

SCOARE Glossary

Terms for theoretical constructs

Engagement: ‘Engagement’ is understood by many to mean the degree of a person’s *active involvement* in an activity and by others to mean the degree of *enthusiasm or enjoyment* a person feels for that activity. In the SCOARE model, we use ‘engagement’ to mean *active involvement*.

Productivity: ‘Productivity’ as used in the research environment usually means the number of finished research products such as peer-reviewed articles and oral presentations an individual has generated. In the SCOARE program, we use ‘productivity’ to refer to how often a researcher has taken part in writing, speaking, and presenting, whether formal or informal, peer-reviewed or not peer-reviewed. It is similar to ‘engagement’ but used as a theoretical construct in our research.

Outcome expectations: In social-cognitive psychological theories, ‘outcome expectations’ refers to an individual’s expectations about the results of their goal-directed activity. Outcome expectations may be reflected in questions such as, “Will doing this pay off for me?” or “Is pursuing this worth it?” Outcome expectations are considered to be an important predictor of intention to persist in the future.

Self-efficacy: In social-cognitive psychological theories, ‘self-efficacy’ refers to an individual’s level of confidence in pursuing a *particular* goal-directed activity, such as “Am I a good enough writer?” or “Am I good at presenting my research?” or “Is the way I talk in the research environment good enough to show that I’m a peer in this group?” Self-efficacy is considered to be an important predictor of intention to persist in the future.

Science identity: ‘Science identity’ (or ‘scientist identity’) is a social-cognitive psychological term referring to the degree to which an individual feels that they belong in research. ‘Science identity’ has recently come to be regarded as an important indicator of intention and persistence in pursuing a research career.

Career intention: ‘Career intention’ in social-cognitive career psychology is a construct used to measure an individual’s intention to pursue or keep pursuing their stated career goal. In the SCOARE study, we measure research career intention based on intention to become an independent investigator, a research scientist in academia, a researcher outside academia, or to leave research.

Linguistics terms

Language variety: ‘Language variety’ refers to distinct and recognizable ways of speaking a given language. *Dialect* is a variety that is based on geographic region; other types of language variety include *sociolect*, gendered language, and *register* (see entries below). Language varieties can be considered standard or non-standard and are often associated with varying levels of prestige. Linguists consider all varieties of a language, regardless of their social prestige, to be legitimate linguistic systems, as defined by grammatical systematicity and



recognizability by other speakers. All varieties are acquired gradually over time, with or without formal instruction, and are markers of identity. Speakers often master more than one variety of a language. Although certain varieties are associated with particular groups of people, there is no deterministic or 1-1 relationship between group membership and use of a language variety.

Standard Academic English (SAE): ‘SAE’ is the variety of English spoken in academia. It is not entirely distinct from Standard English but generally makes use of more formal grammatical patterns and Latin-based rather than Germanic vocabulary.

Sociolect: A ‘sociolect’ is a language variety based on ethnicity, social class, rural vs. urban background, etc. Examples might include Anglo, Spanish-influenced, or African-American; working class, upper class, etc. Not all members of a particular group use the associated sociolect, and others who are not members of the group might acquire and use the sociolect.

Dialect: A ‘dialect’ is a language variety based on regional background, such as southern, Texan, Bronx, upper Midwestern, or Appalachian. As with other varieties, not all people from a particular region use the associated dialect, and others who are from elsewhere might acquire and use the dialect.

Register: A ‘register’ is a language variety based on what situation it is used in, such as intimate (family, friends), academic, legal, medical, liturgical, in-group vs out-group, etc. Academic register is used in conference presentations, formal meetings such as defenses, study section, written communication, etc.

Argumentation: ‘Argumentation’ refers to the expected or accepted process of organizing a credible presentation of ideas. This can differ by discipline, by culture, etc. The accepted style is agreed on by consensus.

Rhetorical style: ‘Rhetorical style’ refers to ways of developing a communication, such as reporting, persuasion through logic, persuasion through emotion, compare/contrast, narrative, process, etc.

Disciplinary style: ‘Disciplinary style’ is the expected use of terminology, organization, and sentence style particular to a scientific or other academic discipline. It is exemplified in the style and usage of the leading academic journal of that discipline.

Voice: In the SCOARE program, the term ‘voice’ refers to an author’s individual style of expression. (‘Voice’ is also used in other contexts to refer to grammatical devices such as active, passive, etc.)

