yes, have chosen their hobby, their passion as a profession, also have the luck to be able to operate

there financed by taxes, yes, and they just really want to make a difference in the field in which they are active, yes?[25]

What researcher 2 here refers to is that being a researcher stands for more than just doing a job. Being a researcher here mainly is associated with the succesful transformation of a passionate vocational occupation into a publicly funded profession. Further, being a researcher at a publicly funded institution implies an eagerness for continuous progress in the respective academic field. Thus, being a researcher is qualified here as a personal privilege. On the one hand, such a privilege is deemed to enable reseachers to delve into the subject matter they are interested in. But, being a researcher also goes along with a certain degree of responsibility towards society, because in the end it is public funding that for the larger part guarantees financing of academic research (at universities).

On the individual level, researchers are dually bound to continuously advancing scientific knowledge and publishing their research results. Firstly, due to the fact that they are able to do what they really want to do. In this perspective advancing knowledge can be regarded as a personal commitment related to scientific curiosity. Secondly, they are hold to continuously advance scientific knowledge because their employments as researchers rely on public funding. From this perspective, doing research is an activity that they can, legally and/or via the intermediary of their employers, be made accountable for. Thus, it would be misguided to reflect choices related to publishing results or showcasing academic proficiency of researchers as determined one-dimensionally as a consequence of one or the other circumstance or incentive. We hence need to reflect these as deliberate actions performed by individual researchers who constantly weigh up epistemic and strategic considerations whithin their publishing and presentational strategies.

Regarding academia as a community of autonomous subjects

As has been discussed in bibliometric studies, contemporary research practices increasingly need to be regarded as collaborative practices of interdependent researchers (Gazni, Sugimoto, & Didegah, 2012; Persson, Glänzel, & Danell, 2004). Hence, it is interesting to see the interviewees from faculty of Catholic Theology deploy a different line of argumentation when describing their situation as researchers in the Humanities. The analysis of interviews showed that they rather consider themselves as autonomous and self-reliant subjects than as part of broader research collectives that rely on each other when it comes down to doing research and writing up results. Whether this can more likely be explained with

[25] R2: *viele Kollegen, die ich kenne, haben den Anspruch, dass sie (...) jetzt sich nicht in die Hängematte legen, sondern das Beste daraus machen, weil viele die im Unibetrieb arbeiten sind insofern ja auch Idealisten, weil sie (...) ja, nicht, das Hobby, die Leidenschaft zum Beruf auserkoren haben, auch das Glück haben steuerlich finanziert da fuhrwerken zu können, ja, und die wollen halt wirklich was bewegen, in dem Feld, in dem sie tätig sind, ja?*

the position they hold as senior researchers or whether this needs to be regarded as an implication of the imaginations they incorporate regarding the nature of work in the fields of Catholic Theology and Religious Science cannot be discerned ultimately here. Nevertheless, it is remarkable that all interviewees in the sample, quasi unanimously, state that they think it is possible to act as autonomous, self-relying subjects within their disciplinary context. Researcher 4 brings forward this viewpoint of the University being a community of autonomous subjects straightforwardly.

> R4: [...] and that is actually how I understand the university, as a community of autonomous subjects who need freedom [...][26]

Researcher 6 in another instance compares his approach to doing research with working as an "eremite"[27]. Along with statements like these, the data at hand revealed that being a resarcher in Catholic Theology or Religious Studies does not entail the need to rely on a group of collaborative or supportive co-researchers. Doing research here is imagined as an activity that can be performed in isolation and in environments that are equipped with a high degree of individual freedom. The interviewees here allude to a conceptualization of the researcher in the Humanities that can purely rely on his/her intellectual capacities to foster both, her/his career as well as scientific knowledge.

Further, as I will illustrate in more detail when presenting how the researchers in the sample perceive the necessity to strategically plan careers in academia, collaborative research settings can even be perceived as endangering the frictionless development of careers. Or, to put it somewhat differently, while working and publishing collaboratively is positioned as a potentially promising and sensible practice in Catholic Theology or Religious Studies, the researchers in the sample show reservations when it comes down to giving such advice to younger researchers. Researcher 2 gives a good example for how Theology and Religious Studies are self-reflexively positioned as a set of disciplines in which it is important to develop a reputation as independent researcher that is able to bring forward a comprehensive original research narrative.

> R2: I don't think it's going to be more important, is it? In the Humanities and cultural sciences not necessarily, I myself have been on appointment committees and so on and so forth and that was never really a criterion, yes? Quite the contrary, so if someone now has editorships, co-editorships with two or three others, yes, (...) um then (...) that has

[26] R4: *[…] und so verstehe ich eigentlich auch die Universität, als eine Community autonomer Subjekte, die Freiheit benötigen […]*
[27] R6: *fast ein bisschen, wie ein ähm Einsiedler betreibe*

had a different value than individual monographs or other publications.[28]

Through such statements it is rendered tangible, that building up disciplinary reputation and related status in Theology and Religious Studies is tied to long-term individual research endavors and developing distinctive research narratives, preferably in form of monographs. This seems especially important when it comes down to judgements directly related to the advancement within careers, like appointment commissions – that commonly are constituted by peers from within the research field. Thus, while the interviewed researchers state that they have been active in collective and/or collaborative research constellations, they attribute relativley little importance to such activities with regard to buildig up repuation in the field.

Developing comprehensive and long-term research narratives, that manifest themselves through monographs, is, according to the interviewed researchers, a key competence that researchers in Catholic Theology or Religious Studies need to develop. This very much resonates with researchers referring to personal dispositions/characteristics that are required by successful researchers in the Humanities. Researcher 4 very nicely illustrates this in the following way:

> R4: For me, science is always also an art, yes? (incomprehensible) So when it gets into the realm where it's supposed to be really creative, then I need ideas, yes? For that you need a bit of calm, you have to come up with something, and the craftsmanship is, so to speak, that you can do, that's the preparation, but if you just break it down to the methodical craftsmanship, then we're basically in the craftsmanship, yes? in which I know that the thing will be done in two hours, then it's finished, yes? But the artist must have another talent and I think it is important that this does not get lost in the Humanities, yes?[29]

Such a statement, locating research in the Humanities in the near field to creative artistry, makes clear that being and becoming a good and successful researcher in the Humanities here is constructed as a more individualistic skill than it might be the case for researchers in other disciplines, like e.g. in biology or physics. Merely being proficient of the hegemonic

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[28] R2: *ob's wichtiger wird, glaube ich nicht, ja? In den Geistes- Kulturwissenschaften nicht notwendigerweise, also ich war selber schon in Berufungskommissionen und so weiter und so fort und das war nie wirklich Kriterium, ja? Ganz im Gegenteil, also wenn da wer jetzt Herausgeberschaften hat, Ko-Herausgeberschaften mit zwei drei anderen, ja, (...) ähm dann (...) hat das einen anderen Wert gehabt als Einzel-Monographien oder sonstige Publikationen.*

[29] R4: *Wissenschaft ist für mich immer auch eine Kunst, ja? (unv.) also wenn's in den Bereich reingeht, wo es wirklich kreativ werden soll, da brauche ich Ideen, ja? Dazu braucht man ein bisschen Ruhe, da muss einem was einfallen und das Handwerkliche ist sozusagen, das das kann man, das ist so die Vorbereitung, aber wenn man's nur auf das handwerklich methodische runterbricht, ja dann sind wir im Grunde im Handwerk, ja? wo ich weiß, in zwei Stunden ist das Ding fertig, dann ist es fertig ja? Aber der Künstler muss man noch mal eine andere Begabung haben und ich meine es ist wichtig, dass das in den Geisteswissenschaft nicht verloren geht, ja?*

methodic and theoretic skillsets in the discipline is here qualified as not sufficient for achieving and fulfilling a position as senior researcher in the Humanities. Instead, the interviewees repeatedly stated that a certain degree of intellectual or artistic creativity is required by researchers in the Humanities. This also resonates well with how the interviewed researchers construct research and research assessment in their discipline in contrast to the sciences. On the one hand, they stress the importance to develop the competence to creatively deal with textual and non-textual artefacts in order to produce novel insights as key in their disciplines. On the other hand, they emphasize, that research cannot and should not be assessed by quantitative means that have been taken over from the sciences and deployed through machineries of quantitative monitoring by research management. Instead they emphasize that research in their fields can only be assessed through qualitative assessment and through engagement with the topics that are deployed in the research narratives under scrutiny. It is those two main characteristics that allow the interviewed researchers to construct the fields they are engaged in in contrast to bench science or the sciences in more general terms. Regarding modes and styles of working and researching, this contrast is nicely exemplified in two statements by researcher 3 and researcher 2:

> R3: Well, intellectual work, it's not like in the lab (laughs) so in the end / a text, a text I do write it, yes?[30]

> R2: Humanities and cultural studies is a somewhat different from the natural sciences, which then, I don't know, if you work at Cern and a corresponding article is published, you have a few thousand co-authors, which is not the case with us.[31]

From their point of view, doing research and publishing in the Humanities stands apart from research in the sciences. Being an autonomous and self-determined subject in academia that focuses on creatively producing text(-s) is what makes research in Catholic Theology or Religious Studies stand apart from more technically orientated disciplines. Overall, this illustrates well how the researchers in the sample put the intellectual and creative abilities – that are staged as prerequisites for performing research in their fields – of individual researchers in the foreground.

[30] R3: *Also, Geistesarbeit, das ist nicht wie im Labor (lacht) also am Ende / ein Text, einen Text schreibe ich, ja?*

[31] R2: *Geistes- und Kulturwissenschaften ist schon ein was bissel anders als in den Naturwissenschaften, was dann, was weiß ich, wenn's bei Cern arbeiten und ein entsprechender Artikel kommt raus, haben's ein paar tausend Ko-Autorinnen und Autoren ist bei uns nicht der Fall.*

5.2.2 Being/Becoming a successful researcher

Showcasing that one is a good and productive researcher is the rationale that in most cases guides the successful development of an academic career. What comes along with this imperative is that researchers constantly see themselves challenged to prove that they are not only equipped with the professional proficiencies that are required to acquire a certain job in academia. But at the same time researchers are required to showcase that they are intellectually and epistemically (at least) on par with peer researchers in their respective field(-s). This second requirement is mainly demonstrated through active exchange via academic conferences and publications, which has led to the imperative of *publish or perish* which through research policy and management has pervaded into the brains of individual researchers. While these two rationales, *being academically proficient* and *continuously showcasing scientific achievement*, might satisfy different requirements, both are primordially substantiated through the same practice, academic publishing. In this section I will show how the interviewed researchers from the faculty of Catholic Theology organize their academic lives along publication activities that are conceptualized as manifestations of academic proficiency and devices that enable the establishment of academic authority.

How is publishing related to career development?

As has been discussed by Ulrike Felt et al. (2017), publishing research outcomes takes a special and eminently important position within the development of ongoing academic careers. Thus, we need to ask ourselves how publishing research results is tied to the multiple conditions in which academic careers develop.

Firstly, ongoing and consecutive publication activity is a requirement conveyed through research management that affects all researchers regardless the position they hold institutionally or in the research community (Felt et al., 2017, p. 29). Secondly, publication records are pivotal and discriminating judgement devices within disciplinary qualification processes and committees within appointment procedures (Hammarfelt & Rushforth, 2017). Thirdly, as I already described above, being a researcher is commonly associated with a high degree of epistemic curiosity and individual vocation which manifests itself through the publication of novel research insights and fostering knowledge of and around significant research questions in the respective research fields.

While these components are inextricably linked to the development of individual careers, the promulgated expectations in which academic careers are embedded seem disconnected one from the other. According to the researchers in the sample, it on the one hand seems preferable to publish monographs, which they deem appropriate to foster scientific knowledge in the field. Further, they regard publishing monographs to be an important constituent when it comes down to accruing academic reputation of individual researchers.

> *R5:* ... so it's also noticeable in our appointment procedures, for example, that people also pay attention to the monographs and the quality, well it is indeed important that you have published at least two monographs in your field, yes. The dissertation and habilitation are still important.[32]

Thus, developing longer narratives along a monograph here is associated with enabling qualitative assessment whithin application and evaluation processes. What researcher 5 alludes to is that such monographic works are of primordial importance when it comes down to proving academic proficiency in a disciplinary context. Here, the discriminatory heft lies whithin the epistemic congruence and persuasiveness of the arguments made in such longer and conclusive texts.

On the other hand, as the interviewed researchers repeatedly stress, expectations for increased frequency of publishing – that compromise in-depth occupation with the epistemically important and tedious work of composing monographs – arise from research policy and management. According to them, multiple strategies for overcoming this tension exist. In short, the interviewed researchers state that they try to keep up work on longer monographic research narratives, whereas they try to fulfill perceived needs for increased publishing frequencies through publications in condensed and/or fragmented forms. In order to accomplish these perceived expectations, they report that they try to publish in academic journals, in anthologies, or other edited volumes. According to researcher 6 such a strategy can even show productive for the development of more comprehensive research narratives. While her/his work is primordially focused on deepening knowledge on specific research interests through monographic accounts, this broad and deep foundation serves her/him as resource for other – more condensed – forms of publications.

> R6: when I think about it, it's actually all connected to my monographic interests. Well, I like working with texts, I like reading very much, lots, and then I delve into some topic. That's actually the focus of my primary activity, and from that focus, opportunities arise, if you like, in the sense of a publication strategy. I have my problems with the

[32] R5: … also man merkt's bei uns auch bei Berufungsverfahren zum Beispiel, dass schon auch auf die Monografien geschaut wird und die Qualität angeschaut wird, also das ist schon wichtig, dass man hier fachwissenschaftlich mindestens zwei Monographien publiziert hat, ja. Eben Dissertation, Habilitation, das ist auch nach wie vor noch wichtig.

> concept, but in the sense of what results from this monographic work and then leads to research articles.[33]

I will discuss the ambivalence that researchers express regarding multiple expectations addressed towards them in more detail in chapter 5.4 of this thesis, when highlighting how researchers deal with those. Nevertheless, also considering the bibliographic analysis, we can assume that requirements stemming from management can be satisfied by an increased frequency of publications in internationally visibly journals and internationally visible edited volumes (cf. European University Association 2022; Saenen et al., 2022). As showed in the paragraph above, researchers may pursue a long-term strategy of developing a comprehensive narrative in form of one or multiple monographs to cater for the requirements stemming from within disciplinary communities or to fulfill the individual quest for epistemic depth and breadth within research ventures. They then might use insights won through such a long-term strategy to publish more fragmented and/or complementary outcomes in (internationally) visible journals or edited books to fulfill expectations uttered through institutional management and/or in competitive applications for extramural research funds. While such a strategy might not be suitable for closing down the gaps between expectations from within their field(-s) and those uttered through research management, it may be a welcome resort for researchers that see themselves in the need to answer both demands. Albeit, as the interviewees express, such a strategy comes along with additional workload on the side of individual researchers. Such concerns regarding the expanded workload that comes along with a dual publication strategy, are expressed in a statement by Researcher 3:

> R3: Nowadays you have to ask yourself, should I write a book at all? and writing a book is different from writing a 30-page article, yes? it's a different time horizon, it's a different way of working, a different research strategy, so / it's a risk I've just taken because / but I want to write it and I think it's good um (...) but in two years there will only be one line on my list (...) that's actually crazy, isn't it? (laughs) [...] but that's what I wanted to say before, um, if a monograph nowadays counts almost as much as a 30-page article in an A-journal, that's also / the benchmarks are not right, yes?[34]

[33] R6: *wenn ich das so überlege, hängt das eigentlich alles an meinen monographischen Interessen. Also ich arbeite sehr gern mit Texten, lese sehr gern, sehr viel, und bohre mich dann in irgendeine Thematik hinein. Das ist eigentlich der Fokus meiner Hauptarbeit und von diesem Fokus her ergeben sich dann Möglichkeiten, wenn man das will, im Sinn einer Publikationsstrategie. Ich habe mit dem Wort meine Probleme, aber im Sinn dessen, was sich halt dann ergibt aus diesem monografischen Arbeiten und dann zu Forschungsaufsätzen führt.*

[34] R3: *Da überlegst du dir mittlerweile, soll ich überhaupt ein Buch schreiben? und ein Buch schreibt man anders als einen 30 Seiten Artikel, ja? das ist ein anderer zeitlicher Horizont, das ist eine andere Arbeitsweise, eine*

Albeit conceptualizing of and working on monographs is staged as an appropriate and promising long-term research strategy here, the researcher admits that from a pragmatic point of view it might be favorable to switch towards publishing in international peer-reviewed journals in order to fulfil expectations that are more or less manifestly raised through research management. Thus, refraining from publication activities that are widely accepted as important demonstrations of academic breadth and depth in the Humanities, might put researchers in a favourable structural position. This even if publishing in journals is regarded as relatively unimportant when it comes down to building and maintaining reputation within the field(-s).

> R1: Much more than journals, as in other domains, and if you look at monographs, then journals play a very minor role. (incomprehensible) Monographs, anthologies, that's what has the highest attention.[35]

Thus, it often is the case that researchers need to weigh up the possible benefits – regrading career development in the disciplinary as well as in the dimension of institutional tenure – that might accompany choices within individual publication and presentation practices.

Getting things done

As discussed above, academic careers are strongly bound to continuous showcasing of academic proficiency through ongoing publication activities. Nevertheless, we so far missed out to carve out how and why individual researchers incorporate expectations regarding publication and presentation practices into the conceptualization of their ongoing careers as researchers. Unlike many other professional domains, academia can be characterized as an occupational area where ongoing manifestation of achievement – that consequently is translated into reputational accounts collectively held within disciplinary communities – is primordial throughout the entire career of scholars. Or, to put it somewhat differently, showcasing academic proficiency and achievement through publication output is not only of importance in phases of qualification and application for new positions but remains consequential in senior stages of academic careers.

Further, temporalities play an eminently important role in how academic careers unfold. Throughout the analysis it showed that the notion of completing tasks and activities is seen as an important constituent within the development of academic careers. This induces that researchers need to develop strategies regarding their ongoing (re-)presentation activities. In

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andere Forschungsstrategie, das also / das geht sich / also eigentlich ist das ein Risiko was ich da gerade eingegangen bin weil / aber ich will das schreiben und ich finde das gut ähm (...) aber auf meiner Liste stehen dann in zwei Jahren steht dann halt nur eine Zeile (...) das ist eigentlich verrückt oder? (lacht) […] aber das wollte ich vorher noch sagen ähm wenn eine Monografie mittlerweile fast so viel zählt wie irgendein 30 Seiten Beitrag in einem A-Journal, ist das auch das / da stimmen die Maßstäbe nicht, ja?

[35] R1: Vielmehr als Journals, wie in anderen Bereichen und wenn man Monografien anschaut, dann spielen Journals eine ganz ganz geringe Rolle. (unv.) Monographien, Sammelbände, das ist das was die höchste Aufmerksamkeit hat.

this context, *getting things done* is a code that repeatedly emerged from the material. According to the interviewed researchers, continuously publishing research results is what in their eyes characterizes one of their routine duties as senior researchers employed at an Austrian university and what they consider inevitable for the successful development of a career in academia. Throughout the interviews they repeatedly stressed that – in their eyes – it is publishing of research results that often is regarded as singular expressions of achievement or *getting things done*. Meaning that the publication of results is associated with bringing research episodes to a successful end. As such we might expect that such activities need to be planned meticulously, so that those can productively function as devices showcasing academic proficiency and achievement. Nevertheless, researchers often see this necessity for publishing compromised by other requirements that come along with the profession of being an academic, like teaching, academic self-government. The interviewed researchers report that this situation can ultimately culminate in self-reflexive perceptions of researchers, where they no longer conceive their publication activities as planned and under control. Instead, they express sensations of being temporally governed by rhythms underlying the structural and institutional organization of research – i.e. the duration of third party funded research projects, re-occurring and periodic formal evaluations, cycles of consecutive employments within the qualification phases of academic careers.

Such sensations of missing time to actively plan publication activities in a structured manner find an expression in statements like the following.

> R3: considering the publications themselves um (...) I would like to have, I would like to have the time (laughing), that I plan this in a structured way.[36]

Researcher 3 here expresses her/his regret that other activities associated to being a (senior) researcher at a University are so time-consuming that she/he does not find the time to plan future publications. Nevertheless, despite the multiple imperatives that drive the progress of academic careers, the necessity for continuously publishing research results is perceived to be in no instance replaced or abolished by these other activities. Instead getting research done and publishing results is a necessity that more or less manifestly comes along with academic life.

When it comes down to questions on what drives researchers in Catholic Theology and/or Religious Studies to continuously publish, the researchers in the sample relate this to different motivations and/or expectations that arise throughout the multiple phases of academic careers. During the less achieved phases of academic careers it mainly is the necessity to

[36] R3: *bei den Publikationen selber ähm (...) ich hätte gerne, ich hätte gerne die Zeit (lachend), dass ich das strukturiert plane*

finish qualification works and finding opportunities for funding of prospective research engagements that they identify as researchers' motivation for getting their publications out. As researcher 6 points out, finishing qualification works in due time during respective employment as junior researcher is considered important within the field.

> R6: Well, it is quite possible for people here to complete their qualification within the allotted timeframe, which is also important from a biographical point of view.[37]

Thus, in earlier stages of careers, acquiring the proficiency/qualification that enables junior researchers to move up to a next step in seniority – institutionally and disciplinary – is an important temporal constraint within the unfolding of academic life. According to researcher 6 the faculty management acknowledges this necessity of more junior researchers and takes care that they are equipped with the needed temporal resources to finish their qualification works in time. Albeit, finishing qualification works, that in Catholic Theology and Religious Studies often are executed in form of monographs, requires a considerable amount of time and effort/concentration dedicated to their completion. This leads, as I will show in the following, to discrepancies between what senior researchers deem important for the qualification and epistemic advancement of more junior researchers and the expectations they observe emerging from more general, institutionally minded, research management.

> R4: Yes, I think that young scientists simply need a few years of peace and quiet in order to work continuously.[38]

Freely disposable research and writing time is what researcher 4 identifies as primordial for the positive development of research careers, especially when it comes down to showcasing academic proficiency within a delimited discipline or research specialization. On the other side of that coin, researcher 1 observes that following long-term, fundamental research trails is more and more rendered impossible through the underlying organizational structure of academia.

> R1: Well, that's a problem for Humanities scholars, that this lengthy, fundamental research is no longer structurally possible for young researchers.[39]

According to her/him, long-term research endeavors are seemingly rendered impossible, through ongoing projectification and legal as well as institutional regulations that imply increased mobility, especially in earlier, less established, career stages. Here we can observe

[37] R6: *also es ist den Leuten hier durchaus möglich ihre Qualifikation im vorgesehenen Zeitraum zu schaffen, das ist auch biografisch wichtig.*
[38] R4: *ja, ich bin der Meinung, dass eben Nachwuchswissenschaftler einfach ein paar Jahre Ruhe brauchen um kontinuierlich zu arbeiten*
[39] R1: *Also das ist ein Problem der Geisteswissenschaftler, dass diese langatmige, grundlegende Forschung strukturell nicht mehr drinnen ist für Nachwuchswissenschaftler*innen*

that senior researchers determine the structural conditions enabling academic careers in Catholic Theology or Religious Studies conflicting with idealized conceptualization of long-term working and presenting results in form of comprehensive narratives that can stand for them alone. Those researchers that have started their careers earlier, additionally note that they were able to develop their careers equipped with much more institutional security and backing, than it is the case for younger peers. This provided them with a kind of protected space, to use the terminology coined by Richard Whitley (2014), which they deem to be favorable for the intellectual development of scholars in the Humanities.

Yet, the interviewed researchers see such stable situations, in which they may freely chose the topics of their research and the rhythms in which they produce and publish research outcomes, rendered impossible for more junior researchers. Instead, they assume that the academic lifes and aspirations of less achieved researchers to an important degree are governed by the multiple pressures stemming from research management. Continuous research activities driven by intellectual curiosity and the aim to further academic knowledge, as the interviewees repeatedly report, seems more and more exceptional and a privilege of senior full professors. Researcher 6 expresses how she/he experienced the need for moving forward through the different phases of her/his career and how this relates to perceived necessities of publishing results, of *getting things done*.

> R6: always in a certain basic tension that it keeps progressing, not because it has to, from a formal point of view, but because things interest me. And that's also connected to the fact that I've always kept moving forward, not only in the phase of qualification, but also now, and I haven't come to the point, as it were, where I say, now I produce what I have, even if it bores me. That doesn't interest me. When a field is grazed, that is when I move on.[40]

What she/he here refers to is that she/he – beyond the point of prolonged showcasing of academic proficiency and achievement through the exploitation of research work executed in prior phases of the career – is seeking to advance knowledge in her/his field out of intellectual, academic curiosity. Hence, instead of feeling obliged to publish ever more chunks of research outcome in ever shorter intervals, she/he, in the position of a senior researcher, can delve into the research questions she/he is interested in. This obviously can lead to similar experiences of being pressed for time and feeling pressure for *getting things done*.

[40] R6: *immer in einer gewissen Grundanspannung, dass es weiter geht, nicht weil es muss, formal gesehen, sondern weil mich die Dinge interessieren. Und das hängt auch damit zusammen, dass ich neben, nicht nur im Bereich der Qualifizierungsphase, sondern auch jetzt, immer weiter gegangen bin und nicht gleichsam an den Punkt gekommen bin, wo ich sage, jetzt produziere ich was ich habe, auch wenn mir dabei langweilig wird. Das interessiert mich nicht. Wenn ein Feld abgegrast ist, dann gehe ich weiter.*

Putting self-understandings of achieved researchers in context(-s)

When we turn our attention towards how the established researchers in the sample perceive their position in academia, it turns out obvious that their motivations for ongoing publication activity are different from those they see important for researchers in earlier stages of their careers. When reflecting which advice they would give to researchers that still are in phases of qualification, they reveal that they experience publishing as much work as possible in outlets that are regarded relevant in research assessment contexts as most prolific for researchers in early phases of their academic careers. This obviously is in contrast with how they conceive their own position in academia and how they perceive the causes and motivations for furthering research and publishing results. As already presented in the paragraph above, the interviewed researcher declare that they do not perceive themselves to be under pressure to actively perform research and publish, but that much of their work is motivated by interest.

According to their judgement, this also needs to be seen in the light of the fixed term position as senior researchers they already have acquired. This to a certain degree relieves them from pressures bound to formal expectations regarding the extent, format and quality of their publications, that they mostly see arising from research management. Researcher 4 spells out how she/he deals with expectations regarding her/his work uttered through university management in a relatively comfortable position:

> R4: There are always people who do not manage to get things done, that is the case with teachers, that is the case with doctors. Whether the external pressure is of much benefit, I dare to doubt it, but this imagination, um, the contracting authority, the university management, now determines: this is the direction to take and we want to monitor this and then we make a performance agreement, um, I always have to smile a bit, I don't feel particularly under pressure because I have a relatively large number of publications, so I'm rather relaxed about it, yes?[41]

Researcher 4 in this instance relates pressures associated with quantifiable indicators solely stemming from research management. While such pressures might preclude others from having a career in academia, to her/his account, she/he does not or no longer feel forced to demonstrate that she/he is relatively performant and comfortable in what she/he is doing. Hence, policies stemming from management that aim at requiring researchers to produce ever

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[41] R4*: Es gibt immer Leute, die es nicht auf die Reihe bekommen, das ist bei den Lehrern so, das ist bei Ärzten so. Ob da der äußere Druck viel bringt, wage ich zu bezweifeln, aber so diese Vorstellung, ähm, der Auftraggeber, die Universitätsleitung, sagt jetzt so in die Richtung muss es gehen und das wollen wir jetzt kontrollieren und dann machen wir eine Leistungsvereinbarung, ähm ich muss da immer so ein bisschen lächeln, ich fühle mich da auch nicht so besonders unter Druck, weil ich relativ viele Publikationen habe, also ich sehe das eher locker, ja?*

more publications do not seem to affect researcher 4. The position she/he holds at University of Vienna and the degree of academic authority she/he is able to exert within her/his field equips her/him with a high degree of reassurance. Nevertheless, such manifestations of self-confidence also need to be related to experiences of outperforming peer researchers and come out on top of others when applying for positions in academia or contending for institutional and third-party funding. This observation is in line with the self-assessment researcher 6 provides us with regarding the extent of her/his works.

> R6: I'm working on my thing, as I see it, I'm actually one of those in the faculty who do a lot with regard to the extent. Not because I want to show anyone that I can do this, but because for me it is simply part of the job. Teaching, research, connected with collecting. I don't set myself a benchmark. There are target agreements where you sort of set goals for yourself and then assess whether it's done. I've never had a problem with that either, so (...) business as usual.[42]

What is referred to as "business as usual" here by R4 is a self-reflexive account of prolonged academic achievement. Not only is she/he able to fulfil the expectations arising from holding a position in academia, but she/he deems the extent of her/his publication activity as relatively high when compared to peer researchers at the faculty. Further, and maybe this is the more important observation, when she/he reflects the extent of her/his work, she/he alludes to both realms from which prominent expectations regarding continuous academic activity arise. On the one hand the discipline, with research guided teaching and collecting of data and concepts, is mentioned as a guiding rationale. On the other hand, she/he refers to target agreements between researchers/departments and the rectorate which she/he uses as kind of benchmarking device for her/his work as an individual researcher, thus concepts that originate from a management context. To her/his own accounts she/he has incorporated both rationales into her/his identity of being a (successful) researcher and as such those are normalized as conditions that are reciprocally linked and brought together through the identities of individual researchers and the choices they make within their representational strategies.

Interviews with achieved researchers give us an account of successful careers while instances of less success or failure that may occur in the course of academic careers tend to

[42] R6: *Ich arbeite meine Sache voran, so wie ich das überblicke, gehöre eigentlich in der Fakultät zu denen die, jetzt vom Umfang her viel machen. Nicht, weil ich jetzt irgendjemandem zeigen will, dass ich das kann, sondern weil das einfach für mich zum Arbeiten dazu gehört. Lehre, Forschen, mit Sammeln verbunden. Ich setze mir selbst kein Maß. Es gibt die Zielvereinbarungen, wo man sich gewissermaßen auch Vorgaben setzt und dann abrechnet ob das erledigt ist. da habe ich auch nie ein Problem gehabt. also (...) business as usual.*

be concealed. Nevertheless, one of the researchers in the sample reported of an episode that did not lead to immediate advancement in terms of achievement of a further career step.

> R3: well, my assessments were very good, but I didn't bring in enough third-party funding. That is exactly the point, yes. So my publications have been very well assessed, the quantity and the quality, yes?[43]

Here we find an indication that the expectations that stem from management might differ from judgements of quality originating from the field. In this instance the publication record has been assessed as of appropriate quality and quantity, whereas the extent of attracted third-party funding has been deemed to be less competitive. This shows that while research management in many instances needs to rely on peer judgement from within the field, benchmarks issuing from a purely management realm, like rates of third-party funding, play an eminently important role when it comes down to decisions regarding career steps on an individual level. Hence, it is not sufficient to fulfill all requirements for qualification established in the field, but institutional and managerial considerations are of undeniable importance for the successful development of academic careers. Below I will highlight in more detail how researchers from the faculty of Catholic Theology report their perception of how requirements towards and conditions of research communicated through academic management change over time. This implies that when analyzing successful researchers' considerations regarding the development of academic careers, we need to keep in mind that they implicitly or explicitly make a difference between reflections regarding their own career and those regarding opportunities for development of more junior colleagues. This is where the points of intersection between the different components of academic careers are rendered tangible.

Whereas researchers from the faculty of Catholic Theology declare that academic (epistemic) freedom and autonomy of individual researchers is or should be the guiding rationale within academic careers, these ideals according to the interviewed researchers, as I have shown above, cannot be met without reaching a privileged, fixed-term, position and overall favorable positioning in the institutional and socio-political realm of academia. Moreover, it is such perceived freedom that results from holding a position as senior research which puts them into a situation in which they are able to engage themselves in activities that they wouldn't advise younger scientists to. When reflecting whether researchers should engage in so called Third Mission activities, Researcher 3 declares that his/her fixed term position enables him/her to participate in such not purely academic engagements.

> R3: now I have a permanent position, so in this respect I am not directly threatened and I have more leeway. Because I

[43] R3: *also meine Gutachten waren sehr gut, aber ich habe zu wenig Drittmittel gebracht. Genau das ist der Punkt, ja. Also meine Publikationen sind sehr gut eingeschätzt worden, die Quantität und die Qualität, ja?*

> say, okay, this is so important to me that I did this, but just / a young person today, yes, a young scientist who really / still has to build up a scientific career, I can only advise her today, do not do such things.[44]

Fixed term senior researcher positions can thus on the one hand be seen as conditions that guarantee for enhanced academic freedom. On the other hand, the consciousness of this extended freedom gained through manifestation of academic achievement is what equips researchers with a certain degree of self-assurance and –confidence.

Strategic planning within individual careers

A successful career in contemporary academia according to the interviewed researchers seems impossible without rigorous and stringent strategic planning regarding the different institutional and disciplinary constituents within academic careers[45]. In addition, being a successful researcher is associated with a high degree of personal mobility and certain degree of willingness to sacrifice personal interests for a career in academia. While the careers of the interviewed researchers all took different trajectories, they all fundamentally agree with the assertions made above. Further they all agree that younger researchers to a large extent need to be in line with expectations uttered though research management and disciplinary status quo. This, according to the interviewees, is a relatively novel phenomenon in the fields of Catholic Theology and Religious Studies in the Austrian context. Especially those researchers that are in later stages of their careers report that they did not need to plan their careers, but that their careers initiated and developed more or less by coincidence and opportunity.

> R1: Well, from career planning, zero, but what determined me, and what was perhaps a luxury, looking back, I did what interested me, what I thought was important, um and sort of published ahead.[46]

This statement by researcher 1 illustrates nicely that she/he had the opportunity to academically delve into topics and themes she/he was interested in, which according to her/him needs to be considered as an individual privilege or luxury. Hence, the researcher was

[44] R3: *jetzt habe ich eine unbefristete Stelle, also insofern bin da jetzt nicht unmittelbar bedroht und hab doch einen größeren Spielraum. Weil ich sage, okay, mir ist das so wichtig, dass ich das gemacht habe, aber eben / ein junger Mensch heute, ja, eine junge Wissenschaftlerin, die da wirklich eine wissenschaftliche Karriere noch aufbauen muss, der kann ich heute nur raten, mach solche Sachen nicht.*

[45] This is a good example of what Gläser and Laudel referred to when describing how researchers constantly need to navigate between the epistemic, the cognitive, the disciplinary and the organizational dimensions of their careers (Gläser & Laudel, 2015)

[46] R1: *Also von Karriereplanung, null, sondern das was mich bestimmt hat, und was vielleicht ein Luxus war, rückblickend gesehen, ich habe das getan, was mich interessiert hat, was ich für wichtig gehalten habe, ähm und habe gewissermaßen vor mich hin publiziert.*

not in the need to strategically plan her/his career but had the chance to let her/his occupational career develop along her/his epistemic interests.

Regarding favorable conditions for the epistemic development of research careers, prolonged occupational stability is considered as one of the key constituents by the interviewees in the sample. Especially, stability and reassurance of material and immaterial resources provided through institutional tenure are deemed to be crucial for the unfolding of careers and for providing answers to current problems and issues in research and society. This perceived cri de coeur for structural security that enables researchers to engage in depth with key topics within the field is nicely exemplified through a statement by researcher 3.

> R3: So if you ask me, am I equipped for science, the first thing that comes to mind is not that, yes? but the first thing that comes to mind is: do I have the means, the resources, the material and the imaterial resources, networks and support to deal with the issues that my discipline has to deal with, so that this damn hut doesn't blow apart, yes?[47]

Researcher 3 here expresses her/his perception, that being equipped with sufficient and reassuring resources within the organizational unfolding of academic careers is what renders possible a researcher's academic life and lately the generation of scientific knowledge.

While most researchers in the sample had an institutional career trajectory that was characterized by such prolonged institutional stability and thus a component that guaranteed for a kind of occupational protected space enabling the epistemic development of their careers, younger researchers today, according to them, need to be much more flexible regarding their tenure. Thus, here we can observe a tension between requirements of increased occupational flexibility stemming from research management and what senior researchers deem to be favorable for the (epistemic) development of researchers in Catholic Theology or Religious Studies.

According to the interviewees, it has become nearly impossible to develop a career within academia along a consecutive series of employments at one single institution. This induces an increased necessity for strategic planning of academic and private lives of researchers. This development is different from the experience that the interviewed researchers that started their careers at University of Vienna until the end of 20th century share. According to their biographic narrative they had the opportunity to start a career in academia after the completion of their graduate studies quasi by coincidence. And in the further

[47] R3: *Also wenn Sie mich fragen bin ich für die Wissenschaft gerüstet, dann fällt mir als erstes nicht so was ein, ja? sondern dann fällt mir als erstes ein, habe ich die Mittel, die Ressourcen, die materiellen und die immateriellen Ressourcen, Netzwerke und Unterstützungsmöglichkeiten um die Fragen, mit denen sich mein Fach auseinandersetzen muss, damit diese verdammte Hütte da nicht in die Luft fliegt, ja?*

development of their careers, according to their judgement, they did not feel the necessity to leave their home University once until they acquired the status of a senior researcher with the completion of their habilitation. Until the introduction of the University Act 2002 there was the legal and de facto possibility to achieve a fixed term position as University professor without leaving the institution after the beginning of undergraduate university level studies. Those researchers who had the opportunity to enjoy such a situation of secure employment report that from their point of view in sum this showed favorable for their intellectual development as researchers. On the one hand, they report that their career development was much more dependent on the goodwill of more senior researchers taking the role of supervisors. Hence, they regard the early development of their careers as influenced by the willingness of tenured senior researchers, i.e. professorship. Hence, the support that junior researchers experienced from professorship when acquiring and maintaining a (first) position, according to their judgement, might have been more important than it is today. On the other hand, once that they had managed to attain an early researcher position at a University, they were equipped with a certain degree of academic freedom and stability that gave them the opportunity to develop a distinct academic profile through their epistemic interests and publishing activities. This relative freedom within career development, according to Researcher 3, has been replaced with increased bureaucratization and standardization within the development of academic careers.

> R3: My career would no longer be possible in the same way as I lived it.[...] That's no longer possible today, everything is so ordered, um and bureaucratized and standardized and professionalized and stuff like that. (um that, so to speak) scientific biographies today are standardized. That used to be much freer.[48]

Hence, while those researchers that had the opportunity to organize their careers along consecutive series of employment in one institution were able to thematically focus on the development of new epistemic trajectories within their disciplines in relatively early phases of their career, they deem younger researchers to be more strictly bound to fulfilling expectations uttered through research management.

This estimation is emphasized by statements that underline that individual private and familiar realities and related restrictions regarding e.g. mobility did not have major negative effects on the successful development of individual careers previously. I.e. having a family and preferring to stay at one institution over a prolonged period in earlier phases of academic careers did not preclude the succesful development of the career in the second half of 20th

[48] R3: *Meine Karriere würde jetzt so gar nicht mehr möglich sein, so wie ich sie hatte. […] Das geht heute alles nimmer, das ist alles so geordnet, ähm und bürokratisiert und standardisiert und professionalisiert und so Zeugs halt. ähm dass quasi eine also die wissenschaftlichen Biographien heute sind normiert. Das was früher wesentlich freier.*

century. When reflecting how his/her career developed researcher 5 exposes that she/he had to possibility to develop a career in academia even though her/his familiar background refrained her/him from taking up a position at an international institution.

> R5: Let's say, um, that will certainly no longer be possible in the future, yes, in my case it just happened that way, and partly for family reasons, that I couldn't go abroad because of the children and yes (...) that's how it turned out. (incomprehesible) I think it won't be possible so easily anymore.[49]

While it might have been preferable for the researcher to spend a prolonged time in a different international institutional setting, the fact that she/he gave preference to a familiar situation that precluded international mobility did not render impossible her/his career. According to the interviewees in the sample, it is at least questionnable whether giving preference to private life over the advancement of the academic career will still be possible, at least until the researcher has reached a fixed term position as a senior reseacher. Hence, becoming and being a researcher does not only need strategically planning with regard to the intellectual and epistemic development, but also with regard to the planning of mundane everyday organization of life and in the end coming out as succesful – in terms of acquiring a fixed senior position is also related to luck and coincidence. This is rendered tangible in an observation researcher 2 makes.

> R2: I have already said that, yes, it has converged pyramidally and the majority of the colleagues, even many who are better than oneself, just fall by the wayside because they were not at the right place at the right time (...) it is a big lottery game. Unfortunately, a lot of people who then obtain a permanent position, happy as they are, forget that this is really largely due to, yes, coincidences, yes.[50]

Although being attentive regarding requirements and expectations arising from the discipline and research management is an important constituent within academic careers, according to researcher 2, fulfilling these is not sufficient to explain why certain researchers gain prestigious positions as senior researchers and others – that have similar skills and proficiency – do not. From her/his point of view, becoming a successful researcher needs to be associated to coincidences and luck to a similar degree as to skill and persistence. In the end growing into a

[49] R5: *sagen wir ähm das wird es in Zukunft sicher nicht mehr so geben, ja, in meinem Fall war es halt grad zufällig gerade so, und teilweise auch aus familiären Gründen, dass ich nicht ins Ausland gehen konnte wegen den Kindern und ja (...) so hat sich das ergeben. (unv.) Ich glaub es wird nicht mehr so leicht möglich sein.*

[50] R2: das habe ich schon vorher gesagt, ja, es ist pyramidal zusammengelaufen und das Gros der Kollegen Kolleginnen, auch viele die besser sind als einer selbst bleiben halt auf der Strecke weil sie nicht zur richtigen Zeit am richtigen Ort waren (...) es ist ein großes Lotteriespiel. Leider vergessen das sehr viele Leute die dann eine fixe Stelle ergattert haben, glücklich wie sie sind, dass das eigentlich wirklich zu großen Teilen, ja Zufälligkeiten ähm geschuldet ist, ja.

successful researcher goes along with making the right choices and being in the right place at the right time.

The pressure for making the right choices in the right moment and getting things done that weigh on researchers is perceived important, especially for researchers still in phases of qualification or applying for fixed tenure. This can lead to a situation where collaborative research and publication practices are perceived as interfering with and even endangering the development of individual academic careers in Catholic Theology or Religious Studies. In the following researcher 2 presents us an account on how mundane incidents between people can be perceived as serious interferences regarding effectively and timely producing and publishing research results.

> R2: [...] more eager to work efficiently, to complete something relatively quickly and if you work together with one or maybe with a second person, (incomprehensible) two or three other colleagues, (...) then (...) it mostly doesn't work out so smoothly. I say, well, I don't know, in collaborations where my co-author is not available for weeks or months due to illness and things like that, you always have to take that into account, yes. But to cut a long story short, basically I would be someone who (...) does (...) um (...) simply because I like to work together with other people, I have already noticed that it is not / all too easy (...) that it is, yes, often, that you often have to find a way to work together.[51]

Here we see a tension arise between postulations for more collaborative activities in the Humanities and concerns whether working in teams could possibly infringe on the timely production of research results. In her/his account researcher 2 shows awareness for both claims. And while she/he argues to personally favor working in teams, the reservations arising from the necessity to rely on others seem to prevail. In research contexts in which research results build up on individual reasoning and interpretation, like Catholic Theology or Religious Studies, working in teams thus also implies being subject to the goodwill of peer researchers. When working and publishing in teams, researchers in Catholic Theology and Religious Studies must thus foresee and budget for possible unplanned lags and other unpredictabilities and eventually cut back on personal sensitivities to bring the team's work to a succesful

[51] R2: [...] *bestrebter effizient zu arbeiten, etwas relativ schnell abzuwickeln und wenn man halt mit einem oder vielleicht noch mit einer zweiten Person noch zusammenarbeitet, (unv.) zwei drei anderen Kollegen, (...) dann (...) geht das meistens nicht so reibungslos. Sag ich mal, also, was weiß ich, in Zusammenarbeiten wo ähm halt mein Koautor ähm krankheitsbedingt Wochen Monate ausgefallen ist und solche Sachen, also mit das muss man halt auch immer einkalkulieren ja. Aber langer Rede kurzer Sinn, grundsätzlich wäre ich jemand der (...) des macht (...) ähm (...) ja einfach, weil ich gerne mit anderen Leuten zusammenarbeite, ich habe ja schon mitbekommen hab, dass es nicht / allzu einfach ist (...) dass es, ja, oftmals, dass man sich oft zusammenraufen muss.*

completion. We can assume that in these disciplines researchers in earlier phases of their careers might rather abstain from collaborative research projects as those could interfere with objectives like finishing qualification works or increased publication frequency. The interviewed researchers repeatedly stated that in their disciplinary contexts working in teams and relying on other researchers might even be regarded as a privilege of more arrived researchers that no longer need to showcase their academic proficiency, but are about to bolster their (international) academic reputation through engagement in enhanced scholarly networks. As a bottom line, in their eyes, especially researchers in earlier stages of their careers should devote all their disposable time to pursue activities directly related to producing academic output and leave aside activities like writing books that address more general audiences. Further, they would advice that researchers should only take up third mission activities and addressing non-academic audiences – that they deem a core responsibility of being a researcher in Catholic Theology or Religious Studies – after that they have acquired a stable fixed term position. Because in the end, it is the institutional tenure that provides researchers in their disciplines with the required ressources and freedom to develop into an achieved and prolific scholar.

5.2.3 Ambivalence(-s) regarding expectations

In this section I will describe how the interviewed researchers constantly need to weigh up between expectations that stem from research policy and management and expectations that can be related to intra-disciplinary forms of assessment and attribution of academic authority. While the former of these is related to quantitative forms of assessment, the latter needs to be related to qualitative reasoning. Finding themselves stuck between both rationales within assessment and evaluation in and of research leads to a considerable amount of ambivalence on side of the concerned researchers. In a first move I will concentrate on how such manifestations of ambivalence are addressed by the researchers in the sample. Second, I will focus on how Research Information and Management Systems (RIMS) are understood as tools to bring forward concepts of managerialism in the Humanities.

Weighing up between management expectations and disciplinary requirements

Researchers in Catholic Theology and Religious Studies constantly need to balance the pros and cons of responding to imperatives related to publishing stemming either from research management or from disciplinary research communities. Responding exclusively to either the one or the other cannot be expected to lead to a successful academic career in a straight line. As I presented in the preceding chapter, we must assume that what is considered to be a prolific publication strategy differs throughout the multiple stages of an academic career. While publishing monographs seems more important in the phases of qualification, increased publishing frequency might be a welcome strategy when competitively applying for extramural research funding and reaching out to non-academic publics might be regarded as a societal obligation by and for senior researchers. Nevertheless, completely neglecting either or rationale in any phase of the career is regarded problematic for the frictionless development of an academic career in Catholic Theology and Religious Studies in the long run by the interviewed researchers. Further, while the researchers in the sample make a clear-cut distinction between expectations that arise from management and their perception of what it requires and means to be a good researcher in a Theology related discipline, we cannot expect that either or of these dimensions remain static over time. We rather should regard these to be interdependent and co-productive (see Jasanoff, 2004). Researcher 4 nicely comments on these tension that exists between expectations stemming from research management and ideals related to the multiple disciplinary realms in which academia unfolds.

> R4: that it all runs through the machinery of third-party funded projects, yes? But here, too, I hesitate, I know colleagues who I consider to be very good in their field, who really make a lot of things happen, who are also widely read, but who have not yet been successful in any third-party funded project (...) others may have been successful in one, but they are not necessarily perceived as great beacons in the scientific community, so it is varied, I hesitate, it is varied, I would not put everything on this third-party funding, not everything on this project work.[52]

According to her/him being proficient and prolific in one dimension of an academic career can not serve as proxy for the other dimension(-s). Hence, it is possible, that researchers with excellent skills and knowledge are less competitive when it comes down to acquiring prestigious positions within research institutions or applying for extramural funding and vice versa.

So far, the expectations arising from research management and those from disciplinary reputation brokering seem fairly disconnected. As the interview material has shown, the missing link between the multiple expectations needs to be resolved at the level and, maybe more importantly, in the person of individual researchers. It thus is only within the research, publishing and (re-)presentational strategies of individual researchers that conflicting expectations can be disentangled into a sensible rationale underlying individual choices and

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[52] R4: *dass das alles durch die Maschinerie von Drittmittelprojekten läuft, ja? Aber auch hier schwanke ich, also ich kenne Kollegen, die ich für fachlich sehr gut halte, die wirklich viel bewegen, auch viel gelesen werden, aber die haben noch kein Drittmittelprojekt durchbekommen (...) andere haben vielleicht eins durchbekommen, die werden aber auch nicht unbedingt in der scientific community als große Leuchttürme wahrgenommen, also es ist durchwachsen, ich schwanke, es ist durchwachsen, ich würde nicht alles auf diese Drittmittelförderung setzen, nicht alles auf diese Projektarbeit.*

decisions. This goes in hand with a considerable degree of ambivalence and disbelief that researchers determine regarding their own research and how they make choices related to publishing their research results. While the interviewed researchers report that they perceive a tendency for more indicator-based research assessment issuing from research management, they deem the acceptance and dissemination of such quantitative forms of assessment as relatively little if not inexistent in their fields.

> R5: and partly I also see certain tensions there, yes? I mean, it's becoming a bit more homogeneous now, but of course the rectorate also has its lists with ratings and the faculty management has also passed this down to us, that we should mainly publish in these journals and that are also listed in Google Scholar or elsewhere. That is one thing and the second thing is that there is very little in this direction in our field, yes.[53]

According to researcher 6, events in which politics and research management are addressing requirements and expectations towards researchers are becoming more frequent:

> R6: what politics demands from science is increasingly unclear to me. I have to say this because requirements are becoming more and more frequent, and sometimes I really doubt whether people know what they want themselves or whether this is not simply the hectic clamor of public propaganda, as it were, which politics also requires from itself. How does one stand firm in such a storm? It is actually an old principle to listen to everything, consider it and then assess what is really important.[54]

In her/his perception the expectations expressed through research politics and institutional management lead to an unhalted series of requirements that renew themselves in ever shorter intervals. This obviously, as already delineated above, leads to increased realizations of being pressed for time (see Müller 2014). She/he here relates the accelerated renewal and adaptation of requirements and targets to mere propaganda. Consequently she/he suggests that researchers should be aware of these mechanisms within research policy and then weigh up which imperatives and rationales could show important for them and their individual

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[53] R5: *und teilweise seh ich da auch gewisse Spannungen, ja? Ich meine, es wird jetzt ein bisschen homogener aber ähm natürlich das Rektorat hat auch seine Listen mit mit ähm Ratings und ähm die Fakultätsleitung hat das so auch an uns weitergegeben, dass wir halt vor allem in diesen Journals publizieren sollen und auch die in Google Scholar oder auch sonst wo verzeichnet sind. Das ist das Eine und das zweite ist halt, dass es sehr wenig in der Richtung in unserem Bereich noch gibt, ja.*

[54] R6: was die Politik von der Wissenschaft fordert, ist mir immer unklarer. Das muss ich so sagen, weil die sich überholenden Anforderungen in immer kürzeren Abständen auftreten und ich manches Mal wirklich den Zweifel habe, ob die Leute wissen was sie selber wollen oder ob das nicht einfach gleichsam das hektische Gekeuch der öffentlichen Propaganda ist, die sich auch die Politik abfordert. Wie hält man in einem solchen Sturm stand? Es ist eigentlich ein altes Prinzip, alles sich anzuhören, zu prüfen und dann abzuschätzen was wirklich wichtig ist.

development. She/he thus shows a considerable amount of skepticism regarding the uninhibited development of policy and management requirements. Yet, in a subsequent statement she/he qualifies the peceding statement.

> R6: This is important, the old scientist sitting in the ivory tower is really impossible today, because we also have to be accountable to what the government, the state and public communities invest in education. We need this openness, we need transparency in what we do, in when we do it, in how we do it, and I think that's a very important matter. In this respect, the evaluation processes are also a matter of control and transparency, and I have nothing at all against that.[55]

While on the one hand she/he states that researchers should beware of blindly following postulations made in research policy and management, she/he points out, on the other hand, that purely relying on academic self-control would be misguided in the contemporary situation of academia. The ivory tower in which the sciences could freely develop – solely relying on peer judgement – without the control of public monitoring and assessment, to her/his account has become impossible. The degree of transparency that comes along with measures of making the sciences accountable for the extent and quality of their publicly funded work here is seen as a positive asset. Her/his position is amplified through a similar statement by researcher 3.

> R3: because this old professorial university, where you could only get kicked out if you killed someone, as soon as you had one foot in there, that / I don't want to go back to the past. I think many things / I believe / I think that evaluations are definitely sensible (...).[56]

According to researcher 3 the introduction of periodical formal evaluations needs to be considered as a change for the better when compared to a sitautaion in which universities were under the control of academic self-management and ruled by tenured professors. In such a *university of professors*, once a researcher had gained a position as a tenured professor, she/he would not be subject to formal assessment regarding the extent and quality of her/his scientific achievements. Whether full professors would continue to produce high quality research and research results would consequently be up to their own discretion and only affect

[55] R6: Das ist wichtig, der alte im Elfenbeinturm sitzende Wissenschafter ist heute wirklich unmöglich, weil wir ja auch gegenüber dem was Staat, Staaten und überhaupt öffentliche Kommunitäten in Bildung investieren eine Rechenschaft abzulegen haben. das ist für mich überhaupt keine Frage. Es braucht diese Öffentlichkeit, es braucht auch Transparenz dessen was wir machen, auch dessen wann wir es machen, wie wir es machen, das halte ich für ganz eine wichtige Geschichte. In der Hinsicht sind auch die Evaluierungsprozesse eine Sache der Kontrolle, der Transparenz. da habe ich überhaupt nichts dagegen

[56] R3: *weil diese alte Ordinarienuniversität, wo man, wenn man / wo man quasi nur rausfliegen kann, wenn man jemanden umbringt, ja sobald man nur mal einen Fuß drinnen hat, das / also dort will ich nicht / ich will nicht in die Vergangenheit zurück ja. Ich halte viele Dinge / ich find / ich halte Evaluierungen durchaus für sinnvoll (...)*

the disciplinary, reputational dimension of their careers. Not doing state of the art research would by large not affect their tenure at a research institution. Introducing periodic formal evaluations of researchers and departments/faculties thus means, that hiding away behind a once acquired position as a senior scientist is rendered impossible. Thus all researchers, throughout the different phases of their careers, are required to perform state of the art research.

As I already showed in the section devoted to strategic planning within academic careers in Catholic Theology or Religious Studies, having the skills and being a good researcher is not sufficient for turning into a succesful researcher. Becoming (and staying) a succesful researcher requires scholars to follow the expectations stemming from research policy and management along with activities that guarantee for visibility and reputation within the field. This also induces that senior researchers are no longer able to choose the venues of their publications according to their personal and epistemic preferences. Instead, local governments, universities, faculties as well as funding agencies have installed publication recommendations and policies aiming at increasing the international visibility of research carried out. In addition, more and more disciplinary orientated so-called whitelists of journals and other publication venues emerge. This means that researchers need to develop increased awareness around the structural dimensions of publishing research results. While in the past, especially in the Humanities in Austria, publishing internationally and/or in English language might have been of less importance, research policy and management increasingly hold researchers to publish their results in internationally orientated journals asociated with broad international visibiltiy and with book publishers that enjoy high academic reputation. As researcher 5 reports, these developments are relatively recent at the faculty of Catholic Theology.

> R5:And I mean, these recent developments have made me look at which journals I publish in. I look at the lists beforehand, what is possibly A-worthy or what is Open Access and so in this respect I try to at least move in this direction. So (incomprehensible) because it's required by the FWF, which is also what the rectorate wants, yes?[57]

Albeit measures like the Open Access publication policy at the Austrian Science Fund (FWF)[58], the introduction of a positive list of academic journals at the faculty of Catholic Theology or other publication related goals promulgated by the top management of University of Vienna

[57] R5: *Und ich mein so diese Entwicklungen der letzten Zeit haben mich schon dazu gebracht auch zu schauen, ja, in welchen Journals ich publiziere. Ich schau mir schon vorher die Listen an, was ist möglicherweise A-wertig oder ja was ist Open Access und also insofern ähm versuche ich zumindest in diese Richtung zu gehen. Also (unv.) weil's ja doch vom FWF verlangt ist, was auch das Rektorat wünscht, ja?*

[58] https://www.fwf.ac.at/de/forschungsfoerderung/open-access-policy

might be relatively recent, researcher 5 is somehow showing willingness to fulfil these. Nevertheless she/he shows a certain degree of skepticism whether these targets can be regarded as sensible and applicable in the fields of Catholic Theology and Religious Studies.

The ambiguities that arise from the advent of institutional and/or disciplinary publication policies and recommendations can be rendered more palpable when turning the attention towards manifest expectations regarding the form of textual presentation of research achievements. The preferred publication languages and the value(-s) that are attributed to publishing in different languages take an eminently important role when it comes down to tracing the discrepancies that exist disciplinary traditions and conventions and newly arising managerial requirements. Researcher 2 exemplifies this when she/he reflects how researchers in Theology react to expectations of increasingly publishing in international research journals and in English language.

> R2: German-speaking theology is still very strongly anchored in the German-speaking academic discourse. [...] With the theologians it's a bit different because the theologians, I would say, who consider themselves respectable, are still able to cope with German texts at least, yes. that means they can still write in German and are actually listened to.[59]

According to researcher 2 Theology[60] as a set of academic disciplines until today is rooted in a broader German language scientific discourse and German language proficiency can be regarded as a disciplinary expectation towards researchers in the field. Nevertheless, publishing in English language, and the increase in visibility that is associated with publishing in English langauge, in her/his eyes, needs to be seen as concurring with the disciplinary tradition of Catholic Theology, that until tody is embedded in a german language scientific discourse. Hence, making a choice for one or the other language of publication is less then obvious, especially because publishing in German language cannot straightforwardly be replaced by publishing in English (see the bibliometric part of analysis in this thesis). Thus, in order to fulfill the expecations arising from within the field as well as those stemming from research management to equitable proportions, the choice of publication language cannot be taken exclusively and consistently but researchers need to weigh up between two concurring rationales that in the end need to be regarded as complementary. This for the larger part because from a disciplinary point of view being visible as a researcher cannot be related to

[59] R2: *Die deutschsprachige Theologie ist noch sehr sehr stark verankert im deutschsprachigen Wissenschaftsdiskurs. […] Bei den Theologen ist es ein bissel anders, weil die Theologen, sag ich mal, die auf sich etwas halten, die sind noch immer in der Lage ähm zumindest deutsche Texte zu bewältigen ja. das heißt da kann noch auf Deutsch schreiben und wird tatsächlich gehört.*

[60] According to the interviewees the situation is different for the case of Religious Studies. The audiences are more internationally orientated in Religious Studies and the most important language of academic exchange is English.

publishing in English or publication outlets that promise increased international visibility, but can only be understood as a consequence of addressing the right audience(-s) with appropriate themes of research. This is clearly revealed in a statement by researcher 6.

> R6: I think that's the important point, that results from the research work itself, if I now tell someone, you have to publish in English, then that's a requirement that only really makes sense if the research orientation, the reception of what he needs for it, is also somehow located in this direction. If it's something that I write on a Tyrolean mountain and then bring it into the English-speaking world, that's (laughs) to put it simply, uninteresting, because the reception groups don't exist, right?[61]

According to her/him, in order to reach a suitbale audience with publications it is crucial that these are embedded in the correct scientific and socio-political discourses. If publishing in one or the other language is taken as conditio sine qua non regardless whether appropriate audiences are addressed, research outputs are endangered to be poorly positioned regardless their actual quality, as they may fail to be seen and received within the relevant discipinary communities. And this obviously would lead to a situation that is detremential for being received as an important contributor to the field and building up (international) reputation.

The researchers in the sample in multiple instances address similar concerns when it comes down to indicator driven quantitative research assessment. In contemporary research management being a successful researcher is often associated with attracting citations from peer researchers. Citations, represented in so-called citation databases like Web of Science or Science, publicly available resources like Google Scholar or academic social media like academia.edu or ResearchGate, are then taken as proxies for the quality of the research output of scholars. The rationale being, the more citations a researcher is able to attract the higher the quality and value of her/his research is. This is addressed in a statement by researcher 5.:

> R5: Well, the citations hardly play a role for us. I have to say, this has not yet been established at all. Of course, we are increasingly focusing on, for example, the acquisition of third-party funding, projects and so on, on the number of publications, but still very much on the content, so in our case, these are also read and assessed in detail, yes,they

[61] R6: das ist glaube ich der wichtige Punkt, das ergibt sich ja aus der Forschungsarbeit selbst, wenn ich jetzt irgendjemandem sage, du musst englischsprachig publizieren, dann ist das eine Anforderung, die eben erst dann wirklich was bringt, wenn die Forschungsausrichtung, die Rezeption dessen was er dafür braucht, auch irgendwie in diese Richtung verortet ist. Wenn das was ist, das ich auf einem Tiroler Berg schreibe, um es dann ins englischsprachige zu bringen ist das (lacht) vereinfacht jetzt gesagt uninteressant, weil es die Rezeptionsgruppen nicht gibt, nicht, ja?

are not only assessed quantitatively. I think that this plays the essential role, if one does not only judge superficially. Of course, there are also examples of this, but I think it essentially depends on the content, the research topics, in part, well, you also have to address core topics.[62]

She/he ascertains here that Catholic Theology and Religious Studies stand apart from her/his perception of a research assessment practice that primordially relies on qunatitative indicators. In her/his eyes qualitative judgement of research achievements is the prevailing form of evaluation in her/his field(-s). Nevertheless, she/he attenuates this estimation by admitting that on a superficial and often less manifest level quantitative indicators like frequency of publication, number of citations, accrued third party funded research projects, sum of third party funding, come into play in her/his fields. Thus, qualitative assessment that may be seen as the traditional form evaluation in her/his field, from her/his point of view is not replaced by purely quantitative forms of assessment, but both components complement each other as concurring imperatives. Nevertheless, she/he makes clear here, that from her/his perspective, qualitative assessment is still prevailing when it comes down to making decisive choices regarding the advancement of academic careers. This especially by qualifying quantitative assessment as a subordinate form of evaluation that only allows for a superficial view and that conceals the topics tackled by and the epistemic positions taken by researchers.

Researcher 6 amplifies this position in a self-reflexive account regarding the importance that she/he attributes to citation-based indicators when it comes down to making decisions regarding her/his research plans and identifying relevant epistemic challenges within disciplinary contexts.

R6: I have a split attitude towards that, there are meanwhile. I don't know, I keep getting these mailings about how often one has been cited where, um, I know that it is not insignificant for the visible research performance. But I also say to that, I personally am essentially indifferent to that. Because that doesn't decide on what research I do and which significance it has.[63]

[62] R5: *Also, die Zitationen spielen bei uns kaum eine Rolle. Muss ich sagen, das hat sich überhaupt noch nicht etabliert ähm natürlich wird zunehmend auch geschaut, zum Beispiel auf Drittmitteleinwerbung, Projekte und so weiter, ähm schon einmal grundsätzlich auf die Anzahl von Publikationen aber doch sehr stark noch auf die Inhalte, also ähm bei uns wird schon das auch noch gelesen und inhaltlich beurteilt, ja, es ist nicht nur quantitativ beurteilt. Ich denk schon, dass das dann letztlich die wesentliche Rolle spielt, wenn man nicht nur wirklich oberflächlich beurteilt. So was gibts natürlich auch, aber im Wesentlichen glaube ich, kommts schon noch auf die Inhalte an, die Forschungsthemen, teilweise, ja also, man muss schon auch Kernthemen behandeln.*

[63] R6: *Da habe ich ein gespaltenes Verhältnis dazu, es gibt ja mittlerweile. Ich kriege da, weiß ich nicht, immer wieder auch diese Zusendungen, wie oft man wo zitiert worden ist, ähm ich weiß, dass es für die sichtbare Forschungsleistung nicht unbedeutend ist. Aber ich sage auch dazu, mir selbst ist das im Wesentlichen gleichgültig. Weil das nicht darüber entscheidet, was ich an Forschung mache und welche Bedeutung es hat.*

While she/he admits that citation counts are in use to determine how visible a researcher is, she/he dismisses citation metrics as instruments that can inform research related choices. The interesting point here is, that she/he here only relates to citation counts and the meaning(-s) that can be attributed to these. Being cited is reduced to a countable event that in turn is used as a proxy for the visibility and quality of research outputs. All other epistemic aspects that are attributed to being cited – like agreement or disagreement with the argument made or paying homage to other researchers – are muted in this instance. Thus, when refering to citations, researcher 6, in accordance with the other researchers in the sample, alludes to quantitative forms of assessment that arise from research policy and management. While they do not object to increased managerial control in academia, as I will show in more detail below, they manifestly strive for a clear divide between the two rationales they identify in research assessement: qualitative assessment, as the preferred and idealized form of evaluation coming from within the discipline(-s) on the one hand and quantitative assessment, as a manifestation of managerial control and public accountability on the other hand.

As a recurring theme, the interviewed researchers from the faculty of Catholic Theology report that when it comes down to taking decisions related to the development of their careers they are constantly negotiating between expectations stemming from the disciplinary communities and traditions and those uttered through research management. While they relate the former epistemic depth and breadth of the narratives through which research outcomes are presented, they realize the latter as fostering the frequency of publication and fragmentation of research narratives into smaller and often reiterant short textual accounts. The co-existence of these two disconnected rationales obviously introduces and perpetuates ambiguities within the strategic orientation of researchers. While at first glance both rationales seem inextricably linked to research biographies, at times it is less than obvious to researchers to determine which of these components should be considered as more important and prolific especially when reflecting notions of quality, proficiency and scientific authority/excellence in the field. This as the interviewed researchers express leads to a considerable amount of ambiguity regarding how research assessment can be performed appropriately and responsibly in their disciplinary contexts.

Institutional forms of exerting managerial control

Research Information and Management Systems (RIMS) like u:cris – the system deployed at University of Vienna – can be regarded as instruments that bring the rationales of scientific managerialism into the realm of researchers. Although those systems are equipped with a plentitude of benefits and assets aimed at facilitating publication activities of researchers – like backing up publication records or fostering the visibility of research achievements – these opportunities are often ignored by researchers. Instead, those are often considered as cumbersome burden issuing from research management that by large is distorting qualitative considerations of research achievements by starkly focusing on quantifiable aspects of research outputs and practices. Thus, it is interesting to observe how the interviewees in the sample conceptualize their encounters with u:cris and how they think that the deployment of a RIMS is affecting their practices as senior researchers tenured at the University of Vienna.

As I have shown in the previous chapter, the interviewed researchers in the sample take an ambivalent position towards managerial forms of evaluation that permeated into the governings of academic life at the faculty of Catholic Theology at University of Vienna. While they see the former governing of universities in Austria – that has been under the control of tenured professors – as problematic, they see the rationales of quantification in research assessment that come along with the introduction of a RIMS as endangering promulgated ideals of research in the Humanities. A topic that was repeatedly raised by the interviewed researchers in this context is that researchers in the Humanities are at risk of being forced to evolve into specialists that need to give up their disciplinary breadth in favor of a limited thematic expertise. The interviewed researchers overall see scientific universalism rendered impossible through the structural shaping of contemporary academia in Austria. In their reasoning it especially is forms of managerialism in academia and related quantitative assessment that is inducing an orientation towards (hyper-)specialization of researchers. This can nicely be illustrated by two statements by researchers 6 and 3.

> R6: In the mean time, something similar to what has been happening in the natural sciences since a long time, is emerging here: one is a specialist for an extremely narrow field and reproduces the results, which then differentiate themselves, for the next 10 to 15 years. The overview of one's own field of research, which somehow also becomes relevant with regard to the question of responsibility, then usually fails to take place. I'm more afraid of the specialist idiocy in the Humanities than in the empirical sciences, because it has a more dangerous effect there, and this specialist idiocy is something that I think is also important today in the realm of science marketing.[64]

> R3: I think that the idea that economization and competition increase quality is in the realm of (...) I don't know if

[64] R6: *Es zeichnet sich hier bei uns mittlerweile was ähnliches ab, wie wir das in den Naturwissenschaften schon lange haben, man ist ein Spezialist, oder Spezialistin für ein äußerst enges Gebiet und reproduziert die sich dann differenzierenden Ergebnisse die nächsten 10 15 Jahre. Der Überblick über den eigenen Forschungsbereich, der ja auch irgendwie mit der Frage der Verantwortung dann relevant wird, fällt dann meistens aus. Ich fürchte gerade in den Geisteswissenschaften die Fachidiotie mehr als in den empirischen Wissenschaften, weil sie dort gefährlicher wirkt. und diese Fachidiotie ist etwas die heute glaube ich auch Wissenschafts- im Bereich des Wissenschaftsmarketings wichtig ist.*

that's true for the natural sciences, I don't dare to judge, but it's certainly not beneficial for the Humanities.[65]

In this instance both researchers allude that in their perception assessment of scientific work and distribution of academic authority in the Humanities (still) is different from the Sciences, which from their point of is purely relying on quantitative assessment. In conjunction with growing marketization and the invoking of competitiveness among researchers this, to their account, leads to a hyperspecialisation of individual researchers. While they think that in their fields being able to represent the full breadth of the field is a prerequisite for being a good researcher, they see a move towards more specialization – that can be regarded as a more promising strategy in face of formal evaluation exercises – of researchers.

As already stated above, Research Information and Management Systems (RIMS) can be regarded as tools that render such logics of managerialism manifest in the realms of academic life. This especially because often researchers are obliged – like it is the case at University of Vienna – to take the responsibility of entering enter the metadata of their research outputs, presentations, and research projects into such RIMS. Beneath this direct form of engagement, especially senior researchers, that are active in academic self-administration, are reminded in many instances of formal assessment and evaluation of the existence and efficacy of RIMS. Data entered in u:cris is used in multiple contexts of intra-university monitoring and evaluation, like e.g. target agreements between the rectorate and faculties or during periodic assessment of faculties/departments and individual researchers. In these processes metadata once entered into the system is translated into discriminatory devices that are used for making informed decisions regarding the further financing and development of individual careers or institutions. In this context and regarding the danger the interviewed researchers identified as coming along with managerialism, it is hardly surprising that when directly referring to RIMS and related evaluation practices at University of Vienna, the researchers in the sample quasi unanimously take an ambiguous position. On the one hand they state that they deem u:cris to be a welcome and productive tool enabling self-reflections which they use for documenting their research outputs and creating a personal bibliography or CV. On the other hand, the interviewed researchers share the agreement that the quantified account of their publication activity, as it is displayed through u:cris does affect how they reflect their own research or publication activity. Researcher 5 and 6 refer to these roles asset of RIMS take in their perception directly:

[65] R3: *also ich finde es / also die Vorstellung, dass Ökonomisierung und Konkurrenz die Qualität steigern, halte ich im Bereich (...) ich weiß nicht ob das jetzt bei Naturwissenschaften auch so ist, das traue ich mich nicht beurteilen aber bei Geisteswissenschaften ist es ganz sicher nicht förderlich.*

R5: I mean, registering in u:cris, okay, you just do that because it's part of the game, it's also quite practical, because then I can also look up for myself, yes, what did I have in my list last year, and so on, but that doesn't really matter to me.[66]

R6: It's always a question of visibility by the university management, yes, that's important, but the instruments for monitoring are also an issue. And there are always conflicting issues. In this respect, I think it's good, for example, that there is something like a mandatory publication documentation, as we have it, and this u:cris system, I think it's good that it exists, because it's also important for me, for example, not in terms of being able to look up what he's doing, but for me it's important for self-monitoring. What am I doing? Is that somehow related? Does it have a meaning? I think that's a good thing, yes. But the count itself, again, I'm less interested in it, right?[67]

When reflecting how the deployment of a RIMS is affecting the ways in which they reflect their own publication practices, they consider the extent of increased self-reflexiveness to which active engagement with u:cris leads them as a positive effect. Researcher 6 in her/his accounts also alludes to the circumstace, that she/he believes that entering publication metadata into u:cris helps make visible her/his publications and research vis-à-vis the top management of University of Vienna. Nevertheless, when it comes down to question whether they are interested into quantifications of their research output – much like researcher 6 in the statement above – they deny that this is of interest to them. Nevertheless, we need to assume that publication records turned into countable entities enabling indicator-based evaluation and benchmarking are actually affecting research and publication practices in Theology and Religious Studies (see bibliometric part of analysis). It would hence be short-sighted to deny that that quantitative forms of evaluation have an effect – even if often tacit – on the self-perception of researchers and considerations of what makes a good researcher.

As the examples below illustrate, the interviewed researchers show awareness for the rationale of quantification that lies beyond institutional forms of evaluation and benchmarking

[66] R5: *ich mein in u:cris eintragen, okay, das macht man halt, weil es dazu gehört, es ist auch ganz praktisch, weil ich dann selber auch nachschauen kann, ja, was habe ich da in meiner Liste im letzten Jahr, und so weiter, aber das spielt für mich selber jetzt eher keine Rolle.*

[67] R6: *Es ist ja auch immer eine Frage, Sichtbarkeit durch die Universitätsleitung, ja ist wichtig, aber es sind auch die Instrumente des Zusehens eine Frage. Und da gibt es immer gegenläufige Geschichten. in soweit finde ich zum Beispiel gut, dass es so etwas wie eine pflichtige Publikationsdokumentation gibt, wie wir sie haben und dieses System u:cris, das finde ich gut, dass es das gibt, weil es auch also für mich ist das zum Beispiel wichtig, nicht, im Sinn dessen, dass man dann nachschauen kann, was er macht, sondern für mich ist es als Selbstkontrolle wichtig. Was mache ich? Hängt das irgendwie zusammen? Hat das eine Bedeutung? Das halte ich für eine gute Sache, ja. Aber die Zahl selber interessiert mich wieder weniger, was dann dort steht, nicht und?*

at the University of Vienna. This leads to a considerable amount of skepticism towards u:cris. While they acknowledge the introduction of RIMS at universities also brings in positive aspects into the multiple governing(-s) of academia, they problematize the focus on quantitative assessment that is predominant in formal institutionalized evaluation and benchmarking. This can nicely be exemplified with a statement by researcher 1:

> R1: I think the research documentation is very good, but if it puts is quantity too much into the foreground, I think that's a problem.[68]

In the same move that she/he classifies RIMS as a good technology, she/he alleviates this proposition by problematizing the circumstance that technologies as RIMS bring quantitative aspects of publication records into the focus and lately facilitate pure quantitive forms of research assessement. Whether or not the researcher in this statement factors in that I as interviewer have been an active team member of u:cris at the time of the interview, cannot ultimately be discerned here. Nevertheless, it showed throughout the interviews that all researchers are willling to find positive assets within the introduction of u:cris and are trying to find positive ways in which they integrate the compulsory registration of research outputs and applications for research funding in u:cris into their working practices as employees of the University of Vienna. But, when reflecting the effects that u:cris has on their practices as researchers and on disciplinary research collectives in Catholic Theology and Religious Studies, one recurring theme is that they see a danger in the focus on quantitative assessment that comes along with technologies like RIMS. Researcher 4 in an assertion pinpoints the dangers of distorting the ways in which research outputs are valued if those are exclusively assessed using quantitative methods.

> R4: while the university management, when they come with their statistics, I have also experienced that (...) in some kind of faculty evaluation or something, I think that they sometimes get a distorted picture of the situation, because they purely / they then see somehow, yes? where much is happening, where much is going on (...) whereas many of us then assess the situation differently ourselves. So the question is whether these statistics don't produce a lot of, how do you say it, um, bubbles, yes?[69]

[68] R1: *die Forschungsdokumentation halte ich für sehr gut, aber wenn sie zu (…) die Quantität in den Vordergrund rückt, halte ich das für ein Problem.*

[69] R4: *während die Universitätsleitung, wenn die mit ihren Statistiken kommt, ich habe das auch mal erlebt (...) in irgend so einer Fakultätsevaluation oder so, ich glaube, dass sie manchmal ein verzerrtes Bild von der Sache bekommen, weil sie rein / sie bekommen dann was mit, ja? wo da viel gemacht wird, wo da viel läuft (...) wobei viele von uns dann die Sache selbst nochmal anders einschätzen. Also die Frage ist, ob man mit diesen Statistiken nicht auch viel ähm wie sagt man ähm Luftblasen ja? produziert.*

According her/him, research management, if purely relying on quantitatively orientated judgement is likely to miss out on notions of quality or academic proficiency and achievement. As a recurring theme the interviewed researchers allude to a perception that this is in contrast to how research outputs are assessed and valued within disciplinary contexts in Theology and Religious Studies. In the statement presented above, researcher 4 nicely illustrates this distinction. She/He describes judgement coming from within the field as differrent from quantitative assessment as it is practiced by institutional management. While she/he sees potential for distortig effects that are fostered through quantitative assessment, researcher 4 alludes to a capacity of (senior) researchers to value research outputs differently.

As I showed in chapter 5.3 “Being/Becoming a successful researcher“, researcher’s careers need to be reflected in light of disciplinary as well as of institutional (e-)valuation practices. This also gives us an answer to the question what motivates the interviewed researchers to actively engage with u:cris albeit the doubt and criticism they express regarding the consequences arising from the introduction of a RIMS at University of Vienna and the fact that they see the documentation of their research outputs in u:cris as overly time consuming. Beneath the testimonies that they use u:cris for self-reflexive self-documentation of academic activities, that I already discussed above, the interviewed researchers refer to u:cris as a necessity that arises from being employed at University of Vienna. Because u:cris is used as source of information in multiple formal evaluation contexts at University of Vienna – from the individual, over the departmental to the institutional level – the interviewed researchers regard entering metadata into the system as inevitable when it comes down to negotiating budgets with the university management. To their account, not entering data into the system would result in a highly detrimental position, as only data that once has been fed into the system can be turned into figures and indicators that are used as judgement devices in budgeting negotations. This was nicely illustrated in two statements made by researchers 2 and 3:

> R2: I know it's necessary, that's why I'm doing it, it's important because these figures, as I said, are then also used in negotiations. Therefore, um (...) I am also the one here who encourages colleagues to do this, to do it across the board. It is important, I can see that, but the question is how time-consuming it will be? I hope it will not be more time-consuming than it already is, yes?[70]

> R3: I do it out of duty, I do it out of self-interest, I do it out of selfishness (...) I have to do it (...) (...) (...) how should I describe it to you? Well, I have to do it out of

[70] R2: *Ich weiß es ist notwendig, deswegen mache ich es auch, es ist wichtig, weil mit diesen Zahlen wie gesagt wird dann auch verhandelt. Deswegen ähm (...) bin ich auch derjenige hier der Kollegen Kolleginnen anhält das zu tun, flächendeckend zu tun. Es ist wichtig, ich sehe es ein, aber es ist halt die Frage, wie zeitintensiv das noch werden wird? Ich hoffe nicht zeitintensiver als es jetzt schon ist, ja?*

solidarity, um, because budgets, for example, at the f / for the faculty depend on it, yes? so for us, the annual ritual is Help please register your stuff in the lists, because our budget depends on it, yes? And then of course I do that, that's out of question for me, um I find it completely annoying, because it steals my time to work (laughs), because such things take forever, yes.[71]

While they regard entering data into u:cris as a cumbersome and overly time consuming activity, they recognise the requirement for keeping their profiles in u:cris as up to date as possible because entering data into the system is what lately guarantees their financing. This is also why they state that – in their positions as senior researchers at the faculty of Catholic Theology – they expect and animate their colleagues to engage with u:cris and complete their profiles. In this context, researcher 3 reflects entering data into u:cris as an act of solidarity, as the budgets of the faculty and the department depend on the figures and indicators that are drawn form data in u:cris. Thus, engaging with u:cris is no longer seen as an option, but as a bare necessity, that almost takes ritualized forms in a yearly rhythm, because in the end it is a cumbersome and time-consuming activity. But lastly they cannot escape from completing their profiles because they recoginze that as well as a group of researchers and as individual academics their institutional financing depends on the engagement with u:cris on a regular basis.

[71] R3: *Ich mache das aus Pflicht, ich mache das aus Eigeninteresse, ich mache das aus Eigennutz (...) muss das ja auch machen (...) (...) (...) wie soll ich Ihnen das beschreiben? Also ich muss das schon allein deswegen aus Solidarität machen, ähm, weil ja Budgets zum Beispiel an der F / für die Fakultät davon abhängen, ja? also bei uns ist das alljährliche Ritual Hilfe schreibt eure Sachen hinein Bitte in die Listen, weil davon hängt unser Budget ab, ja? Und das mache ich dann natürlich, das steht für mich außer Frage, ähm ich empfinde es als total lästig, weil es mir Zeit zum Arbeiten (lacht) stiehlt, weil sowas braucht dann ewig, ja.*

6 Conclusion

Many of the observations regarding the publishing preferences and valuation practices of researchers at the faculty of Catholic Theology at the University of Vienna, I was able to make in this thesis may seem self-explanatory and at times simplistic or banal, if taken on their own. This especially because, if we are trying to analyze changes of preferences and choices taken in academic biographies and by research collectives, we all too often are tempted to look for singular causations and hence construct researchers' behaviors as immediate consequences of either disciplinary traditions, policy incentives or institutional management. Nevertheless, when reflecting how and why academic practices and forms of academic assessment and (e-)valuation are evolving over time, we should be aware that such developments can only be understood if considered in the broader individual and institutional context(-s) in which they unfold. This especially, because in the end it is individual researchers that need to put their research interests, considerations regarding good academic practice and publication preferences into practice. Hence, when trying to analyze how – individual and collective – research trajectories evolve, it is necessary to bring into dialogue the incentives, motivations, expectations but also obstacles and drawbacks with which researchers have to deal when performing research and publishing results. This resonates well with the observation Cassidy Sugimoto made in a recent book review in Nature: "*Science does not happen in a vacuum. It is a social and intellectual institution, rooted in historical, economic and political contexts.*" (Sugimoto, 2021, p. 31).

An analysis purely focusing on one or the other motivational background, and leaving out the broader contexts in which research and publishing results take place, in the end needs to remain moot (Gläser, 2017; Gläser & Laudel, 2015), because it fails to take into account the considerations and effort(-s) that concerned researchers need to invest. This is why I opted to address the question on how quantitative methods in research assessment affect researchers' imaginations related to what it means to be a good researcher from two very different points of views. First, I scrutinize, through a bibliometric approach, how the collective publication and presentation practices for the community of researchers at the faculty of Catholic Theology at University of Vienna have evolved over time. Second, in a qualitatively orientated analysis, I scrutinize how concerned researchers, on individual and intersubjective level make sense out of expectations regarding their publication output and relate these to the development of successful careers within their field(-s).

When considering the results of the bibliometric analysis in a first approach, it on the hand turns out that with regard to preferred formats of publication it is monographs which experienced the least alteration in frequency over the ten-year period of observation. This may suggest that the community of researchers at the faculty continues to see publishing monographs as a means for guaranteeing disciplinary visibility and showcasing academic proficiency/authority within the field. On the other hand, publication activity in journals has increased for the entire faculty of Catholic Theology over the observation period. This in turn might be interpreted as an indication that through such a behavior the researchers at the faculty tend to respond to expectations, they see arising from research policy and management. Hence, as far as the observations I was able to make through bibliometric analysis go, it seems that researchers at the faculty of Catholic Theology at University of Vienna do not substitute long-term publication strategies aiming at developing comprehensive research narratives in monographs by a strategy solely focusing on publishing in more fragmented form(-s) in academic journals. Instead, my observations indicate that they tend to respond to both rationales complementary rather than exclusively.

A similar inference can be drawn from the observations I made regarding preferred languages of publications and the degree to which researchers at the faculty of Catholic Theology are about to adapt their practices and preferences concerning language(-s) of publications. Albeit publications in English language show an increasing trend throughout the period of observation, these do not replace publication activities in local/German language. Hence, the bibliometric data suggests that publishing in German and in English can be understood as two complementary constituents in the publication strategies of researchers at the faculty.

Finally, I was able to show through the bibliometric analysis that in the period after 2015 researchers at the faculty of Catholic Theology have gradually taken up publishing in journals that are indexed in Web of Science. Publishing in such journals is an expectation that often is expressed through research policy and/or management, because in those realms the fact of being represented in multidisciplinary citation databases is associated with increased international (academic) visibility. Nevertheless, the relatively low dimension of publications in journals indexed in Web of Science and the fact that it mostly is book reviews that have been published there, does not allow for any conclusive inferences based on the data at hand.

In terms of questions for further research, in depth studies of the content of publications could possibly discern whether increases in publication volume and frequency as well as language and channel of dissemination go in hand with so-called goal-displacement[72] and/or salami-slicing practices[73]. Further, such studies would likely discern the degree to which researchers are about to follow a dual publication strategy – that on the one hand aims at fulfilling qualitative expectations from within the field and formal expectations emerging from research management on the other hand – in more detail. Nevertheless, and this also coincides well, with the sentiment the interviewed researchers expressed in multiple instances, we need to assume that the developments regarding their publication practices which the researchers in this study experience result in a considerable intensification of their labor.

What is then the benefit of combining quantitative with qualitative methods?

As delineated above, the results from the bibliometric part of analysis suggest that researchers at the faculty of Catholic Theology are gradually about to adapt their publication preferences in order to respond to expectations issuing from research management. Combining the quantitative approach with qualitative interviews however showed that changes in how researchers assess their work and make sense of their practices are more differentiated and complex than the inferences that can be drawn from bibliometric analysis alone suggest. The interviews with six senior researchers at the faculty of Catholic Theology revealed that efforts researchers invest into becoming and being a successful researcher cannot simply be related to fulfilling – perceived – expectations regarding the extent and quality of their publication output issuing from research management. According to the interviewed researchers, accomplishing such perceived duties does not suffice to understand how academic practices are translated into academic achievement and/or reputation in the long run.

Throughout the analysis of the interview data, I could observe that when it comes down to making choices related to the demonstration of being a proficient and prolific scholar, the interviewed researchers tend to weigh up between expectations and related values stemming from very different realms. Firstly, they relate their choices regarding producing and publishing research outcomes to a substantial degree to their identities as individual subjects in research within specific Humanities research traditions at a German speaking university. Further, they show a considerable amount of awareness regarding the fact that institutional research assessment practices – e.g. within hiring processes or competitive allocation of research funds – tend to privilege qualities of a researcher, different to those that they deem to be of importance within their narrower disciplinary fields. Finally, the statements by the interviewed

[72] E.g. putting more emphasis on expectations regarding the extent, frequency, format and publication venue than on qualitative, contentual characteristics of research publications
[73] breaking down longer research narratives into smaller portions

researchers reveal that personal abilities and – often-haphazard – opportunities play an eminently important role in the development of individual careers in academia.

When it comes down to questions of recognizing academic proficiency within their fields of research, the interviewed researchers deem quantified approaches towards research quality to be ineffective respectively void and non-applicable in their disciplinary research contexts. At the same time, the linguistic finesse to craftly and artfully compose a long-term comprehensive research narrative is what, according to them, differentiates performing research in the Humanities from occupations in other academic fields. Moreover, it is such individual textual abilities that according to them – for the major part – help differentiate between outstanding and undistinguished researchers. They frame performing research and publishing results as individual, self-relying subject as a, respectively the, distinctive quality of a (successful) researcher in their field(-s) – which according to them also traditionally was considered the epitome of being a researcher in Theology. Nevertheless, because they regard their careers as strongly bound to institutional tenure at a university, they see quantitative research assessment of research outputs gaining in importance and permeating into their social worlds as scholars in Theology or Religious Studies. As I have shown in the analysis, this leads to ambivalences in how they plan their careers along prolonged trajectories of investigating and publishing of research narratives. This turns out most prominent when they reflect on which advice(-s) they would give to less achieved researchers that still are about to develop their careers.

As an example, the researchers in the sample in multiple instaces emphasized that developing comprehensive research narratives – often manifested through publishing in monographic form – is crucial, especially for younger researchers, in order to gain reputation in many research contexts dealing with Theology. Hence, to their judgement, from a disciplinary point of view, publication strategies should preferably build up along such long-term monographic research interests and pathways. Nevertheless, this could possibly compromise the production of periodic research outputs in internationally visible academic journals, the most important expectation they see arise from formal quantitatively orientated (institutional) research assessment. Consequently, they see themselves and peer researchers challenged to pursue a dual publication strategy, which in first place follows qualitative aspirations from within the field, and at the same time aims at meeting quantifiable expectations expressed through institutional research management. This, according to them, often leads to situations in which researchers see themselves bound to constantly and relentlessly producing research outputs and hence intensifying their labor.

When it comes down to expressing sentiments regarding the move towards managerial forms of leadership within academia and/or at University of Vienna and the development of

Research Information Systems (RIMS) – which in the end enable ongoing quantification of research assessment – the judgements by the interviewed researchers remain ambivalent. On the one hand, they admit that more standardized routines and devices of and within research evaluation – even if those come along with administrative duties of accounting for their entire academic activity – might increase justice and favor equal opportunity in career development. On the other hand, they express a certain degree of ambiguity regarding the expectations related to the extent and the formal attributes – like language or journals – that are manifested through such forms and tools of formal institutional research assessment. Hence, they do not see themselves in the position to discern whether perceived positive or negative aspects and developments coming along with RIMS will prevail. Nevertheless, in the end they regard RIMS – like u:cris at University of Vienna – as a necessary evil, as a requirement by the University management that needs to be served on a regularly basis, because it is through such acts of formal legitimization of research activities that research funds are guaranteed in the long run on an institutional basis.

Thus, in the end, it turns out that while bibliometrics provide useful tools to describe how publication patterns develop and possibly discern breaking points within publication trajectories, they are futile when it comes down to identifying the rationales that motivate the observed effects. It only is through the combination of bibliometric methods with qualitative analysis – taking into account the contexts in which research and publication strands unfold and putting individual researchers and their choices back into the focus of analysis – that a more differentiated and complete picture can be drawn.

Questions for further research

Finally, yet importantly, I want to point to the importance for further studies to include questions on how attributes like sex, gender, age, sexual orientation, or marital status impinge upon the development of careers in academia. Researchers in my sample described experiences of how inequalities and discrimination biased (and still bias) the development of their careers, but due to a small sample size and the need to pseudonymize, I could not include an analysis of these in this thesis. This because the senior faculty staff at the faculty of Catholic Theology at University of Vienna is relatively small and revealing details regarding their civil status and personal CV would likely expose the identity of the interviewees. Nevertheless – especially because they attributed so much importance to reporting on how being a woman, having a family and/or children, or not being flexible geographically had a toll on the development of their careers in academia – I believe that investigating how professional and private lives of researchers in the Humanities get entangled would be of highest interest in subsequent studies including a more important number of respondents. This would likely help unveil the ambiguities related to such arrangements that all too often are muted when it comes down to analyzing and discussing how careers in academia unfold or are truncated.

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8 Abstract English

In this study I address the question on how researchers' imaginations regarding publishing research results and becoming or being a successful researcher are influenced by emerging quantitative methods in research assessment. In order to find answers to this overarching research question, I used two different methodic approaches. First, I use bibliometric methods to sketch the publication behavior of researchers at the faculty of Catholic Theology at University of Vienna. In a nutshell, I could observe gradually increasing publication frequencies, a shift towards more internationally orientated publications, more and more publications in English language and an increasing rate of publications in journals indexed in multidisciplinary citation databases in the period of observation. Second, I scrutinized the results from this bibliometric part of analysis using a qualitative approach. Through the analysis of interviews with six senior researchers from the faculty of Catholic Theology, I was able to discern different motivational backgrounds that underlie researchers' research and publication strategies within the fields of Catholic Theology and Religious Studies. This allows me to put the contexts in which research trajectories unfold back into the focus of research and discern that imaginations on what it means to become and be a successful and recognized researcher need to be conceived as multiple and entangled.

9 Abstract Deutsch

In dieser Studie befasse ich mich mit der Frage, wie Vorstellungen bzgl. der Veröffentlichung von Forschungsergebnissen und darüber, was es heißt ein:e erfolgreiche:r Forscher:in zu werden bzw. zu sein, durch vermehrt in der Evaluierung von Forschung aufkommende quantitative Methoden beeinflusst werden. Um Antworten auf diese übergreifende Forschungsfrage zu finden, habe ich zwei verschiedene methodische Ansätze gewählt. In einem ersten Schritt habe ich bibliometrische Methoden verwendet, um das Publikationsverhalten von Forscher:innen an der Katholisch-Theologischen Fakultät der Universität Wien zu skizzieren. Zusammenfassend konnte ich hier über den Beobachtungszeitraum eine allmählich steigende Publikationshäufigkeit, eine Verschiebung hin zu stärker international ausgerichteten Publikationen, immer mehr englischsprachigen Publikationen und eine steigende Anzahl an Publikationen in Zeitschriften, die in multidisziplinären Zitationsdatenbanken erfasst sind, beobachten. In einem zweiten Schritt habe ich die Ergebnisse aus dem ersten bibliometrischen Teil der Analyse, mit einem qualitativen Ansatz hinterfragt. Durch die Analyse von Interviews mit insgesamt sechs arrivierten Wissenschaftler:innen der Katholisch-Theologischen Fakultät der Universität Wien, war ich in der Lage, unterschiedliche Motivationshintergründe zu erkennen, die den Forschungs- und Publikationsstrategien von Wissenschaftler:innen in der Katholischen Theologie und den Religionswissenschaften zugrunde liegen. Dies ermöglicht es mir, die Kontexte, in denen sich Forschungsverläufe entfalten, wieder in den Fokus des Interesses zu rücken und zu erkennen, dass die Vorstellungen darüber, was es bedeutet, ein:e erfolgreiche:r und anerkannte:r Forscher:in zu werden und zu sein, als vielfältig und ineinander verwoben betrachtet werden müssen.

Für Rosa

…an Stelle einer Entschuldigung, dass ich so selten Zeit für Dich und Deine Mutter hatte!