Migrant Academics and Professional Learning Gains: Perspectives of the Native Academic.

Research report

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Acknowledgments

Executive Summary

This SRHE-funded study addresses an important gap in the internationalisation of the higher education research - that of the pedagogic impact of international staff on the professional practice of the native academic in their host institutions who work alongside those migrant academics. Previous research on academic migration has largely focussed on the experiences of the migrant/ mobile academic and their acculturation. This research, on the contrary, focuses on the possible professional gains/non-gains of academic migration on the professional practice of the native academic in the host institutions.

In order to gain a deep understanding of the issues perceived to be important by the participants, and the ways in which these ideas are connected, the approach taken to elicit their knowledge structures was the map-mediated interview (e.g. Kandiko & Kinchin, 2012; 2013). Following the interviews, the maps were sent to the participants asking them to provide a written reflection on the map to elaborate on any of the aspects of the pedagogical interaction with other international colleagues, which they may not have had an opportunity to discuss in the interviews. Five native academics/British academics were approached from three departments (15 interviewees in all) representing disciplines with different levels of migrant academics present based on national statistics: civil engineering (University of Surrey – highest percentage migrant academics), veterinary science (University of Surrey – average percentage of migrant academics), and early childhood education (Liverpool Hope – lowest percentage of migrant academics). These interviewees were approached based on recommendations by colleagues and their profile pages.

Key Findings

- The term 'migrant academic' is a blanket term that shrouds an underlying diversity and as such may not be a very useful terminology. Further the terms 'migrant' and 'native' are fraught with challenges, and could imply different things to different people.

- Factors that affect professional learning gains are the same for both migrant and native academics such as willingness for adaptability and cultural sensitivity

- Across all disciplines investigated (veterinary science, engineering and early childhood), the native academics recognised that they developed better cultural sensitivity which helped them to better understand the cultural context of their international students.

- Across all disciplines studied (veterinary science, engineering and early childhood), the native academics recognised the value offered by the migrant academics in incorporating insights from first-hand experiences into the curriculum for which the native academics only had a text book knowledge.

Introduction

Recently, the UK voted to exit the European Union (EU), a situation that has caused concern within higher education (e.g. Killwick & Cuddeford, 2016; Mayhew, 2017). This so-called 'Brexit' highlighted a perception that native workers are economically disadvantaged due to the presence of migrant workers. However, as UK Higher Education (HE) has over a quarter (28%) migrant academics (HESA, 2016) who come from different educational and professional value systems, the British academic may gain a wide variety of professional knowledge through working with their international colleagues. The research explored these professional learning (non-) gains of the British (native) academic and how it particularly affects the nature of their pedagogical work. The research outcomes will aid universities' senior management to plan appropriate training for engendering a synergistic environment through offering a global perspective to ensure a high teaching quality and student learning experience. The objective, therefore, was to identify the possible professional learning gains of British academics and through this recommend how these gains can maintain or improve the teaching quality and student learning experience.

Research on migrant academics has mainly focused on the areas of academic mobility and the acculturation of migrants in their new environment (see for example Gimenez & Morgan, 2017). This type of research typically looks at the issue from the perspective of the migrant, offering descriptive analysis of the issues faced by academics when they cross international borders (e.g. Hosein *et al.*, 2018). There appears to be limited research on the professional learning gains (PLGs) of native academics when working with migrant academics. We define professional learning gains as the gains in

the professional knowledge of the native academics, or the professional development of the native academics, which occurs as a result of their formal and informal interactions with migrant academics. This SRHE-funded study intended to address this important gap in the research on internationalisation of the higher education by investigating the pedagogic impact of international staff recruitment on the professional practice of the native academic in the host institutions, as perceived by the native academic. We acknowledge that the extent of the professional learning gain can be influenced by a multitude of factors, three of which we focus on, and are now discussed.

I. Differences in pedagogical cultures

Professional learning gains may be dependent on the country of origin of the migrant academic, as pedagogical cultures vary from country to country (see for example Watkins & Biggs, 2001). If an (migrant) academic, from a background where the curriculum is more theoretically-based, joins a British teaching team, they may provide opportunities for professional learning gains for the British academic team by enriching the theoretical grounding of the curriculum being taught. However, the extent of this professional learning gain may be dependent on the willingness of the teaching team to assimilate this learning into their pedagogical cultural network (Ausubel, 1960; Kinchin, 2013), as incorporating any changes in a particularly well-established curriculum involves risk such as a possible negative impact on the teaching excellence metrics such as the student experience and teaching quality. We define pedagogical cultural networks as a culturally-shared mental model of the teaching customs and thoughts within a department (see Sieck, Rasmussen, & Smart, 2010). This is illustrated in Figure 1 and it is the starting point for our research in that migrant academics by virtue of interaction with individuals in a department will create some professional learning gains.
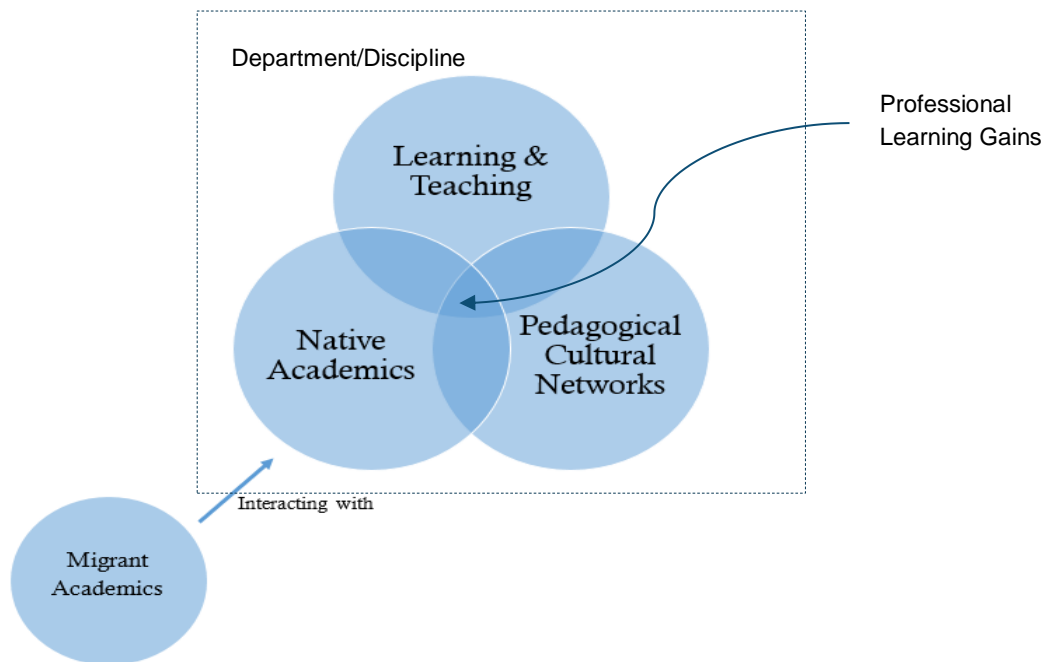
Figure 1: Naïve assumption: Migrant Academics interacting through the Native Academics creates professional learning gains within the department

II. Composition of international academic workforce in the department

In disciplines which have a large number of pre-existing international academics, there may be less perceived professional learning gains when new migrant academics join their department, as the pedagogical cultural network may be approaching pedagogical cultural knowledge saturation. By pedagogical cultural knowledge saturation we imply, the pedagogical cultural knowledge may have already incorporated any possible gain that could be achieved by interaction with the pre-existing migrant academics therefore limiting opportunities for further professional gains. In such instances any gain is likely to happen if the migrant academic comes from a country/pedagogical cultural network which may be different from those of the pre-existing migrant academics. For example, in the veterinary sciences disciplines, there are

17% EU vs 8% non-EU academic migrants. This means that there is a likelihood of more perceived professional learning gains from a migrant academic who is non-EU.

III. Disciplinary content knowledge

In certain disciplines, the curriculum content knowledge may be very similar across the world, because of a consistent universal knowledge in the discipline such as within the physical sciences and engineering. However, in disciplines such as Veterinary Education and Early Childhood studies, the curriculum knowledge varies from country to country as it is specifically contextualised to a particular country and may be heavily influenced by government policies. Therefore, migrant academics may be less able to provide professional learning gains in terms of curriculum knowledge, for these contextualised disciplines.

Project aims and overview

The study, thus, explored how far the pedagogic gain of the native academic may be influenced by the cultural context of migrant academic, levels of pre-existing internationalisation of the department and the disciplinary / departmental context of the academics. The main research questions were therefore,

1) When working with migrant academics, what are the perceived professional learning gains of British native academics?

2) How do these perceived professional learning gains vary depending on discipline of the migrant academic?

To achieve these research questions, the research project had the following research aims:

1) To determine through an extensive literature review, the professional learning gains of native academics accrued by working with international colleague.

2) To get a detailed view of the perception of native academics on the professional learning gains accrued by working with international colleagues.

3) To identify any trends in the learning gains of the native academic (such as based on the cultural context of the migrant academics and the disciplinary context) that could amount to a 'pedagogical cultural network'.

4) To consider the interdisciplinary commonalities within staff perceptions of professional learning gains by considering the case-study of three disciplines – veterinary science, civil engineering and early childhood education.

Therefore the project report here presents two strands of findings with respect to this study.

- Strand I – Literature review
- Strand II – Map-mediated interviews

Strand I: Literature Review

An extensive literature review was undertaken to locate the field of migration and academic acculturation, and to provide a context to this study. The literature that informed this research is scattered across a wide variety of sources and there are inconsistent and variable terminology with respect to migrant academics (such as international staff, immigrant academic etc.). Because of this, we decided that a typical systematic review of the literature would not be appropriate as it is likely that our inclusion criteria would miss out a section of the literature that may only became apparent after we started to explore the prior research and instead opted for a hermeneutic framework (see Figure 2).

Figure 1. A hermeneutic framework for the literature review process consisting of two major hermeneutic circles
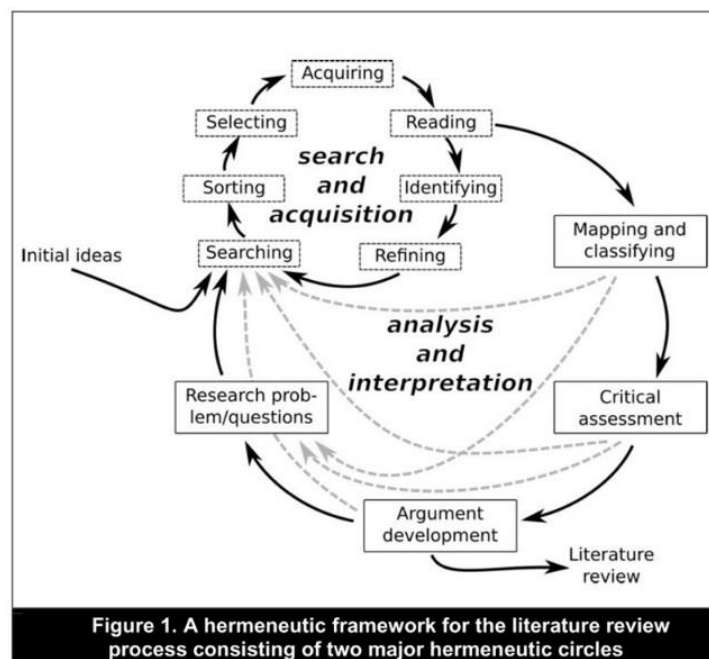
Figure 2: A hermeneutic framework for the literature review process consisting of two major hermeneutic circles (from Boell & Cecez-Kecmanovic, 2014).

In addition, a systematic review may attribute equal weight to each of the items included within the sample where we felt that some outputs were more significant than others in terms of their contribution to the field. On the other hand, the hermeneutic review (Boell & Cecez-Kecmanovic, 2014) meant we were not restricting the literature to that found using pre-determined search criteria, but instead literature is selected and searched for based on our reading and refining in an iterative manner.

Literature Findings

Through the hermeneutic literature review approach, we noted that there was limited literature on PLGs of native academics. Instead, the PLGs of migrant academics are explored with the expectation to extrapolate the findings to native academics.

After an initial exploration into the migration academic literature, the hermeneutic approach revealed that the topic of migrant academics can be framed within one main disciplinary area, that is, the internationalisation of higher education literature. There is both an empirical and normative side to internationalisation. For instance the former can regard data collection that aims to shed light on actual individual movements and the broader processes involved in integrating higher education into the global context (Knight, 2013), as well as the specific push and pull factors related to academic mobility (Mihut *et al.,* 2017). Though it is often said to be extremely difficult to measure the number of academic migrants (Teichler, 2017), as there are multiple ways in which an individual can be defined as a migrant, say whether someone moves for a short-term or long-term appointment. The latter point of internationalisation is more aspirational. It concerns notions that assert that internationalisation is a positive end in itself, for example by ensuring the circulation of pedagogical and intellectual (disciplinary) knowledge (Bauder, 2015), thus avoiding stagnation; and also that internationally mobile

academics can be seen as symbols of multiculturalism and carriers of social and cultural capital (Bang, 2016; Altbach & Yudkevich, 2017), thus engendering humanitarian cosmopolitan norms and the further notion that migrant academics are entrepreneurs in the global knowledge economy (Saltmarsh & Swirski, 2010). An additional contextual feature of internationalisation is the neoliberalisation of higher education (Kim, 2010). This carries both empirical and normative considerations of its own, in terms of global competitiveness between institutions, and the various mechanisms that aim to measure this. Institutional desires' to climb league tables via the production of high quality research outputs is one instance where migrant academics feature in this socio-political context. For these reasons, internationalisation appears to be a suitable framing device for the topic of academic migration.

Specific attempts have been made to further explore the effects of international mobility on migrant academics themselves. Hence there is a growing literature that documents, most often via autoethnographies (Hosein *et al.,* 2018; Kolapo, 2009a; Hutchison, 2016a; Yudkevich *et al.,* 2017), the acculturation experiences of migrant academics, that is, the challenges they face when they begin working professionally at a new institution abroad (re: teaching, research and service/administration), and how they overcome such obstacles. Within this literature we found that acculturation experiences are diverse: examples include cultural shock (Hutchison, 2016a), in particular feelings of loss of identity, disorientation and marginalisation (Hutchison, 2005; Mihut *et al.,* 2017); and pedagogical shock (Hutchison, 2016a), namely surrounding institutional differences between teacher-led and student-led pedagogy (Achankeng, 2016; Hosein *et al.,* 2018). Both of these experiences often foster adaption (Ndemanu, 2016), which can itself take different forms (Zhou *et al.,* 2008), from mere assimilation to a more reflexive negotiated development of a 'third space' (Hutchison, 2016b), where past experiences (of

pedagogy) collide with present, forming new professional identities and practices. There are also more practical and logistical issues that can influence a migrant academics' acculturation, such as language proficiency,[1] obtaining visas, and sourcing work for partners (Mihut *et al.,* 2017); and also more concerning personal factors, such as discrimination along the lines of gender, race and hierarchy (Leemann, 2010; Hutchison, 2016a; Aupetit, 2017). What can be interpreted from the literature so far, is that internationalisation and acculturation can be connected via the argument that successfully composed and implemented institutional internationalisation strategies, should lead to more successful acculturation of migrant academics.

Yet what remains missing from the topic of migrant academics, which is particularly pertinent for this research, is the specific learning gains that can be gained by native academics, as a result of interacting with migrant academic colleagues. Whilst it is clear from the literature that certain 'traits', such as adaptability and cultural sensitivity (Smith, 2009), are attributed to migrant academics by themselves or scholars who interpret data on their work, these are not the motives behind their research. Thus there is a lack of strong empirical data to support the notion that migrant academics catalyse specific learning gains in the departments they enter. For our purposes this was useful, as it provided a springboard for our research, whereby we could examine whether the content, that is what migrant academics are saying in the available literature, is in fact being mirrored by native academics. From the literature, we identified several PLGs which may be similar for native academics. These can be found in Table 1.

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[1] This is in fact an extremely pertinent issue regarding academic migration, and can have repercussions that extend beyond mere practical concerns. For instance migrant academics are said to be challenged more often in the classroom as a result of language proficiency and accent, and can also lead to isolation (Hutchison, 2016a; Gimenez & Morgan, 2017).

Table 1: Identified Professional Learning Gains by Migrant Academics

Professional Learning Gains
Pedagogical Knowledge
Innovative Pedagogy
Formal Learning and Teaching Training
Awareness of multiculturalism and internationalisation
Internationalisation opportunities for students
Internationalised curriculum
Synergy with (international) students

Strand II: Map-mediated interviews

The study used the qualitative methodology of cultural network analysis based on Rasmussen, Sieck and Smart (2009) and concept map mediated interviews by Kinchin, Streatfield and Hay (2010) to produce pedagogical cultural networks (PCNs) and from these determine the professional learning gains of the British native academic.

Methodology

Methods

In order to gain a deep understanding of the issues perceived to be important by the participants, and the ways in which these ideas are connected, the approach taken to elicit their knowledge structures was the map-mediated interview (e.g. Kandiko & Kinchin, 2012; 2013). In this scenario, the interviewer and the interviewee engage in a dialogue about the focus topic and jointly construct a concept map (Novak, 2010) of the interviewee's perceptions (Heron *et al.*, 2018). The map is constructed using post-it notes and is later redrawn electronically by the interviewer. The electronic file is passed back to the interviewee to edit before a final version is agreed. This process creates a succinct summary of the main ideas covered in the interview and emphasises the links between the ideas discussed (see Appendix 2 for protocol).

The map-mediated interview protocol adopted in this research exhibits overlap with both the cognitive network analysis (CAN) approach that has been used by Rasmussen *et al.* (2009), Sieck (2010) and Sieck *et al.* (2010) to identify consensus across individuals' pedagogic cultural networks (PCNs) that can identify a 'cultural group', and also with the qualitative network analysis approach adopted by Oancea *et al.* (2017) to identify cultural values.

Data Sample

The interviewees invited to participate in this study were approached depending on their disciplines. Five native academics/British academics were approached from three departments (15 interviewees in all) representing disciplines with different levels of migrant academics present based on national statistics: civil engineering (University of Surrey – highest percentage migrant academics), veterinary science (University of Surrey – average percentage of migrant academics), and early childhood education (Liverpool Hope – lowest percentage of migrant academics). These interviewees were approached based on recommendations by colleagues and their profile pages.

Data Collection

As in the study by Rasmussen *et al*. (2009), each participant was interviewed individually and was asked to think back of a particular colleague/incident that provided a memorable experience in order to ground their thinking in specific experiences to ensure the validity of their responses. Probes during the interview were intended to explore the beliefs and values relevant to the concepts placed in concept maps. Whereas Rasmussen *et al*. (2009) used a four-step process to code and analyse interview data which involved transcribing the text, extracting and sorting the propositions from within the transcripts from which the investigators constructed concept maps, in this study the maps were co-constructed during the interviews. This avoided any misinterpretations of the interviewee's intended propositions, and also allowed them to view the map as it was being constructed. This visualization allows the interviewee to see the connections that emerge from their narrative, and to then to develop or correct them.

Whilst Oancea *et al*. (2017: 306) did not use concept maps as final visual representations, their approach to gathering the data is based on a set of similar

assumptions to our own:

Unlike quantitative network studies, the emphasis here was on the qualitative construction and interpretations of these networks by the participants. The critical filter for inclusion in the map of a particular element of the network was the extent to which the participant judged it as relevant to their own interpretation and articulation of cultural value processes and outcomes.

In addition both our study and that by Oancea *et al.* (2017) aimed to '*support a focus on the relationships between agents, practices, and environments, and a move beyond sharp and simplistic dichotomies*' (Ibid. 312). The concept maps were used as triggers to develop personal narratives to consider possible professional learning gains achieved by working with international colleagues. As only one member of the research team (Ian Kinchin) was already proficient in undertaking map-mediated interviews, we conducted a 'training pilot' in which one of our colleagues agreed to be interviewed and for the other two researchers to observe the session. We then discussed issues arising from the proposed method.

The production of the pilot concept map indicated that we needed to take steps to ensure anonymity of those individuals described in the maps (see Figure 3). Whilst no names were used, when an interviewee commented on a 'former Spanish Head of Department', it was clear that these people could be identified. Such comments would be changed to 'a European colleague'.
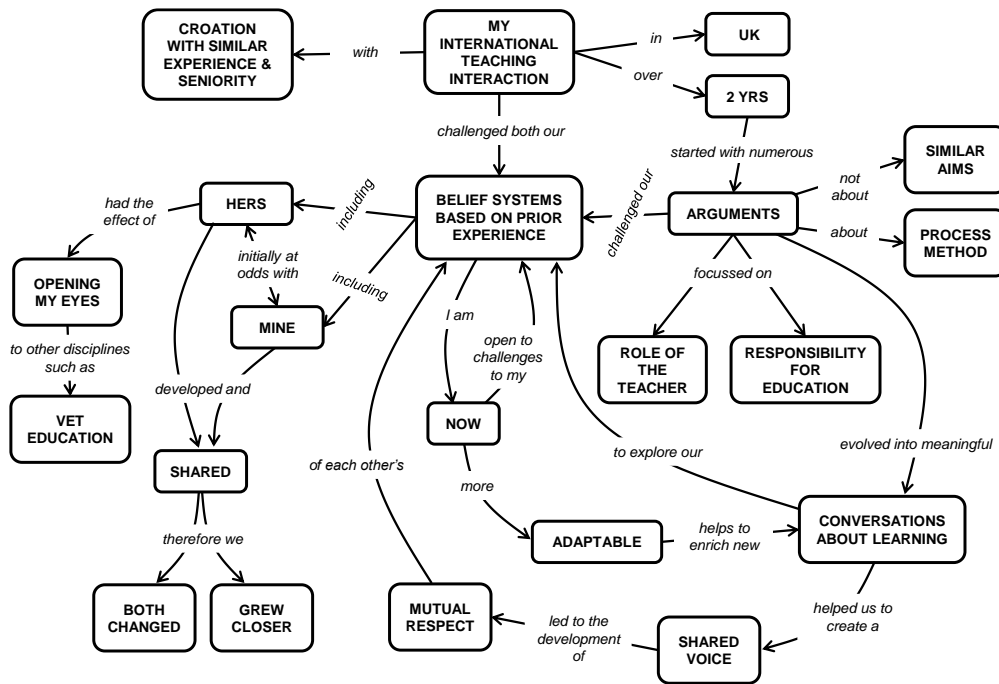
Figure 3: Concept map produced during the pilot interview

It was also clear from the pilot and subsequent discussions that the *real-time mapping* of an interview dialogue placed a considerable load on the shoulders of the interviewer. The interviewing requires the parallel processing of the conversation, the probing questions that need to be asked to clarify comments and the structural relationships between the concepts emerging from the dialogue. Therefore, whilst originally our intention was to create two maps per colleague for two different types of international colleague, we instead decided to create one map and to triangulate this with a narrative instead.

Narratives

After the interviews, the researchers drew the concept maps electronically and sent these for approval to the interviewees. The interviewees were asked to confirm that the concept maps were a reflection of the experience they recounted in the interviews and asked to modify any aspects of the map if needed. They were also asked to provide

a written reflection on the map, providing a short narrative to elaborate on any of the aspects of the pedagogical interaction with other international colleagues which they may have not had an opportunity to discuss in the face-to-face concept map mediated interviews. In writing these narratives, they were advised not to include any details which may allow these narratives to be attributable to any individual compromising their own anonymity and that of the international colleagues the experience of working with whom they would be recounting in the survey.

Ethical approval

Ethical approval for this study was granted by the ethics panels of each of the universities involved. We adopted the philosophy of '*researching <u>with</u> peers*' rather than '*researching <u>on</u> peers'* as we felt strongly that colleagues would benefit from this activity to help them reflect upon their own professional development. Therefore, we invited participating colleagues to be co-authors on the three discipline-focused papers that were part of the proposal. As such, they chose to relinquish their anonymity within the research process and were identified as co-investigators on the ethics approval forms. However, this had the consequence that their comments and reflections had to be anonymised to a greater extent to avoid peripheral characters from being identified.

Methodological recommendations

- When conducting the concept map-mediated interviews, for those who are new to concept-mapping, some may find it useful to audio-record the interview and then following confirmation from the interviewee of the accuracy of their concepts maps the audio recordings could be deleted. The audio recording allows for the interviewer to revisit the discussion to ensure that no key concepts were missed in

the process of the real-time concept mapping of the interviews. Listening to the audio-recording following the interview when creating the final concept map for the interviewee's approval will allow for such omissions to be picked-up.

- For the purpose of writing the narrative reflection, the research team did not agree on any set questions as the narratives were seen as a free space for the interviewees to share any additional views on the topic. However, some interviewees (especially those not conversant with writing such reflections) requested some guidance on how to structure their narratives which were then created by the individual researchers for the interview they undertook. Whilst the purpose of the narrative could have been more clearly defined and some guidelines could have been agreed prior to undertaking the interviews, these guidelines can sometimes inhibit the extent of reflection, and therefore, should be as open as possible.

- There are some methodological advantages of the map-mediated narratives. They appear to extend the period of personal reflection that would normally be possible when conducting in-depth interviews. The map provides an artefact to support on-going reflection so that participants can refine and develop their narrative over an extended interval. Knowing they can 'correct' and 'amend' their maps and narratives at any time during the process may allow interviewees to be less cautious and to speak freely when representing their views. The maps also allow for a nuanced response that reveals the complexity of the situation and avoids the creation of false, simplistic binary opposites.

Analysis and Key Findings

Cultural networks analysis

Drawing on the five maps and narratives created for each discipline (see Appendix 1 for examples of maps and narratives), the professional learning gains were identified for the three department's pedagogical cultural network. The learning gains for these pedagogical cultural networks are now discussed separately.

I. Veterinary Education Pedagogical Cultural Network

A pedagogical cultural network for Veterinary Education was created, and a number of generalised points were determined:

- Migrant academics are seen as possessing a number of personal traits – often being 'direct' in their approach and seen as being 'risk-takers'.

- The language of veterinary science is universal and hence can sometimes facilitate a superficial professional respect for each other.

- Shared professional values / ethical practice are seen as helpful in communication which is therefore easier with colleagues from North America and Europe than with colleagues from Africa or Asia.

- Strong accents and understanding of local idioms can be an impediment to integration.

- International colleagues often have experiences that home academics only know from the textbook.

- Native academics recognise that colleagues and students from some parts of the world will experience economic hardship.

II. Engineering Pedagogical Cultural Network

Through the engineering pedagogical cultural network, the points that were coming through as the key learning gains to incorporate into the network were:

- Native academics showed that they were building multicultural competencies in understanding the beliefs and values systems of migrant academics in order to apply these to their international student population.

- There was a need to demonstrate within the curriculum that engineering problems were different and varied in international contexts and hence needed to have different approaches to solving these problems.

- There was a push for ensuring that programmes were internationalised, that is, they were not wholly focused within the British context but built on examples from other countries as well.

- There was also a push for ensuring that the curriculum and the approaches to teaching engineering align with other prestigious programmes in teaching engineering.

III. Early Childhood Pedagogical Cultural Network

Generalised key professional learning gains for the Early Childhood pedagogical cultural network were:

- The native academics valued the real-life/first-hand experience of migrant colleagues in enhancing the curriculum by bringing their perspectives on

European theorists from their respective countries, which the British academics only had a theoretical knowledge of.

- Interactions with migrant colleagues helped the native colleagues better understand their cultural values, which they found helpful in understanding/making sense of the pedagogical reactions of their international students that were informed by their own cultural context.

- Prior international exposure at home or abroad accelerated the process of overcoming the initial inhibitions (for example, difficulties in understanding accents, etc.) and engaging in meaningful pedagogical conversations because of cultural sensitivity.

- The hierarchical position of the native academic within the department/institution is likely to influence the extent of the professional learning gain from their interaction with migrant colleagues, particularly coming from certain cultures which view positional power in specific ways.

- The presence of professional learning gains for native academics was more prominent in the area of curricular content, in comparison to the actual delivery of the curriculum, where many native academics felt there was less need for such changes, as their ways of curriculum delivery were more established and favourable for the nature of their student population

- Instances where the native colleagues recognised any professional non-gain often were attributed to the person's own idiosyncratic tendencies and their personality rather than their culture or the specific country they came from.

Professional Learning Gains Overview

For those persons who are willing to adapt and show some cultural sensitivity there are learning gains which can be successfully incorporated into the pedagogical cultural network, such as changes to the curriculum and the cultural intelligence that academics gained in relation to their interactions with other migrant staff and students. This insight regarding willingness to adapt, parallels one found in the literature review, whereby it has been noted that migrant academics, to be successful in their acculturation, should possess certain dispositions such as a willingness to be changed and patience when encountering 'others' cross-cultural blindness' (Hutchison, 2016c). Hence the professional learning gains of the native academics based on the project's cultural networks seemed to mirror those identified by migrant academics in the literature review (Table 1). For instance, increasing knowledge on multiculturalism and internationalising the curriculum (such as through international examples in the curriculum knowledge), appears in the literature review as migrant academics being posited as carriers of social capital and possessing an ability to view their work through a multicultural prism (Mason & Rawlings-Sanaei, 2014), and consequently that their presence and cultural experiences can help build bridges capable of crossing cultures (Hutchison, 2016c; Yourn & Kirkness, 2003). However, within these cultural networks, there are less learning gains around pedagogical knowledge, innovative pedagogy as well as internationalisation opportunities for students. Whilst this does correlate with the literature review, by the fact that these PLGs are not documented robustly *qua* PLGs, they were inferred from the notions that as migrant academics encounter different learners their pedagogical approaches may be developed in ways that they may not have otherwise been (Jepsen *et al.*, 2014), and that their broader international professional experiences can aid the internationalisation of teaching in their fields (Aupetit, 2017); this

connection arguably does appear in the map-mediated interviews such as by the reference to migrant academics introducing issues into their teaching that did not occur to the native academics. Yet instances where migrant academics used their international research networks to create internationalisation opportunities for students (AlOhali, 2017; Aupetit, 2017) did not surface in this research.

Further, it appears that professional learning gains occur regardless of the international composition of the department and it may be dependent on the department and the migrant academic openness and adaptability in learning from each other. This would again align with the literature, in the sense that whilst the international composition of departments is not widely discussed in the terms of this project, questions have been raised over the role of individual personality of the migrant academic and the host department in engendering PLGs, as opposed to (non) gains occurring purely because of the fact that someone is a migrant (Kolapo, 2009b; Teichler, 2015).

In conclusion, from the analysis of the data, we should expect that having migrant academics in a department provides realisable opportunities for a number of professional learning gains, which if used wisely, can affect change on the curriculum and the student learning experience.

Conclusion

One outcome that is evident from a close examination of these illustrative cases, is that the details that reside behind the terms 'migrant academic' and 'professional learning gains' are highly varied and idiosyncratic. Even within the research literature it is clear that different labels are used to mean the same thing whilst the same label is used to describe different things, such that any meta-analysis of findings will be speculative at best. It may, therefore not be helpful to generalise too much about what a migrant academic is, or what the potential learning gains for academics in a host institution might be. However, it may be more helpful to consider the pathway to intercultural competence that may or may not lead to professional learning gains. Gimenez and Morgan (2017: 89) offer a concept that helps illustrate how PLGs can manifest through interactions, that is, 'transformative collaboration'. Essentially they point out how skills, values and principles can be enhanced via dialectic relationships between Native Academics and Migrant Academics.

Like much learning in higher education, the management of (dis)comfort may be seen as the starting point (e.g. Kinchin *et al*., 2017). A certain amount of discomfort is needed to promote dialogue to explore the underlying values that dictate our actions. Without an exploration of professional values, individual actions may simply indicate that someone is an 'outsider' who has not yet been 'assimilated' – overlooking the fact that it is the migrant who is potentially adding to and enhancing the domestic environment. Where there is an atmosphere of mutual respect, supported by a level of intercultural competence (Deardorff & Arasaratnam, 2017), there is an increased likelihood that some form of professional learning gain will be achieved, by the migrant as well as by the host.

A breakdown in any one of these stages is likely to reduce the potential for professional learning gains. A tentative pathway may therefore be seen as providing a route towards learning gains without prescribing what those gains might be or how they will be manifest in the host institution.

The value of the term 'migrant academic' has to be questioned. Any definition of migrant academics is necessarily arbitrary: were they born abroad; did they study abroad, do they just live abroad? In practice, it is clear from the comments made that some 'internal migrations' may have a more profound effect than some international migrations. A colleague who was born and raised in the Welsh valleys, and studied in Wales subsequently found a move to London to present a severe culture shock – possibly greater than someone moving from Amsterdam to London. The national boundaries are therefore an additional arbitrary factor to describe migration. The motivation for migrating is also highly variable. We have some colleagues who are essentially refugees who had little choice in their move, whilst others made a conscious decision to move to a particular place, often to achieve professional advancement. 'Migrant Academics' are, therefore, not an homogenous group that can be catalogued and labelled.

Dissemination and planned outputs

Presentations

SRHE event [19th April 2018] *Migration and academic acculturation.* Podcasts from the event can be accessed here

CEPA event [25th April 2018] *Migration and academic acculturation: Perspectives of the native academics,* Event organised at Liverpool Hope University for Centre for Education and Policy Analysis.

UCD Global Week [11th June 2018] *International faculty - new reflections on what it means to be a migrant academic.* Presentation at University College Dublin as part of the UCD Global Week.

Blogs

Rao, N. & Hosein, A. (2018) *Reflections on the SRHE event 'Migration and academic acculturation'* Blog written for the Academic Mobilities and Immobilities Network, University of Warwick. Link here

Rao, N. and Hosein, A. (2018) 'Do we provide the right support for migrant academics?' *University World News.* Link here [Note – whilst the article highlights largely on the training needs of the migrant academics, it emphasis the need for training the host/native academics to all for optimal professional learning gains in diverse academic environments]

Limitations of the study and suggested further research

An overall critical point, which needs to be acknowledged as the limitation of this study, is that it does not consider the cultural heterogeneity of the native academics and migrant academics, which is likely to identify the more complex issues and challenges that are likely to be posed in the discussion on professional learning gains. It is our intention to engage in more granular further study looking at specific cultural differences in these groups and the likely implications it has on the professional learning gains.

Further, in this study one of the primary findings is that it is difficult to agree on the key terms based on the systematic review which was undertaken as part of this study. We acknowledge that 'migrant academic' is a blanket term that shrouds an underlying diversity and as such may not be a very useful terminology. Further, the terms 'migrant' and 'native' itself is fraught with challenges and could imply different things to different people. We intend to undertake a more comprehensive study in future with this as the particular focus to identify the implicit meanings placed by such terms on the issues related to migrant and/or native academics.

Papers

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Appendices

Appendix 1: Examples of a concept map derived during a map-mediated interview and its accompanying narrative.
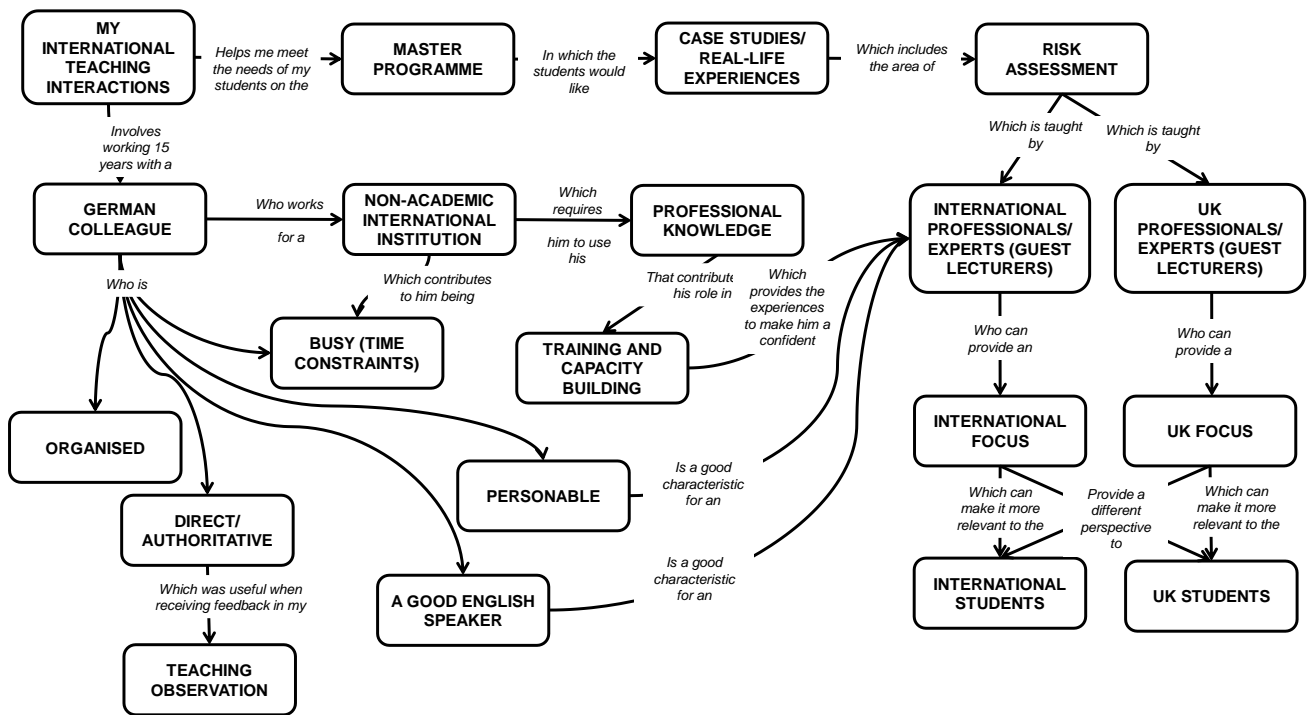
Veterinary Sciences map:
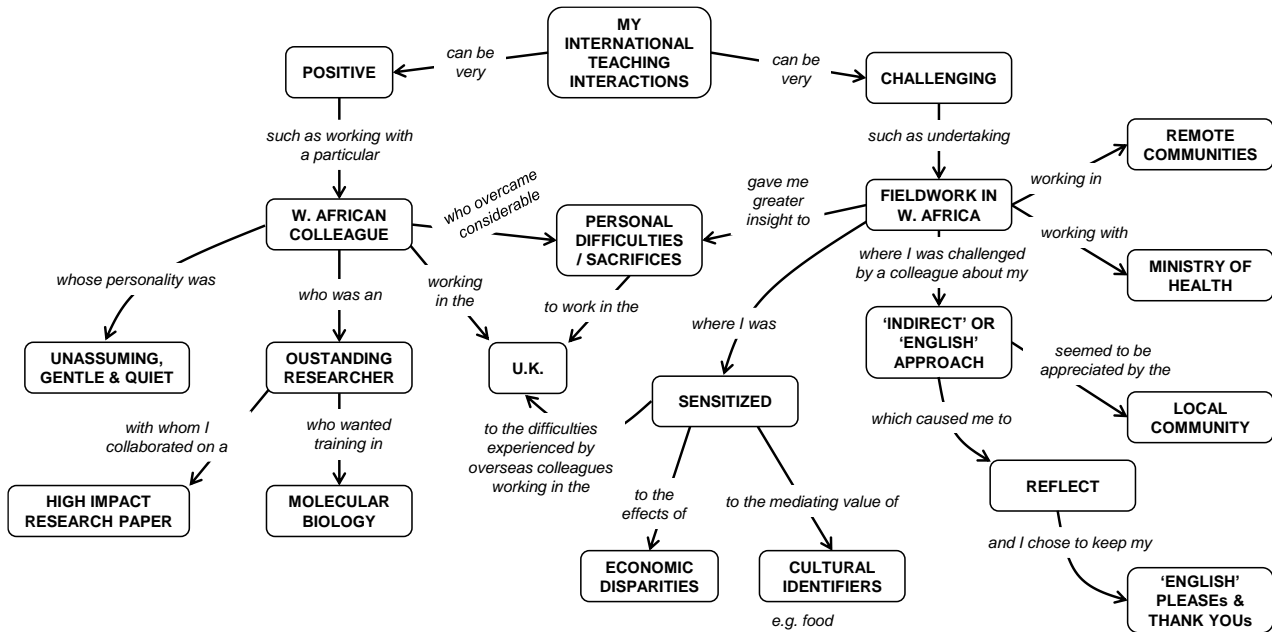
Veterinary Sciences narrative:

In a previous role I conducted several periods of fieldwork in remote communities in sub-Saharan Africa, working with teams of local technicians on projects aimed at improving control of parasitic diseases in local communities. I view this opportunity as a great privilege as I have been able to travel to areas which are not often visited by Europeans and have gained an insight into how people live and the challenges they face on a daily basis. However, the fieldwork did take me out of my comfort zone and was not without its difficulties, attributable to language barriers and cultural differences, as well differences in the environment. The fieldwork definitely sensitised me to the economic disparities and cultural differences which exist between different countries and continents.

Subsequent to the fieldwork, I had the opportunity to work with an African colleague in the UK and provide training in molecular biology techniques. This was an extremely positive experience as the colleague was an outstanding researcher, very quick to learn and very easy to interact with. The molecular biology research he carried out contributed to a high impact research paper. I believe that my experience overseas prepared me at least to some degree for this interaction, in particular in awareness of the personal sacrifices which people from sub-Saharan Africa make when they travel to the UK for work or education.

Civil Engineering map:

MY INTERNATIONAL TEACHING INTERACTIONS

Helps me meet the needs of my students on the →

MASTER PROGRAMME

In which the students would like →

CASE STUDIES/ REAL-LIFE EXPERIENCES

Which includes the area of →

RISK ASSESSMENT

Involves working 15 years with a ↓

GERMAN COLLEAGUE

Who works for a →

NON-ACADEMIC INTERNATIONAL INSTITUTION

Which requires him to use his →

PROFESSIONAL KNOWLEDGE

Which is taught by ↓ (RISK ASSESSMENT)

Which is taught by ↓ (RISK ASSESSMENT)

INTERNATIONAL PROFESSIONALS/ EXPERTS (GUEST LECTURERS)

UK PROFESSIONALS/ EXPERTS (GUEST LECTURERS)

Who is (GERMAN COLLEAGUE) ↓

Which contributes to him being ↓

BUSY (TIME CONSTRAINTS)

That contributes his role in ↓

TRAINING AND CAPACITY BUILDING

Which provides the experiences to make him a confident

ORGANISED

DIRECT/ AUTHORITATIVE

Which was useful when receiving feedback in my ↓

TEACHING OBSERVATION

PERSONABLE

Is a good characteristic for an

A GOOD ENGLISH SPEAKER

Is a good characteristic for an

Who can provide an ↓

INTERNATIONAL FOCUS

Who can provide a ↓

UK FOCUS

Which can make it more relevant to the ↓

Provide a different perspective to

Which can make it more relevant to the ↓

INTERNATIONAL STUDENTS

UK STUDENTS

Civil Engineering narrative:

Reflecting on the interactions that I have with different international colleagues I do not believe that the differences are to do with personalities but more to do with what we have in common professionally. Therefore I have more interaction with those colleagues which I am working with professionally than those I do not. This, I believe is down to time available to socialise with colleagues as opposed to anything to do with personalities. I strongly believe that the country of origin of my colleagues has nothing to do with how we interact. I have colleagues from a variety of countries and sharing experiences of working in different countries has been overwhelmingly positive for me. The value professionally in collaborating with international colleagues is gaining not only more in-depth knowledge about my subject area but also learning how different cultures work. Gaining knowledge and experiences about different aspects of my subject have been gained by talking to professional colleagues working in different countries. This of course leads to a more in-depth knowledge, approaches to solving problems by different cultures, learning about wider impacts of the subject and valuable collaborations when applying for funding and publishing work.

Early Childhood concept map:
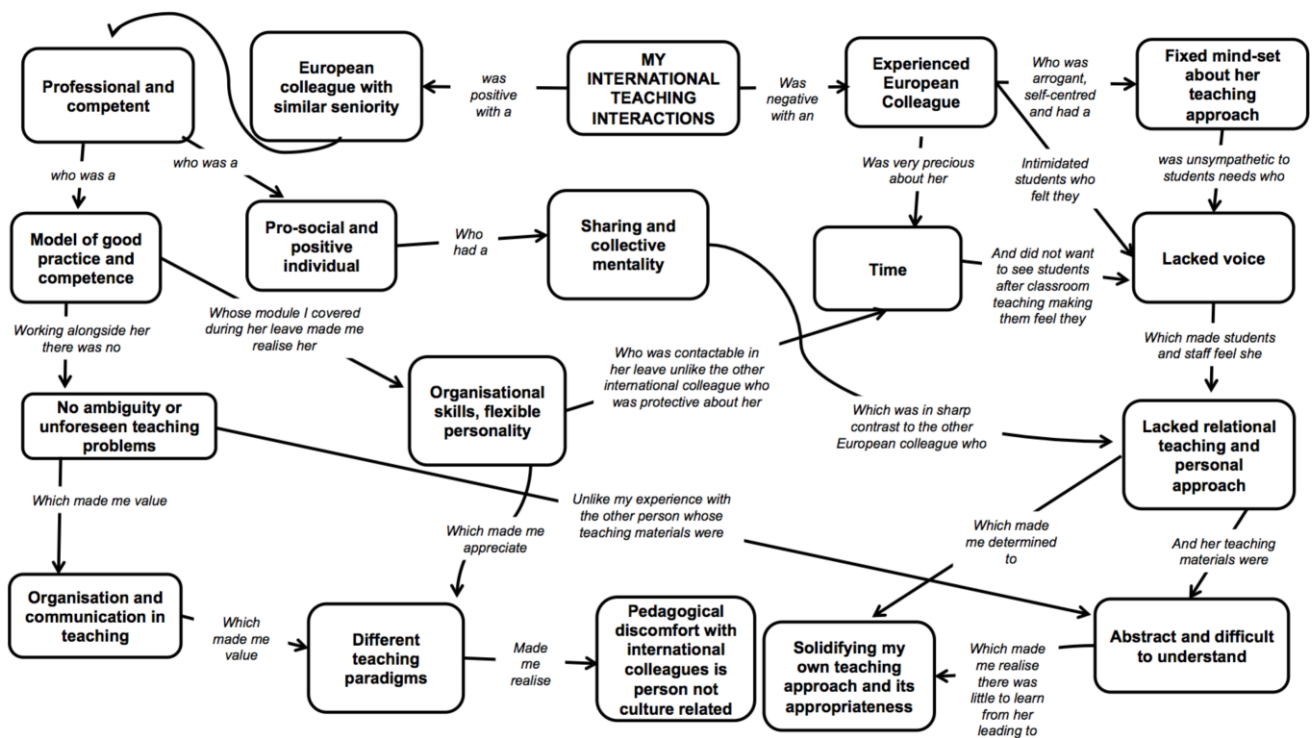
Early Childhood Narrative:

The two examples of the European colleagues I provide would be evident across all disciplines – there are good and bad lecturers in all departments. I don't think the country the person came from affected my interaction. One would assume that the longer a person spent in teaching the better one becomes. However. The opposite is evidence in my examples. Perhaps teaching can also sour the individual. I don't think my experience of the interaction would be any different if this interaction was with a native academic, as there are good and bad in all nationalities. My approach is to teaching is to try to be as accessible (with my students), explicit/clear (with the materials) and professional (with my preparation) as possible. By observing the lecturers chosen in my examples I have developed these skills further. The vast majority of my international colleagues are very competent and nice people. There are always some people who for one reason or another are less competent and not as nice. This applies to international and UK academics. I take each individual separately regardless of nationality- If someone is nice I reciprocate, If someone is mean I tend to keep my distance as long as they don't directly affect me. If they do come into direct contact I try to be nice and if nothing else works, and the quality of teaching is being compromised, I will be blunt and honest!

Appendix 2: Protocol for the concept map-mediated interviews

Co-Investigators Invitation

Co-investigators were invited to take part in this project by the grant holders depending on their discipline. Five British co-investigators were approached from three departments (15 co-investigators in all) representing departments with different levels of migrant academics present based on national statistics: veterinary science (Surrey), civil engineering (Surrey) and early childhood (Liverpool Hope). These co-investigators were approached based on recommendations by colleagues and their profile pages.

Methods

The methodological approach for collecting data involves a concept map-mediated interviewing of co-investigators by the grant holders, followed by the co-investigators providing a reflection on the created concept maps.

Concept map-mediated interviews

Each co-investigator will be invited by one of the grant holders to a concept-map mediated interview. The co-investigators will be asked prior to coming to the interview to think about the learning and teaching experiences they have had with an international colleague before coming to the interview.

The interview will be held in a private room between one co-investigator and on grant holder. During the concept map intermediated interview, the co-investigator will be asked to recount their experiences/ interactions when working with their international colleague in order to privilege their voice. The grant holder will write down key concepts mentioned during the recounting of the experience onto post-it notes. The grant-holder may prompt the co-investigator (if needed) to expand on issues such as providing examples and their perceptions of the experience.

After the co-investigators have recounted their experience, the grant holder will recount the experience back to the co-investigators based on the post-it notes to see if they agreed with what has been noted so far. The co-investigators facilitated by the grant holder will

then use the post-it notes to create a concept map of the experience when working with the international colleague.

Reflection

After the interview has finished, the grant holder will electronically draw the concept map and send this to the co-investigator. The co-investigators will be asked to determine whether the concept map is a reflection of the experience they recounted and asked to modify any aspects of the map if needed. The co-investigators will then be asked to provide a written reflection on the map by asking them to think about how this map is similar or different to other international colleagues they have worked with in the past.

Ethical Issues

To ensure anonymity of the international colleague (particularly if the international colleague currently works in the co-investigator's department), information on the country of origin for the international colleague would be only known to the grant holders. Any identifiers or additional personal information will not be recorded on the concept maps and removed from the reflections. When the grant-holders present or share the concept maps and reflections with the co-investigators when writing the journal articles, the country information will be presented by geographical regions as determined by the grant holders (such as North America, South Europe, South Asia, Far East etc.). Further, the co-investigators will only know which concept maps is theirs as each co-investigator's concept map will not be identified specifically.