**Gender and migration in Australian and New Zealand: the case of academics**

Migration trends and their outcomes of ‘brain drain’ (Potts, 2005), ‘brain gain’ (Johnson, 2004) and ‘brain competition’ (Abella, 2006) have been widely documented within Higher Education. However, this discourse has been dominated by the male experience. Similarly, research focusing specifically on migrant academics (Potts, 2005, Corley and Sabharwal, 2007) is increasing, but remains comparatively small in relation to available studies on other migrant professionals. Furthermore, available literature specifically addressing migrant academics is very limited and predominantly US centric (DeAngelo et al, 2005, Borjas, 2000). Thus, while women remain invisible in this discourse, a handful of articles addressing migrant women in academia is gaining increased attention (Bailyn, 2003; Czarniawska and Sevon, 2008; Skachkova, 2007). More broadly, evidence from the Scottish Government (2009) suggests that Australia and New Zealand are two of the popular destinations for migrating Scots

A considerable body of evidence demonstrates that in most developed economies, women academics tend to occupy lower positions in universities (Ozbilgin and Healy, 2004; Probert, 2005, Acker, 2008). Despite increasing participation of women in academia, women still hold a small minority of senior positions, with the majority of women found at junior levels. Male academics benefit from a gender pay gap and more frequent job offers (ECU, 2010). However, not all female academics experience the UK academy in the same way. Discourse on migrant academics is developing, but further work is required to understand how migrant status may affect experiences within the academy. The theory of intersectionality provides a useful lens to understand how membership to different social identity categories, e.g. gender and ethnicity, may affect career outcomes (Ozbilgin et al., 2011). Data from the Higher Education Statistics Authority shows that despite very modest increases in the proportion of women working in UK universities, less than 20% of professors are female (HESA, 2009). The majority of women can be found in junior grades (researchers and lecturers) (ibid). A gender pay gap across developed economies (in favour of male academics) continues to persist within academia (ECU 2010; Barbezat and Hughes, 2005). Blackaby et al (2005) argue that UK male academics are more likely to receive job offers from outside their institution and this may partially explain the gender pay and promotions gap. A similar pattern is observable in the way that the labour market in the higher education sector has expanded and internationalised in the process through recruitment of non-British academics from a wide pool of global talent. However, very little is known about how gender affects the migratory experiences of academics. Women are largely absent from the discussions and scholarly work with male migrants does not consider the role gender may play in their experiences.

The study aims to understand the push and pull reasons for male and female academics who have migrated to Australia and New Zealand and their experiences within the academy and the broader society.

The study used a snowballing sampling approach to undertake life-story interviews with approximately 20 first generation migrant academics employed at Australian and New Zealand universities. Life-story interviews can be used to explore individuals’ accounts of their lives (up until that point), their daily experiences and disruptions to their daily lives. They are particularly useful for understanding ‘critical moments’; events described during the course of an interview which either the participant or interviewer sees as having significant impact on that person’s life or identity (Thomson et al., 2002). Erel (2007) argued that life story interviews are particularly appropriate for studies with migrant women since they allow an exploration of women’s agency, which has often been neglected in similar research.

All interviews were recorded and professionally transcribed and resulting transcripts anonymised as per standard research ethics requirements. The transcripts were then analysed to identify the emerging common themes while remaining sensitive to diversity within the sample, in particular gender, stage of career and country of origin. This approach allows for an understanding of whether motivations and experiences may differ for men and women, early career academics and for those who are from the UK.

This paper presents the preliminary findings from the fieldwork, identifying the push and pull factors for migration. Using an intersectional lens, the data is analysed to understand how gender intersects with migratory status to qualitatively affect migrant academics' experiences of working in higher education. Specifically themes covered inlcude career and life history up until the current day, reasons for migration, career progression, sense of belonging in host country and any future migration plans.

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