CHANGING PLACES: LOOKING AT MIGRANT SCHOLARS AND ACADEMIC MOBILITY

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<table>
<thead>
<tr>
<th>Country</th>
<th>on Ranking List</th>
<th>Number of Universities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>United Kingdom</td>
<td>32</td>
<td>164</td>
<td>19.5%</td>
</tr>
<tr>
<td>Australia</td>
<td>15</td>
<td>39</td>
<td>38.5%</td>
</tr>
<tr>
<td>Switzerland</td>
<td>8</td>
<td>12</td>
<td>66.7%</td>
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<tr>
<td>United States</td>
<td>7</td>
<td>2629</td>
<td>0.3%</td>
</tr>
<tr>
<td>New Zealand</td>
<td>6</td>
<td>8</td>
<td>75.0%</td>
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Some reasons why numbers of academic migrants are on the rise:

- 1 internationalisation policies demand hiring of international excellence
- 2 ideologies of the self (mobile life-style, adventure, independence, experience gathering strategies)
- 3 the restructuring of universities (fewer tenured positions, time contracts, job uncertainty, loss of positions)
Paradigm of mobility and migration

- The paradigm of mobility and migration tends to disguise the more problematic issues that are linked to it; and research in such areas needs to be aware of such issues:

- "The idealization of movement, or transformation of movement into a fetish, depends upon the exclusion of others who are already positioned as not free in the same way“ (Ahmed, S. 2004, 153)

- „The romance of movement and mobility ought to be the first clue that this is something we ought to be particularly curious about“ (Robertson, S.L. 2010, 646)
Ideal academic migrants

- Ideal academic migrants are:
  - Geographically mobile
  - Socially independent (uprooted)
  - Emotionally intelligent yet assertive in their research agendas
  - Engage in research that is independent of place (such as archives, fields)
  - Curious and adaptable to new environments
  - Flexible and reflexive
He [the migrant / stranger] has to question what seems unquestionable to the in-group and cannot put his trust in vaguely knowing about the general style of the pattern but needs explicit knowledge of its elements. This entails a dislocation of the stranger’s habitual system of relevance. A thorough modification of his schemes of orientation and interpretation and his concepts of anonymity, typicality, and chance is the prerequisite for any possible adjustment.

Alfred Schütz 1944, 499
Reflexivity II

- every intellectual in emigration is, without exception, mutilated, and does well to acknowledge it to himself. He lives in an environment that must remain incomprehensible to him ... he is always astray...His language has been expropriated, and he is cut off from the historical dimension that informed [bbb] his knowledge’

- (Adorno 1951, corrected translation)
The exile sees things both in terms of what has been left behind and what is actually here and now, there is a double perspective that never sees things in isolation. Every scene or situation in the new country necessarily draws on its counterpart in the old country. Intellectually this means that an idea or experience is always counter posed with another, therefore making them both appear in a sometimes new and unpredictable light.

(Said 1994, 44)
But, most academics do not fit into such concepts of informed cosmopolitan behaviour;

a concept that Hannerz describes as a ‘personal ability to make one’s way into other cultures, through distancing, looking, intuiting and reflecting‘ (1990, 239)
Closed social networks: expatriates

- Kreutzer describes techniques of limiting social networking to a necessary core circle of family and (work)-friends: work-life balance is organised around functioning at work, by maintaining a stable but restrictive social network (2006).

- “You can go almost anywhere and you could completely avoid the local … you are able to almost consciously decide how much exposure do I really want to have to local things”

- (Nowicka in Kreutzer / Roth 2006, 196)
Assumption of sameness: migrant academics

- One of the frequent statements in interviews:
  - 'I expected it to be more or less the same – I still do – but it is actually quite different'
  - or: 'Frankly, I am sick of being identified as a foreigner. I am a colleague, that’s what I am'
  - or: 'They hired me, they better get used to it'
The politics of place: second birth

Learning to see difference:
- Re-learning to situate meritocracy
- Translating rules and locating networks
- Learning the rules of local social kinship networks
  - Reading the culture of location
- Re-discovering gender rules
  - Negotiating neo-liberal university reforms
- (Bönisch-Brednich 2010)
Early career migrants

- (most research concentrates on the postdoc / early career of scientists)
- 1 high degree of transnational, social and often economic capital (previous stints overseas, academic parents or educated middle to upper class background) = aspire to move to empires of knowledge moving through a planned chain of experiences
- 2 high degree of transnational aspirations, but for a variety of reasons: the (desperate) need to find a job, the belief that universities in developed countries offer better degrees and work experience: “They are moving not so much between countries or institutions as between jobs when contracts expire“ (Ackers 2008, 416)
- 3 viewing international experience as part of a life-style, as adventure and a self-managed ‘interesting‘ biography that is often not necessarily career orientated.
The new academic persona

- Younger academic migrants have mostly been educated into the new academic persona of a self-managing, self-auditing, milestone-aware employee. Brett de Bary, using Cris Shore and Susan Wright’s terming of academics as the ‘self-actualizing agents’ (2000, 61), has pointed out how ‘the ideals of accountability and self-management prescribed by the university as an institution register in the individual conduct of university employees’ (2010, 7).
Senior academic migrants

- Arrived young and established their careers in the new country (often of working class or lower middle class background, without earlier mobility experience; in the UK, it was often easier to go to the former colonies than struggling to make it in the class system)
- Were hired as 'international excellence' with an already established career (moving in at a high level of seniority; mixed social background but high status)
Denmark, New Zealand, Austria

- **Denmark**: highly restructured; tight management system; have been actively hiring international excellence for the last 10 years.

- **New Zealand**: highly restructured, tight management system but old academic institutions still run parallel; have always recruited from overseas.

- **Austria**: some re-structuring, but academic institutions and the authority of the professoriate are still central to the running of universities; major influx of academics from Germany.
The importance of key stories

- The farewell party
- How do you handle lazy students?
- How to pretend to be equal.
References


References


Additional slides, unused on the day 1

- Neo-liberalism and universities:
  - giving universities ‘independence‘ from the state; turning them into ‘state-owned enterprises‘ with a budget line
  - restructuring according to line management principles
  - introducing a top to bottom hierarchy of management positions that runs parallel to established academic decision making institutions (e.g. faculty board, academic board)
  - eliminate or sideline academic decision making institutions (see work by Cris Shore and Susan Wright)
‘Internationalisation’ is one part in quality assessment of universities, which is used by Times Higher Education Rankings (2010-2011).

“International mix — staff and students

Our final category looks at diversity on campus — a sign of how global an institution is in its outlook.

The ability of a university to attract the very best staff from across the world is key to global success. So in this category we give a 60 per cent weighting to the ratio of international to domestic staff, making up 3 per cent of the overall score.

The market for academic and administrative jobs is international in scope, and this indicator suggests global competitiveness. However, as it is a relatively crude proxy, and as geographical considerations can influence performance, the weighting has been reduced from the 5 per cent used under our old rankings system. The other indicator in this category is based on the ratio of international to domestic students. Again, this is a sign of an institution's global competitiveness and its commitment to globalisation. “