

Academic engagement patterns of native and foreign-born academics

Cornelia Lawson

MIOIR, Alliance Manchester Business School, The University of Manchester

17th Gender Summit – Europe, 3-4 October 2019, Amsterdam

International orientation of academia

- Science is very international in scope: training, work, collaboration
- 15% to 30% of doctorate holders have experienced mobility abroad during the previous ten years (Auriol, 2010)
- 1 in 3 top-US professors receive education abroad (Yuret 2017)
- Increase in international collaboration and migration of academics (Wagner et al., 2017; van der Wende, 2015)
- Migration promotes knowledge spillovers and international network formation (Almeida and Kogut, 1999; Scellato et al. 2015)
- Diversity enhances research and team performance (Barjak and Robinson, 2008; Franzoni et al. 2014)

Benefits to:

Science

Institutions

Regions

Countries

UK Academic survey of external engagement

- >50% of UK papers with international coauthors (Witze, 2013);
- >30% of UK academic staff are non-UK national (HESA, 2017)
- 2015 survey of all academics in UK
- 18177 complete responses
- 64.6% UK born, 17.8% EU born and 17.6% Non-EU and Non-UK
- 41% women



Citizens of somewhere: Examining the geography of foreign and native-born academics' engagement with external actors

Cornelia Lawson^{a,*}, Ammon Salter^a, Alan Hughes^b, Michael Kitson^c

^aSchool of Management, University of Bath, Bath, United Kingdom

^bImperial College Business School, London, and Lancaster University Management School, Lancaster, United Kingdom

^cAngus Business School and Center for Business Research, University of Cambridge, Cambridge, United Kingdom

ARTICLE INFO

Keywords:

Academic engagement
Foreign-born and native-born academics
National collaboration
International collaboration

ABSTRACT

This paper explores the geography of academic engagement patterns of native and foreign-born academics, contrasting how patterns of international and international engagement with non-academic actors differ between these two groups. We suggest that foreign born academics will engage more internationally than their native-born colleagues, whereas native-born academics will have greater levels of international engagement. Drawing upon a large multi source dataset, including a major new survey of all academics working in the UK, we find support for the idea that where people are born influences how they engage with non-academic actors. We also find that these differences are attenuated by an individual's international and international experience, ethnicity and language skills. We explore the implications of these findings for policy to support international and international academic engagement.

But we also value something else: the spirit of citizenship. That spirit that means you respect the needs and obligations that make our society work. That means a commitment to the men and women who live around you, who work for you, who buy the goods and services you will... But today, too many people in positions of power behave as though they have more in common with international elites than with the people down the road, the people they employ, the people they pass in the street. But if you believe you're a citizen of the world, you're a citizen of nowhere. You don't understand what the very word 'citizenship' means.

Prime Minister Theresa May, 5 October 2016, Conservative Party Conference Speech.

I want this United Kingdom to emerge from this period of change stronger, fairer, more united and more outward looking than ever before. I want us to be a secure, prosperous, tolerant country - a magnet for international talent and a home to the pioneers and innovators who will shape the world ahead. I want us to be a truly Global Britain - the best friend and neighbour to our European partners, but a country that reaches beyond the borders of Europe too. A country that goes out into the world to build relationships with old friends and new allies alike.

1. Introduction

In a bid to justify investments in science, governments across the globe are moving towards more mission or impact oriented funding, which requires researchers to contribute more towards public concerns, often of national scope. The focus on national issues and challenges is expressed in the first quote above, where UK Prime Minister Theresa May highlights the view that some members of society have greater alignment with, and interest in, people and problems from outside the nation than within it. The concern about the lack of domestic national engagement of 'people in position of power' does not explicitly mention academics, but it is clear that academics have a strong international orientation. For example, over half of the papers published by UK based academics in 2013 had an international co-author (Witte, 2016) and 30 per cent of the academic staff at UK universities are non-UK nationals (HESA, 2017). As it stands, the academic sector is one of the most globally oriented components of the national economic system. The second statement clearly acknowledges this and identifies the desirability of a country acting as a magnet for, and home to, international talent on a global scale. The global focus of academia is part of a longer tradition within academe of seeing academics as being 'extra-territorial'.

Extent of engagement UK

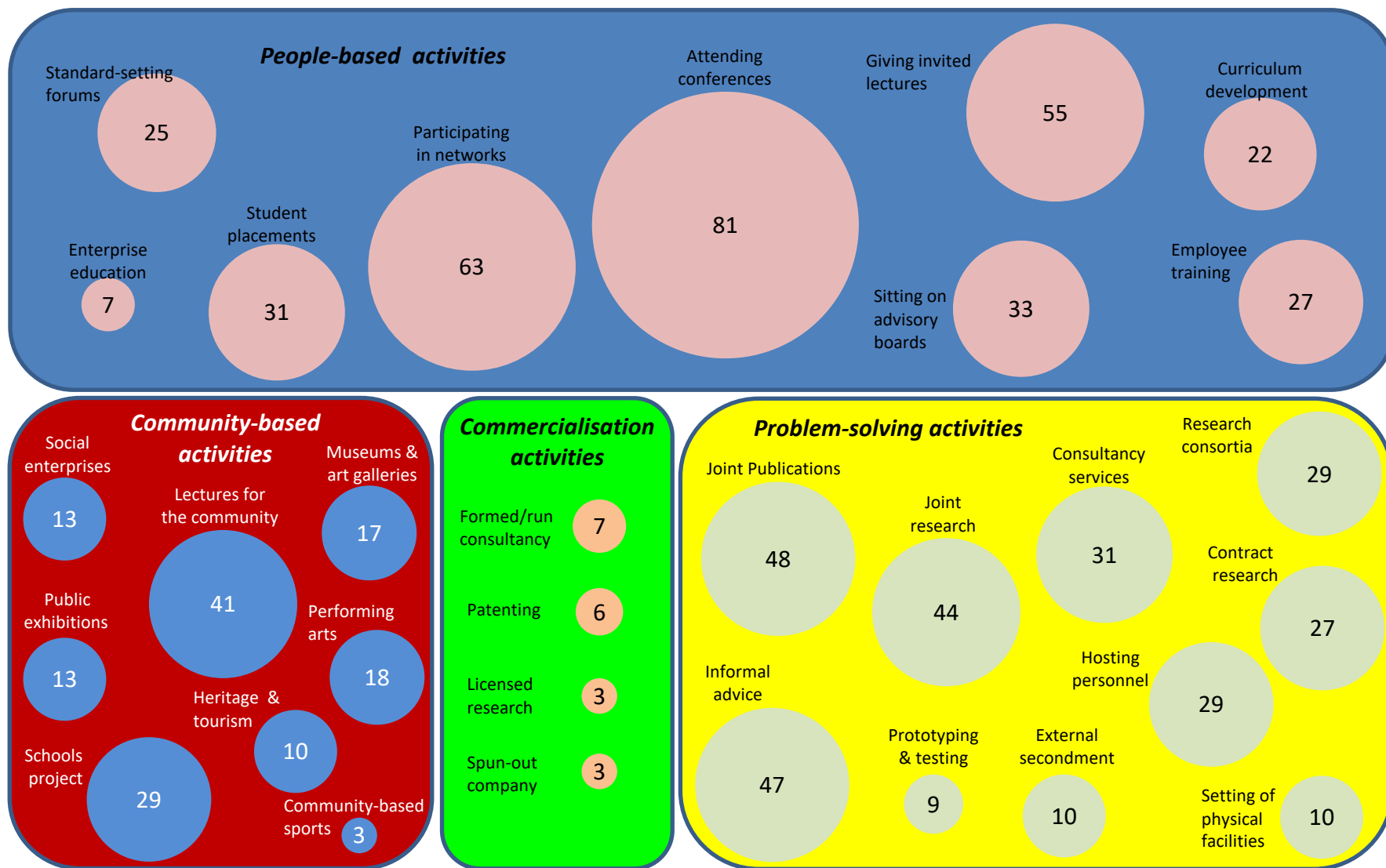
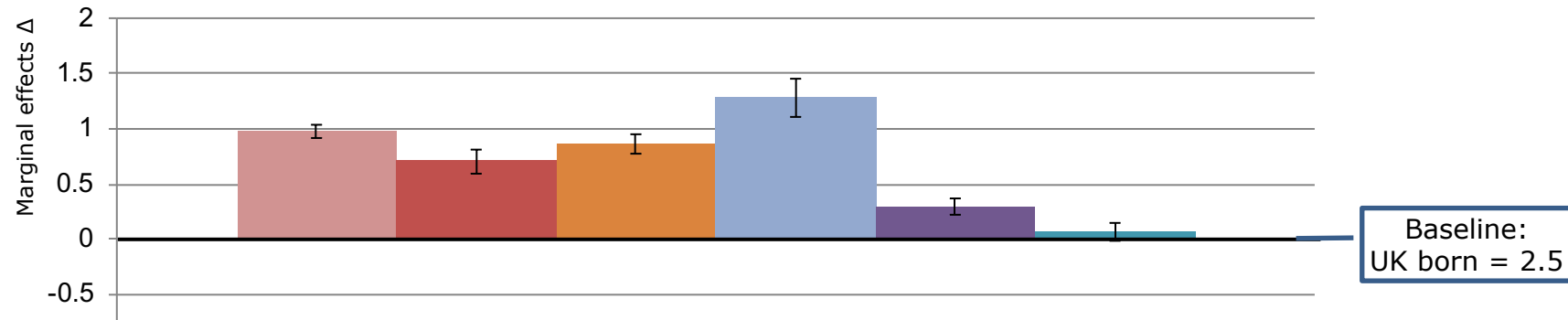


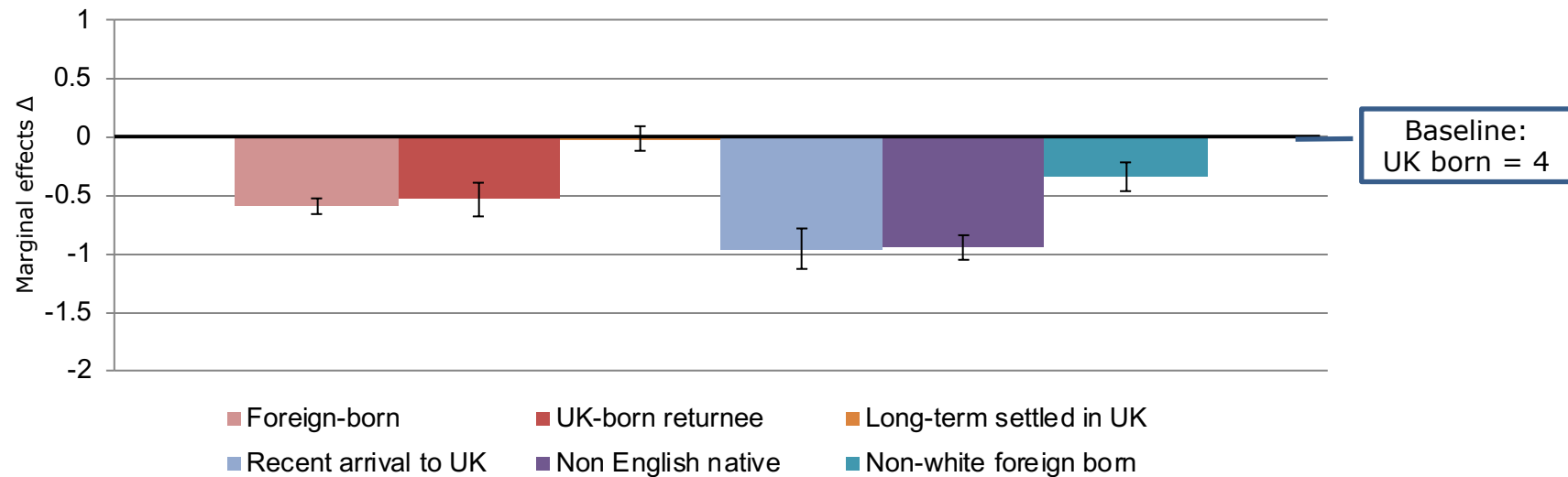
Figure 1: Extent of Engagement Activities in the UK

Source: Hughes, Lawson et al. (2016)

International Engagement Breadth



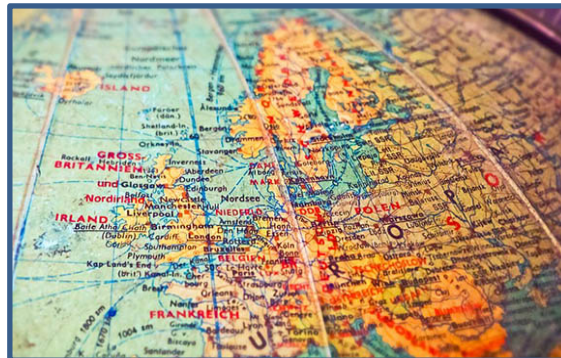
Domestic Engagement Breadth



Foreign-born UK-born returnee Long-term settled in UK
Recent arrival to UK Non English native Non-white foreign born

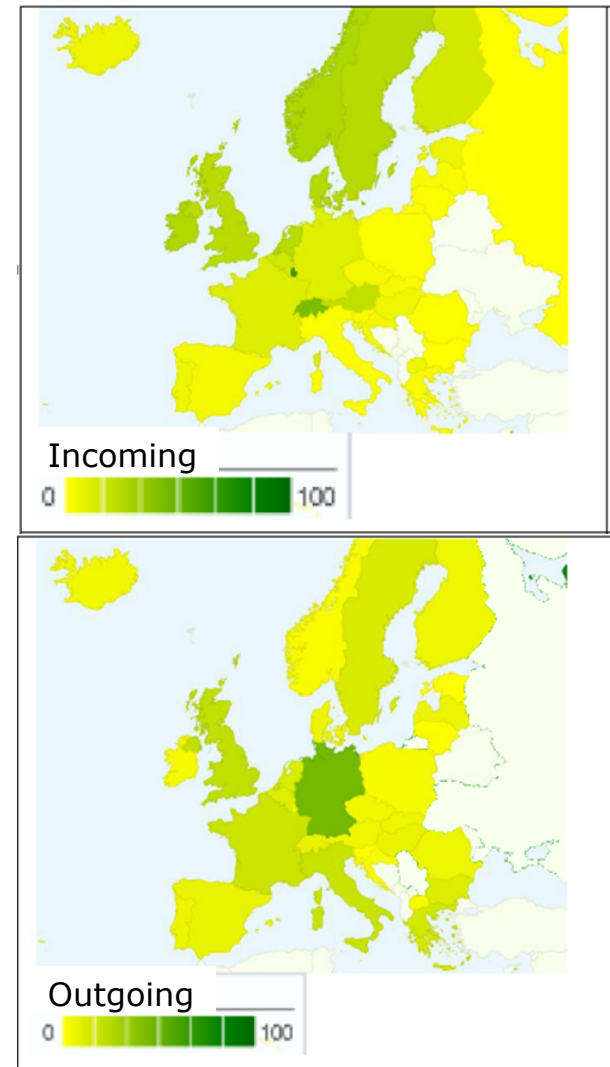
Boosting impact at home and abroad

- Migrant academics strengthen country's global reach while at the same time deepening domestic ties between society and academia
- Long-term migration enhances domestic involvement without loss to international reach



Concentration

- Top migrant academics in few 'hot spots' (top institutions in selected regions/countries)
- concentration of talent and resources (e.g., ERC in UK and NL); uneven migration flows and increasing divergence (also within EU)



Rates of incoming and outgoing mobility with respect to citizenship country

Source: MORE2 Survey 2012 (Cañibano, C. et al. 2017)

Gender gap?

- Women are less mobile than men (Cañibano, C. et al. 2017) and engage less with industry (Tartari & Salter 2015)
- Inequalities: Mobility could compound gender disparities in science
- UK data findings:
 - Fewer UK born women are returnees;
 - Larger share has PhD in the UK;
 - Women engage less with externals;
 - **BUT: engage more with charitable sector → engagement gap goes both ways**



Dr Jess Wade

Final observations

- What are we talking about when we talk of impact? – home or abroad? Industry or society?
- Can we create inclusive environments? – those that are marginal may avoid environment that is alienating; lack of networks
- Issue of role congruence – where do we expect someone to be an expert?