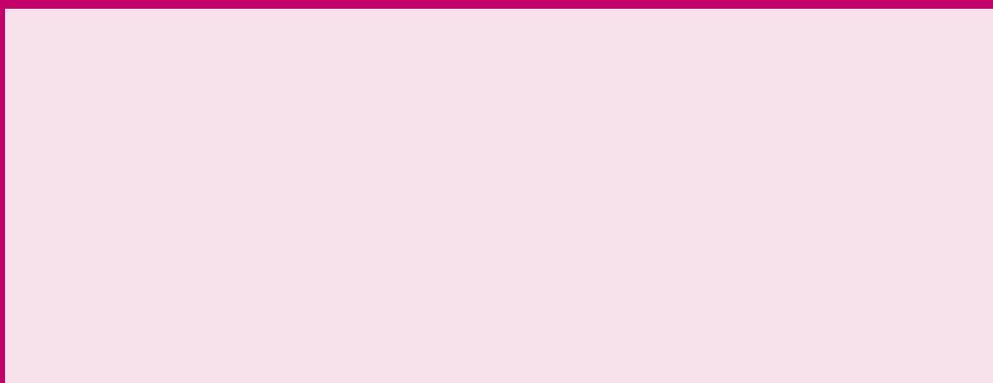
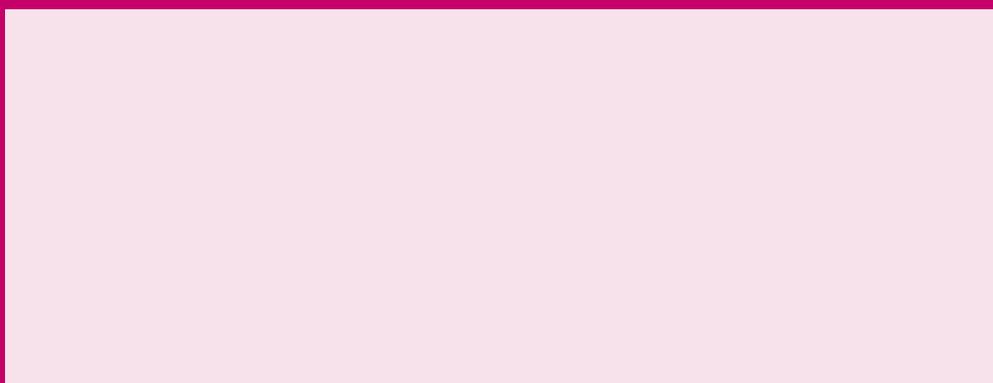


# Academic flight: how to encourage black and minority ethnic academics to stay in UK higher education

## Research report



# Acknowledgments

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Researched and written for Equality Challenge Unit (ECU) by Dr Kalwant Bhopal, Dr Hazel Brown and June Jackson, University of Southampton with assistance and advice from Ms Kamaljit Kerridge-Poonia and Professor Daniel Muijs.

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ECU would also like to thank the advisory group who helped develop the research themes explored.

## Further information

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## Foreword from the ECU Chair Janet Beer Vice-chancellor, University of Liverpool

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**Janet Beer, Vice-chancellor,  
University of Liverpool and  
ECU Chair**

ECU's 2011 report *The experience of black and minority ethnic staff in higher education in England* evidenced what was largely already known: UK black and minority ethnic (BME) staff do not have the same experience of our sector as their white UK peers. That research found that BME staff feel under greater scrutiny, have to work harder to prove themselves, are less likely to be encouraged to go for promotion, and are less often successful in applications for promotion when they do apply.

This research follows on from that report and explores one of the potential consequences of those experiences: do UK BME staff move overseas at different rates and for different reasons to their white counterparts?

For me, as a vice-chancellor, the research presents some findings which we should address as a matter of urgency.

First and foremost senior leaders, and the sector as a whole, need to acknowledge and tackle the underrepresentation and specific challenges that face BME staff. In addition we must publicly embrace, support and acknowledge the talent of our BME academics in the UK – and encourage those who have left to return.

We have invested in the development of talent but our competitors overseas are benefitting from UK-grown, UK-educated and UK-funded British talent. It is our responsibility to ensure we retain but also attract back UK BME staff.

This year ECU will be announcing the first successful race equality charter mark awards. We want this to represent a new start and an opportunity to address the issues raised in this research. We cannot shy away from evidence of racial inequalities: we have to tackle the issues and advance race equality to ensure our BME academics not only want to stay at our institutions but inspire those who have left to return.

I would encourage senior colleagues across the sector to reflect on how they can address the issues this report highlights. Let us ensure that UK higher education (HE) is an environment in which anyone can thrive and achieve, and which UK academics only leave temporarily, or for positive, career-enhancing reasons.



# Academic flight: how to encourage black and minority ethnic academics to stay in UK higher education

Research report

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## Introduction

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Anecdotal evidence suggests that UK black and minority ethnic (BME) academics move overseas to progress their careers in HE for different reasons, and potentially at different rates, to their white UK counterparts.

Considering the implications for the UK HE sector, ECU sought to explore to what extent it is the case that UK BME academics move overseas and why, and most importantly, what can be done to address any issues which exist.

A group of BME academics advised on the shape and scope of the research, which was undertaken by a team from the University of Southampton.

This report provides the full findings from the research, with conclusions and recommendations.

A summary report is available online: *Academic flight: how to encourage black and minority ethnic academics to stay in UK higher education: Summary report*

[www.ecu.ac.uk/publications/academic-flight](http://www.ecu.ac.uk/publications/academic-flight)

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## Research aims

The aims of the research were to:

- = understand to what extent UK academics consider moving to work in HE overseas and determine if there is a difference by ethnicity
- = understand the reasons (both push and pull factors) which contribute to their actual or potential migration to overseas higher education institutions (HEIs) and whether these factors vary by ethnicity
- = establish what UK HEIs can do to retain BME academics, and attract back those who have already left
- = explore if considerations of moving overseas occurred at a particular stage in an individual's career path

This report represents the findings from the research and subsequent conclusions and recommendations for UK HE.

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## Methodology

A total of 1201 academics responded to a survey which explored various push and pull factors to working overseas. The survey was open to all academics regardless of ethnicity, and was sent to all institutions across the UK for dissemination to their staff. In addition known contacts and networks helped to disseminate the survey, and academics were encouraged to forward the

survey to their own colleagues and contacts. In this way UK academics living abroad were also able to complete the survey.

Responses were analysed for trends by personal characteristics, geographical location, discipline and type of institution.

Following the survey, 41 interviews were carried out with BME academics: 14 with UK experience only, 12 currently working in the UK but with previous overseas experience and 15 currently working overseas (12 with and three without work experience in UK HE).

The full methodology and demographics of the participants and results from the survey are presented in **appendices 1 and 2**.

---

## Responses

There was positive engagement with the research from the survey respondents, many of whom provided detailed comments in the open text sections, and from the interviewees, who took the opportunity to identify what they felt could be improved in UK HE. Several specifically said that the research area was important particularly in relation to policy recommendations in HE.

It is important to acknowledge that there were both positive and negative experiences of the UK HE sector and, although a number of factors were identified which had or would push BME academics away, there were also positive experiences, including acknowledging the support that some BME academics had received from mentors.

Regardless of any negative experiences, BME academics were contributing to the sector in a whole range of subject areas and in different types of roles. A small number indicated that they had not experienced discrimination in academia, particularly by some who identified as being from a mixed heritage background and who felt they were not visibly identifiable as being from a BME background. However, respondents also reported a significant number of negative experiences which led them to consider moving overseas.

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## Higher Education Statistics Agency (HESA) data

The available HESA data on academic flight is limited due to the low proportion of known destination of academics leaving higher education institutions. For example, of academic staff who left their institution between 2011/12 and 2012/13 only 41.7 per cent of white leavers and 44.5 per cent of BME leavers left to a 'known' destination. This means that already small numbers become even smaller. Even where the numbers are known, they inevitably do not explain why academics were motivated to leave, which is the main purpose of this research.

While the numbers within the HESA data are too small to draw any conclusions, there does seem to be some difference in year-by-year rates of outflow and different spikes in when BME academics and white academics increase in outflow. The data is available in **appendix 5**.

---

## Note on terminology

ECU uses the term 'black and minority ethnic' (BME) throughout our reports and publications in an attempt to be consistent in our terminology and the references we make to external sources and data. However, we recognise the limitations of the term, including the incorrect assumption that BME individuals are a homogeneous group, and the negative implications associated with describing groups as minorities.

Throughout this report where we refer to respondents and to academics we are referring to UK academics specifically. While we realise that international academics also face challenges and barriers within UK HE, this particular research is solely focused on academics who identify as being from the UK and/or who have UK nationality or citizenship.

## High-level findings from the survey

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A total of 1201 academics responded to the survey (full demographics available in **appendix 2**) which explored various push and pull factors to working overseas. Responses were analysed for trends by personal characteristics, geographical location, discipline and type of institution.

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### Reasons for staying

Participants were asked to state their reasons for remaining in the UK within an open response question box. Multiple reasons could be provided. These reasons were coded for qualitative analysis (see **appendix 1**) and then coded for quantitative analysis in accordance with the themes that arose from the qualitative analysis. The themes coded (see table A2.38 in **appendix 2**) to were:

- = **family or personal:** personal reasons included the UK being home, owning property, pension and healthcare, and family reasons included the spouse or partner having a career based in the UK, marriage and children's education
- = **academic or professional:** reasons included research funding, a full-time permanent job, pay and conditions
- = **lifestyle:** reasons included the weather, food and life-work balance
- = **policy or political:** reasons included HE funding, workload and equality

The main reasons cited for remaining in the UK were linked to having permanent, full-time posts. Those returning from overseas were most often returning from temporary positions and secondments in order to join full-time posts. Another popular reason for remaining in the UK or returning to the UK was the availability of research funding. Many respondents also cited family and personal reasons for remaining in or returning to the UK. Salary was frequently mentioned with some people stating a satisfaction with their salary level in the UK and others citing higher salaries overseas as an attraction.

Considerations of such things as pension and healthcare were referenced as being beneficial in the UK and factors that drew people back or influenced them to remain in the UK. The offer of a full-time permanent job in HE was often the most deciding factor in prompting an academic to return to the UK after a temporary or permanent post abroad.

## Reasons for leaving

At the culmination of data collection, it appeared that academics chose to go overseas because they could not find full-time permanent employment in the UK and because they felt their research areas were not valued. Such research might have been highly specialised and better suited to other parts of the world (for example, the flora and fauna of the tropics) or, as mentioned by several BME participants, their research was in ethnic diversity or black history and they felt that UK HEIs did not place a premium on these research areas.

While many academics (white and BME) cited better weather as something that enticed them overseas (or to consider moving overseas) this was not a significant factor in the analysis (categorised as a lifestyle factor).

Experiences overseas were often cited as positive, especially for those who went to the United States.

## Differences by ethnic group

As data was categorical, a Pearson chi-square test was used to identify any significant differences by ethnic group. Among the respondents it was discovered that:

- = BME academics (83.6 per cent) are significantly more likely than white academics (71.0 per cent) to have ever considered moving overseas to work
- = there was no significant difference between BME groups (black, Asian, mixed race and other) in their desire to look overseas for work

This data was further examined to see if a difference existed between ethnic groups in what they were seeking overseas, for example, a permanent or temporary academic post, a temporary secondment, a job outside academia, or a move overseas to look after family members or to retire (or multiple reasons).

No significant differences were found between white and BME academics in what was sought overseas, nor between BME groups.

Respondents were further asked if they are still considering a move overseas. There was no significant differences between white and BME groups, with 62.6 per cent of white academics and 65.5 per cent of BME respondents currently considering a move.

An analysis between BME groups also showed no significant difference in numbers still considering a move overseas.

This would indicate that while more BME academics consider a move overseas, more go on to reject the idea.

---

## Ethnicity and destination

Academics identifying that they had considered a move overseas were asked what country or area of the world they would consider moving to. Respondents were able to identify multiple locations in an open response box. These responses were later coded with popular individual countries receiving an individual code (for example, the United States, Australia, Canada and New Zealand) alongside codes for continents not otherwise covered.

An analysis was carried out between ethnicity (white, black, Asian, mixed race and other) and location (Africa, Australia, Canada, Central and South America, Europe, the Far East, the Middle East, New Zealand, Oceania [excluding Australia and New Zealand] and the United States).

A Pearson chi-square test identified a significant association between ethnic identity and preferred world location:

- = Asian respondents (19 per cent of Asian selections) were significantly more likely to choose to move to East Asia (for example China, Japan and Singapore) and India than they were to select to move elsewhere in Europe (9.5 per cent of Asian selections)
- = white respondents were significantly more likely to select to move to Canada (15 per cent) than they were to move to East Asia (5.8 per cent)
- = the most popular destination for white respondents, those of mixed race, black and Asian respondents was the United States
- = those falling into the category of 'other' race (which included Arab, Jewish and Hispanic or Latin) were most likely to select to move to a European destination

There were no other significant associations revealed by cross-tabulation.

## Academic discipline

Respondents were asked to declare their subject and department in an open response box. From this data a new subject-family variable was coded (see table A2.14 in **appendix 2**). A Pearson chi-square test was used to analyse if there was an association between subject and desire to leave the UK:

- = while there was no significant difference between subject families and no significant difference by reason for leaving the UK (for example to seek a new academic post [permanent or secondment], to seek a post outside academia, to look after family, to retire, for a different reason or for multiple reasons), those respondents from the humanities were more likely to be considering a move overseas than not considering one
- = when white respondents were removed from the analysis there was no significant association shown for BME respondents alone, although all 14 respondents from humanities subjects had at one time considered a move overseas, and eight of those 14 were still considering it

## Gender and ethnicity

A Pearson chi-square test demonstrated a significant association by gender for having ever considered a move overseas:

- = while 68.4 per cent of women who responded had considered leaving the UK, 76.1 per cent of men had considered moving overseas
- = women were more likely to have multiple reasons for moving overseas and men were more likely than women to be looking for a new academic post overseas
- = there were no associations by gender when asked if they were currently still considering leaving the UK
- = women were no more or less likely to be responsible for looking after family members (for example, elderly parents) than men
- = when the data set was split and the same tests run between BME male and female respondents no significant associations were found

A one-sample Pearson chi-square test revealed a significant difference between stated reasons for remaining in the UK, with 192 mentions of academic or professional reasons, 48 mentions of policy or political reasons, 46 mentions of family or personal reasons, and 33 mentions of lifestyle reasons.

Men were significantly more likely to state policy and political reasons for remaining in the UK than women (20.7 per cent of men and 8.6 per cent of women).

There were no other significant associations.

When the data was split and the same test run between BME men and women respondents no significant associations were found.

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## Returning to the UK

Those respondents who had worked overseas were asked what brought them back to the UK. The same four themes were coded for reasons to remain in the UK (see table A2.39 in **appendix 2**). A one-sample Pearson chi-square test revealed a significant difference between stated reasons for returning to the UK with 114 mentions of academic or professional reasons, 105 mentions of family or personal reasons, 13 mentions of lifestyle reasons and only four mentions of policy or political reasons.

There were no significant associations between gender and reasons provided for returning to the UK whether analysed as a whole group (white and BME) or just with BME academics.

A Pearson chi-square test showed that there was no significant association between ethnic origin and reasons to remain in the UK:

- = both BME and white academics shared the same reasons for remaining in the UK
  - = for those that had worked overseas and now returned (or were considering returning) both white and BME academics were more likely to state academic or professional reasons and family or personal reasons than they were policy or political reasons
- 

## University group

When considering all participants a Pearson chi-square test showed a significant association between being in an older university (pre-1992) and seeking a secondment overseas, with 6.7 per cent of respondents stating that they had considered this, against 1.8 per cent of respondents from post-1992 universities.

Academics at university colleges were more likely to state that they were considering work overseas for multiple reasons, with 38.5 per cent of academics in these institutions selecting this

response option (the next nearest being post-1992 universities with 16.4 per cent of respondents selecting that option). It should be noted that there were only 33 respondents from university colleges and this is a small relative number to those working in pre- and post-1992 universities (see table A2.18 in **appendix 2**).

There were no other differences between university group and the desire to remain in the UK or the desire to take up work overseas, whether in academia or outside academia. There were also no associations between university group and leaving the UK to look after family or to retire.

When the data was analysed by university group (pre-1992, post-1992, university college and specialist university) no significant associations were found between BME and non-BME respondents and their desire to leave the UK. BME academics are no more or less likely to consider moving overseas than their white counterparts when analysed by university group.

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## UK country and region

No differences in desire to move overseas or to stay in the UK were found between academics based in HEIs in England, Northern Ireland, Scotland or Wales when considering all respondents together.

Data was then analysed by individual country to see if BME academics were more likely to have ever considered a move overseas than their white colleagues:

- = in English HEIs BME academics were significantly more likely to have considered a move overseas, with 85.5 per cent of BME academics declaring that they had considered moving overseas against 71.9 per cent of white academics
- = in Scotland there were no significant differences between the desire of white and BME academics to look for work overseas or to remain in the UK, but this data should be treated with caution as BME participant numbers were extremely small (two only)
- = there were no BME academic respondents from Northern Ireland or from Wales for this question

Respondents were asked to state which county their HEI was located in. A good number of academics declined to answer because they considered that their field was small enough to be

identified by such information. Based on these responses a new variable for areas of England was coded, splitting the country into eight areas. Table A2:40 in **appendix 2** shows the numbers of respondents from each area overall and by ethnicity, for those declaring their ethnicity. BME respondent numbers were too small for analysis to do this for Northern Ireland, Scotland and Wales.

Due to small participant numbers, differences between BME and non-BME academics in their consideration of moving overseas by location of HEI could not be analysed statistically for the North West, the North East, the East of England and the South West.

In South East England a Pearson chi-square test revealed that:

- = BME academics were significantly associated with considering a move overseas, with 92.3 per cent of BME academics having considered a move, against 65.3 per cent of white academics
- = for all remaining areas of England there is no association between ethnicity and consideration of a move overseas
- = BME academics in South East England are more likely to be considering a move overseas than academics in other parts of the country where respondent numbers are large enough to allow analysis

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## Summary of survey findings

- = BME academics are significantly more likely than white academics to have ever considered moving overseas to work. Reasons for moving (as taken from the open response boxes on the survey) included:
  - obtaining full-time positions
  - obtaining permanent positions
  - obtaining research funding
  - higher salary
  - better working conditions
  - improved lifestyle
  - improved work-life balance
  - respect for research area, especially when working in issues of race and ethnicity, including black history

- = There are indications that while more BME academics consider a move overseas more go on to reject the idea.
- = More Asian than white respondents were likely to consider East Asia or India as a destination to move to.
- = Asian respondents were significantly more likely to consider a move to East Asia (for example China, Japan and Singapore) and India than they were to select to move somewhere in Europe.
- = White respondents were more likely to consider a move to Canada than they were to consider a move to East Asia.
- = The most popular destination for white, black and Asian respondents, and those of mixed race, was the United States.
- = Those falling into the category of 'other' race (which included Arab, Jewish and Hispanic/Latin) were most likely to consider a move to a European destination.
- = Respondents from the humanities were more likely to be considering a move overseas than not.
- = More men have considered a move overseas than women.
- = Women were more likely to have multiple reasons for moving overseas and men were more likely than women to be looking for a new academic post overseas, as opposed to changing career, retiring or looking after family.
- = The main stated motives for remaining in the UK are academic and professional reasons, given reasons include (as taken from the open response text boxes from the survey):
  - obtaining permanent positions
  - obtaining full-time positions
  - obtaining research funding
  - specific area of research is not funded overseas or relevant overseas (for example UK education systems, UK politics)
  - additional reasons, beyond academic and professional, included a sense that the UK is home and where one belongs, having children of school age, the national health service, pensions, and living in a fair and free society
- = Men were significantly more likely to state policy and political reasons for remaining in the UK than women.

- = Both BME and white academics shared the same reasons for remaining in the UK.
- = For those that had worked overseas and now returned (or were considering returning) both white and BME academics were more likely to state academic or professional reasons and family or personal reasons than they were to state policy or political reasons.
- = BME academics are no more or less likely to consider moving overseas than their white counterparts when analysed by university group.
- = In English HEIs (as opposed to those in Northern Ireland, Scotland and Wales) BME academics were significantly more likely to have considered a move overseas when compared with non-BME respondents.
- = BME academics in the South East of England are more likely to be considering a move overseas than white academics.
- = BME academics in South East England are more likely to be considering a move overseas than academics in London, the West Midlands and the East Midlands.

## Factors pushing BME academics away from UK HE

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BME job applicants for academic posts found themselves at a disadvantage for two main reasons: lack of structured encouragement and discrimination at the application stage.

### Applying for academic posts

#### Coaching, mentoring and encouragement

BME staff applying for academic posts reported that they did not receive the same kind of mentoring or coaching from academics in their field as their white counterparts. In addition experiences were cited of getting offers of short-term contracts, sometimes associated with their ethnicity, so they did not feel that there was a clear career path open to them.

Many of the respondents suggested that coaching and mentoring opportunities were more likely to exist for white colleagues. This was most pronounced for those wanting to move from post-doctoral positions to established, permanent academic posts. Consequently respondents reported that they had to move from one short-term contract to another, never achieving job security.

'When I finished my PhD I started applying for positions. I saw a lot of other people who I would say had a lot more coaching and grooming and were provided with mentoring. I just got told "you are fine in what you are doing" whereas others got clear guidance. I wasn't getting shortlisted. Others were getting jobs without the publications I had. So I thought, this is ridiculous. I was getting lots of offers of short-term contracts. I lived for five years on a range of short-term contracts and small bits of freelance work.'

Black Caribbean, female, overseas (interview)

'There are poorer career prospects for BME academics. So many times in post-interview feedback I have been told I was a close second!'

Asian Indian, female, pre-1992 university (survey)

'I do think a number of young black academics end up as research assistants rather than as academics in full-time posts. And I can see that happening now. There was a case where one of my PhD students, who has now moved abroad, was really qualified for a position and they didn't give it to him, they gave it to someone else. But then employed him to do the research. Because he was black [they considered] he could do the research in London among the black community. They wouldn't give him the fixed-term three-year research officer post. And I think that is characteristic.'

Black Caribbean, female, Russell Group university (interview)

## **Discrimination at application stage**

At the application stage itself there were experiences of being made to feel that they were outsiders, and there was surprise expressed by interviewers, often indirectly through body language, if a job applicant presenting for interview was not white. This resulted in minority ethnic applicants being made to feel they did not belong in the sector, and that they were unlikely to receive equal access to job security and permanent positions within the UK HE sector.

The key stages that respondents emphasised as being crucial in their decisions and experiences in HE were at the point of seeking their first academic post and then at promotion stages, notably from senior lecturer to reader and/or professor.

Several factors affected BME academics' entrance into UK HE. Some mentioned:

- = negative reactions of white interviewers, for example not expecting BME candidates to be applicants for an academic post
- = posts not being advertised and just being given to other people
- = having negative experiences of the application process

'There were a couple of other candidates. So, I was waiting, all fine. A man came up from where the interviews were taking place, to collect me. So he came up, turned his back to me, and said my name, obviously a female name. I had to tap him on the shoulder and say, "that's me." He said, "are you sure?" And I am telling you, I am not exaggerating anything. So I said "yes, I am [name]." He said, "come down and do your presentation." We had to go down two flights of stairs. In that time he asked me two more times: "are you sure you are [name]?" I thought, well, I know I am [name], really you are the one that is not believing it. By now I was really pissed off. And I had to go in and give my presentation and I was thinking: I don't think I want to work here. I thought ok, I am here now, I can't just walk out. My blood pressure is now, you know, rushing to your head. I walked into this room, full of white academics, literally there was a sharp intake of breath. There was this rabbit in the headlights look, really stunned, which stayed like that the whole time of my presentation... And it was following that experience I just decided I am not applying for another job in the UK.'

Black Caribbean, female, overseas (interview)

'I don't know if you would call it discrimination, racism, whatever you want to call it. I was teaching on the masters course in [subject]. And the faculty, including the dean, all knew that I was seeking employment. Because I was in the process of completing my PhD... What happened one day, I think this was the thing that really pushed me in the end, in my class that I was teaching I saw one of my students in the department, in one of the offices. And I remember going up to another faculty member and I said to her, "oh, that's my student, from my masters class." And she turned round to me and said, "oh yes, she's just been employed" [note: it was a white student]. She's just got a job. She's just got a job – she hasn't even got a masters degree. I'm completing my PhD. Everyone knew that I was looking for employment. And she was given that job. I never even saw it advertised. She was given a job. And I remember going home and crying and thought, this is crazy!'

White and Black Caribbean, female, overseas (interview)

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## Career progression and promotion

Following on from the barriers at job application stage, several respondents described negative experiences once in a permanent post. They referred to there being different levels of expectations required from them compared with their white colleagues and having to work twice as hard compared with their white colleagues.

Working twice as hard often related to having to respond to changing goalposts. For example, being asked to wait to apply for promotion until the next book was published, or an often perceived unrealistic level of grant income was achieved. The changing of rules and requirements as described by BME academics reflected differential treatment and introduction of unnecessary, unfair and unexpected hurdles.

As mentioned above, respondents spoke about getting stuck at particular career points; either moving from a contracted position to a more permanent post or moving from a senior lecturer/reader post to professor. Many reported the lack of a critical mass of BME academics in their institutions which they could rely on for support.

This lack of a critical mass also contributed to a lack of trust that many respondents experienced. This included others questioning their ability to take on senior decision-making roles in their departments or indeed doubting the value and contribution

of their work (publications and conferences) which contributed to the subtle exclusionary processes which they experienced. Some respondents were clearly upset by the sometimes overt scrutiny which they experienced as unfair and disproportionate micro-management.

### **Not valued as equals**

Respondents highlighted culturally ingrained perceptions of BME academics impacting on the decisions and behaviours of their colleagues. This leads to BME academics having to work harder and achieve more to obtain the same results and outcomes as their white counterparts.

'I think that the problem here is that even if you are on a par in all sorts of ways in terms of your output, in terms of the quality of your work, that imperial past impinges on that in terms of how people evaluate you. And that's the very, very subtle racism that operates here that one is aware of.'

Asian Pakistani, male, pre-1992 university (interview)

'I think for those of us black academics who are based in Britain, the worst thing is accepting that for most of us there is a very low ceiling. And it's the knowledge that for most of us there is very limited chance for progress, for gaining professional status and for gaining professional credibility. It will happen to a very few.'

White and Black Caribbean, male, Russell group university (interview)

'Even when black and minority staff outperform, they appear less likely to achieve promotion.'

Black Caribbean, female, post-1992 university (survey)

'It manifests itself, as far as I am concerned, in differential treatment, in a kind of expectation of failure. It manifests itself in just the idea that I don't have the ability to be able to think as well as my colleagues, to match their ability. And of course it turns into an inability to speak in public fora. It results in a kind of studied silence.'

Asian Indian, male, pre-1992 university (interview)

### **Moving goalposts**

Although there were blocks to achieving a permanent academic post, BME respondents also recognised that there were even more barriers to promotion and career progression to more senior academic positions. Despite the written criteria setting out what

is required to progress at each stage, it was widely recognised by respondents that progression and promotion was much more dependent on less tangible and invisible criteria which were on the whole more straightforward for their white peers to know about and to meet.

Being mentored, having work recognised by more senior academics and fitting in to a certain way of looking, behaving, and speaking were all important, and being from a minority group added an extra burden because of their exclusion from these behaviours and opportunities. Respondents reported they had to not only meet the stated criteria, but to exceed them. In addition, several felt that additional criteria were added in, unforeseen, when their applications for promotion were being considered.

'I feel that when I have applied for promotion... in terms of the criteria applied (which have been, in my view, less than transparent), the "goalposts" have moved. The "discretion", a prerogative of the decision-makers (who still remain predominantly white and male) has been exercised which resulted in "postponing" my promotion.'

Asian Pakistani, male, pre-1992 university (survey)

'Having been unsuccessful in promotion to chair at my home institution... the fact was that the reason... was that, as far as I am concerned, it was not done on academic merit. As a minority background scholar, essentially it [my career] hit the buffers, which is bad news, obviously. At least it was compensated by the fact that I was able to get a chair in an equally ranked research-led university.'

Asian Indian, male, pre-1992 university (interview)

'There was a dean's job going within our system. I applied for it. Somebody else applied for it who only had a masters... they got the job. After that I heard that I was the best one on presentation and everything. And I thought, there is something here which is not quite right... I had the qualifications, more international clout and experience and all the rest of it. So it was a bit bizarre. So you just thought to yourself ok, maybe I'll just do research and I'll just trundle along making bids and all the rest of it. So then I thought, well, I am actually not being stretched anymore and so I should really start looking at different ideas.'

Asian Indian, male, pre-1992 university (interview)

'I was told at the time: don't worry, in a couple of years you'll get your readership. That was around ten years ago. I am still here and I still haven't got it.'

White and Black Caribbean, male, Russell Group university (interview)

'What's been happening in particular over the last few years is that there is this kind of cult of "impact". So you are asked all the time when you are going for promotion what the impact of your research has been. Of course, in one way that sounds very reasonable, we would all like our work to have impact in policy fields and so forth but, at the same time, the cult of impact, because it is often based on quite nebulous grounds, it gives promotion panels a great deal of manoeuvre and discrimination. Because you can quantify the number of books you have written or articles you publish and so forth, but it's very, very difficult to quantify impact. I went to a seminar here for people who were looking at promotion. And the senior member of staff who was leading the seminar said, well, it's all about impact. And it was a classic phrase, they said: you can publish books and you can publish articles and of course that makes you a good scholar, but it doesn't necessarily show impact. In other words, it gives them a lot of room for manoeuvre, a lot of scope to say, well this person's written three books and 30 articles and that person over there has also written three books and 30 articles, but we are going to regard the first person's books and articles as having more impact and therefore we are going to promote them. And it's very, very difficult to disprove the whole kind of impact criteria. So, it's that and you are going back to a kind of basic issue around discretion and equal opportunities I think so many black professionals will report.'

White and Black Caribbean, male, Russell group university (interview)

### **Teaching load and pastoral support for students**

Many respondents reported that they spent a great deal of time providing pastoral support to students, particularly those from BME backgrounds who actively sought them out. While respondents enjoyed this aspect of their roles and identified it as 'giving something back' to their communities (particularly in relation to nurturing the next generation of academics), they recognised that it was time-consuming.

Some respondents indicated that they were allocated high teaching loads (sometimes to project an image of diversity to students) and administrative tasks which were beneficial for the

department, but not for individual careers. When respondents took on wider roles within the university, some indicated this did not increase their chances of career progression or promotion, as it did for their white colleagues.

Respondents often knew that pastoral care and teaching load were not prioritised for Research Excellence Framework (REF) submissions and career progression, but they did not want to be seen to say no. However, the roles were time-consuming and consequently left little time for those activities which were measured in REF terms and did contribute to promotion (such as publications and winning grants).

'Being the only British-born ethnic minority member of staff also means that students turn to me for pastoral support, references, advice even if they have a personal tutor. Workloads do not take into account the extra unseen work that you have to do as the only black member of staff in a department or college.'

Other mixed ethnic group, female, post-1992 university (survey)

'In instances where I have demonstrated a proven ability to achieve good results, these skills have been exploited by organisations that I have previously worked for but not resulted in career advancement.'

Asian Pakistani, female, University College (survey)

'I am not sure if my ethnicity has been a factor, but I think the way I have been racialised might be considered. I think because I come from a Chinese background people often see me as particularly hardworking, studious and good at admin roles. It's quite interesting in the fact that the sort of tasks I have been given in British academia have reflected that. If you show any inkling of being efficient in your role, then you get given those roles with a high... I don't know how to explain, but I have been given particular tasks that reflect what they see as my particular racialised background.'

Asian Chinese, male, pre-1992 university (interview)

Respondents highlighted that their institutions are often happy to use them to look more diverse and to fill particular roles, but those roles are not then appreciated and do not help with career development.

'I feel that I personally get used as the token black, because I am not fully black, and I grew up in England, but I tick the box for them. And I really resent that and I avoid it as far as possible. If I am invited to do things I try and get somebody else to do it because I just think I am not going to tick your boxes for you.'

White and Black African, female, Russell Group university (interview)

## **Lack of encouragement**

**Respondents raised the lack of encouragement and formal/informal mentoring they had received when applying for promotion. There was a sense that they would not be supported by their department.**

'I have been an academic for 14 years and not applied for promotion. I have not been encouraged to do so and there has been no formal support apart from brief mentoring at the start of my job.'

Mixed ethnic origin, female, post-1992 university (survey)

**Some respondents doubted the kinds and levels of support they would receive in their departments and consequently were deterred from asking for it. This often led to a process of self-exclusion.**

'I doubt if I would get much support in my department, so I am not attempting to seek promotion.'

Black Caribbean, female, post-1992 university (survey)

'My own uncertainty as to how to deal with situations turned into a personal problem rather than a professional or institutionalised one. Whereas other academics may feel more entitled to ask, I do not. I am trying to change this but I often find the situation I am in undermining and there are no clear avenues to find enough support or to learn how to manage with these everyday issues.'

Other mixed ethnic group, female, pre-1992 university (survey)

'I know a lot of ethnic minority academics who have become professors very late in their lives because they have waited and waited to get promoted. The others, some of them have actually just got frustrated and given up, happy with just being in the middle ranking and not bothered to apply any more. You get a lot of those, many, many more who retire as a senior lecturer, or reader and so on, and never get a professorship.'

Asian Indian, female, pre-1992 university (interview)

## **REF and journal validation**

Many respondents mentioned the pressures and stress resulting from the recent REF exercise. Respondents who were publishing in journals in Africa and the Indian sub-continent felt that these were less likely to be recognised by REF committees compared with those published in journals in the United States and UK. This led to some respondents making the decision not to publish outside of Anglo-American publications.

'The other thing is that I publish in journals that are not on the [list for the discipline]. I publish in other places which particularly emphasise post-colonial issues and race, gender, sexuality. And those journals are thought of as less important. And that idea that where I am publishing my work is not of value to the school. I think a lot of that is to do with the REF. My book has had a huge play everywhere except my university and they didn't put me into the REF. This is a major monograph, it's been cited and referenced as one of the most important books in my discipline in the last few years.'

Asian Indian, male, pre-1992 university (interview)

'My department decided what I should submit. They were looking for publications submitted in journals... published in the Anglo-American world.'

Black Caribbean, female, post-1992 university (survey)

## **Lack of research diversity**

Many respondents worked on the areas of race, inclusion and diversity and reported that such subject areas were not given equal validity or respect by their white colleagues, compared with other areas of research.

'The real test of this was I wrote papers on black issues, which I was asked to do, and they were eliminated from my department's list of publications. I wonder if I had written on German, Ancient Greece, or American issues would it automatically have been designated as not counting as research output?'

Black African, female, post-1992 university (interview)

The REF was criticised as not being truly global and those who publish in journals or wider, community-based publications, do not get the same recognition as those who publish in the Anglo-American journals. For some BME academics this means a decision as to whether to continue with their wider focus,

to their detriment as they may not then be included in the REF exercise, or to move away from where they would really like to be publishing and to publish within the Anglo-American journals.

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## **Culture and working environment**

As found in ECU's *The experience of black and minority ethnic staff in higher education in England* (ECU 2011), in the working environment, BME staff needed to prove themselves more than white colleagues. Subtle and not so subtle forms of exclusion, racialisation and stereotyping can result in BME academics spending time on work which is not recognised or valued.

The lack of recognition among senior leaders of the negative experiences of BME staff, the biases and unconscious biases in operation, and the visible and invisible barriers they face is problematic.

## **Lack of prioritisation and acknowledgment of issues**

Respondents frequently mentioned that they had experienced overt examples of discrimination, including racialised stereotyping, feelings of not being trusted and having to constantly prove their abilities and competence to their white colleagues and to those in decision-making roles. There was a lack of acknowledgment of these experiences from the senior levels in the institutions.

'The management and colleagues seemed to be in denial about the existence of and the potential for exclusion, marginalisation and discrimination. Indeed, on the contrary, there is vigorous assertion that meritocratic equality now prevails... there have been few moves at university or colleague level for me to feel empowered.'

Asian Pakistani, male, pre-1992 university (survey)

'UK universities provide nice working places, however there is huge scope for improvement in race relationships with colleagues. In these matters it falls behind USA and Australia. It is hard to understand why!'

Asian Indian, male, post-1992 university (survey)

'The difficulty is when you go higher up the ladder. I think they are quite happy to have you as a casual lecturer, you don't have a proper contract, a pension, you find a lot of casual lecturers. And also they are happy to have you right at the bottom.'

Asian, female, overseas (interview)

**Those respondents who reported being the only BME academic in their department, felt that issues of equality were either unrecognised or unacknowledged and were not seen as being a priority in their departments.**

'There is only one other black academic in my area and I sometimes get mistaken for her even though we look nothing alike.'

White and Black Caribbean, female, Russell Group university (interview)

'A lot of the people I've encountered in academia don't realise the prejudices that they have inside them. I think a lot of people just don't understand what it means to be a minority. They don't get what it feels like to be the odd one out, how it feels to constantly be the only black face, the only person with a regional accent in the room and how that can impact on you. How you always feel conspicuous, how you always feel like you are on show and have to "represent". They don't understand because they have never been and likely never will be in that position so it is hard for them to empathise. And it can be difficult trying to explain this to them without sounding like you are making excuses for yourself. I have colleagues who would never think about themselves as racist but they often say things that blatantly show that they do think of BME people as other. For example, because I gesticulate a lot when I speak, some of my colleagues compared my presentation to the BME group they conducted in a prison. They thought that was funny! How do you begin to challenge that?'

White and Black Caribbean, female, Russell Group university (interview)

'It's very much a white man's club, an old boy's club and they just don't care. I know that Higher Education Funding Council for England (HEFCE) and ECU to some extent are supposed to look at equality and things like that. But they just don't care. In my department there are [c.20–25] faculty members. And there are two of us who are women and the rest are all men. Every single appointment in the last three years has been male, every single promotion has been male. My university is applying for the Athena SWAN award, but they don't care. They never look at the stats to say: what's happening in this department? Our executive team for the university is [c.5–10] white men. It's like there is no awareness and there is no recognition of the business case for having equality or making sure that processes are right. People can be harassed, bullied, everything, no-one cares. There is absolutely no-one to look at it and hold anyone accountable.'

Asian Indian, female, pre-1992 university (interview)

## **Sense of isolation and otherness**

Following on from the findings at job application stage, there was a strong sense from respondents that they were often 'othered' or made to feel like they don't belong by colleagues.

'I look at my comparators in the States and North America generally. Yes, some of them might have struggled and so on, and they have racism and so on but one, there are plenty of universities for them to go to and they can make very strong cases for promotion and two, they can draw on the resources of other academics around, within the university. So there is a sort of consortium, or critical mass of black academics who provide support for them even though they might be isolated within the department. And that's what was lacking here. But the fact that I have to keep proving myself at every stage when some people don't have to do that, and I've been here a long time, people still doubt my ability to do certain things. I wonder whether it was my manner, you start thinking: what is it? Why? But I think it's race.'

Black Caribbean, female, Russell Group university (interview)

'I am often still not regarded as an academic member of staff when I visit other departments – I am a student in the wrong place! Even black students assume I am a student and not an academic member of staff – so this can be hard work when it happens all the time. It demonstrates that the academic body is still constructed as a white male or female body.'

Other mixed ethnic group, female, post-1992 university (survey)

'Nice working environment, but full of little groups which is a major barrier to progress. Difficult for a new lecturer/researcher to break into research without belonging to a particular research group. Fairly okay relationships... inclusion is very, very poor.'

Black African, female, post-1992 university (survey)

**A sense of isolation and otherness inevitably led to differences in groupings and collaboration. This has the potential to impact on who collaborates together on research, and potentially isolates BME staff. This in turn can have implications for career progression and submission to the REF.**

'The other things are deeply cultural aspects whereby those who are most senior do look for reflections of themselves. And you see this happening, it's so difficult, you see this happening every day at such a micro-level. You see who goes for coffee with whom.'

You see who gets the informal mentoring. You see who gets the offer of the opportunity to co-write. And these things happen, I am sure a lot of the time the people who are discriminating in this way, because it is a form of discrimination, I am sure most of the time they wouldn't even see it in terms of race and racialisation, because it is "business as usual". It happens at such a micro-level, it does kind of start with who you go for coffee with... All those things add up.'  
White and Black Caribbean, male, Russell Group University (interview)

'In England I was criticised because most of my publications were single-authored, they said: "you are not a team player". That was their excuse, I wasn't joint authored. This was used as a criticism, as an excuse not to give me the position.'

Asian, female, overseas (interview)

### **Some respondents expressed their frustration about the lack of BME academics in certain subject areas in prominent roles.**

'I think my experience of working in the UK would pull me away. I just felt that there was a lack of support. There are several things really. Within the academy, within my subject it is predominantly white. Hardly any black academics. And I go to the society, association of my discipline, and conferences. There might be two or three, and you just think, my goodness, this is for the past 21 plus years. Not many black people are interested in my subject. There is no effort made. People write about race in my subject as an academic pursuit, but no effort is made to discuss the whiteness of the subject itself. So that's one thing. It is very frustrating.'

Black Caribbean, female, Russell Group university (interview)

### **Micro-aggressions, inequality and subtle forms of racism**

Many respondents felt it was difficult to challenge everyday micro-aggressions, and it was the accumulation of the day-to-day experiences which affected their confidence and self-esteem. Some respondents reported that they experienced such behaviour from colleagues including those who were in more junior positions to themselves.

'When people talk, in work settings, about bullying, the assumption often is that you are being bullied from higher up, from more senior managers. And I have no doubt that for a lot of black staff the bullying also can often come from people who are more junior who resent being managed by black people. I have the experience

and I have come across so many people who have that experience... and I think it's a very specific dynamic where a more junior white colleague, you are asked to manage them and they simply will not accept that. You don't get support, you can be undermined.'

White and Black Caribbean, male, Russell Group university (interview)

**Other respondents described situations which were overtly inappropriate, where colleagues acted in a way that they seemingly did not realise was insulting or inappropriate.**

'One of the students referred to me very positively once. And my colleagues bowed to me but they bowed to me in a way which was an oriental style bow. And I looked at them, and said, "look, that's not on." But the problem is unless it's explicit forms of racism it's very hard to bring it up with your manager.'

Asian Chinese, male, pre-1992 university (interview)

'Another academic once asked one of his colleagues to ask me could I get him a picture of a black guy standing on a street corner, for a book on crime and deviance. That's so bad, it's funny.'

Other mixed ethnic group, female, post-1992 university (survey)

## **Student negativity**

**Some respondents indicated the negative reactions that they had received from students, and felt this was due to their ethnic background.**

**Many also emphasised the importance and weight given to student feedback in the current HE climate. Students are viewed as consumers and there is a greater emphasis on the National Student Survey, which was used to position universities in league tables.**

'A small number of students feel that they are able challenge me directly in lectures or seminars in aggressive ways if I ask them to stop talking and refuse to engage with debates which they think are driven by my opinions and I often feel an underlying level of hostility from a very small number of white students. I have authority if I teach race or sexuality, but if I am teaching mainstream issues of inequalities, critiques of neoliberalism or class etc, this is an area where I cannot embody knowledge.'

Other mixed ethnic group, female, post-1992 university (survey)

## Factors which pull BME academics overseas

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A variety of professional factors and personal reasons pull academics to work overseas.

Respondents mentioned several factors which attracted them to work overseas including lifestyle, personal or family reasons and some of the advantages offered by HEIs.

Some mentioned that by virtue of their identities as BME groups, they or their families had already experienced migration and so moving overseas would not be seen as such a major upheaval.

'A point that occurred to me in just talking to you is that those of us who have been in a big world by virtue of our ethnicity, I don't think we are frightened of a move. My father had migrated for work. So somewhere in my history the idea of working elsewhere [was there]. So, I don't know if that's a contributing factor, but some of us have come from a world that is connected a bit more and therefore the idea of perhaps going to work somewhere else.'

The same respondent continued to highlight the sense of belonging they felt in the United States.

'I remember when I went to visit [academic minority ethnic colleague in the United States], seeing all those African-Americans working in the institution was absolutely fabulous. And I remember being totally inspired by them and thinking, wouldn't it be great to be working somewhere with such a confident group like that.'

White and Black Caribbean, female, overseas (interview)

General attractions were reports that the non-UK HE sector, particularly in some geographical locations, included a greater emphasis on research and publications, no pressures for a REF equivalent and much less of an emphasis on administrative roles.

There were some direct factors attracting BME academics relating directly to ethnicity. The images from HE outside the UK, from a variety of locations, showing BME academics in senior positions was a powerful influencing factor for UK BME staff.

Hearing success stories of BME academics in other countries and seeing them in action, for example at international conferences, contrasted with the blocks to career progression and promotion being widely reported in the UK. Experiencing or hearing from others where diversity was valued tangibly, for example, BME academics in the United States being encouraged to come up with new ideas for courses, and to draw on their individual insights

and expertise for the benefit of the curriculum. The academic environment was different, eye-opening and motivating for BME academics. It was felt strongly that the UK HE sector did not value diversity in a meaningful way.

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## Academic job opportunities

Some respondents, unable to initially get a post in HE in the UK, were attracted overseas for their first academic job. For some, this was initially temporary but once they had settled they decided to stay on a longer-term basis. Several reasons were mentioned for this, such as career opportunities and salary scales.

'What I have in the US is a very attractive package and I am unlikely to replicate, or indeed build on it, if I was back in the UK. Unless a job was extraordinarily attractive I wouldn't apply for a UK position.'

Black Caribbean, male, overseas (interview)

'Was offered a senior lectureship at [Australian university] whilst in my first post-doctoral job in the UK and the prospects for another post at the end of the four-year contract were not good in the UK at the time.'

White and Black African, female, post-1992 university (survey)

'I was first invited to be a visiting professor at [United States university], a highly-regarded university. This began a six-year association with [United States university], during which time I applied for a couple of positions in UK universities, but have never been successful in being shortlisted, let alone offered a position. I now have tenure at my university, which ironically makes it harder to secure positions that might be significantly better than my current situation. I now look at university vacancies in the UK with some scepticism, as they invariably represent inferior salaries or packages to those I currently enjoy.'

Black Caribbean, male, overseas (survey)

'Because everyone says Australia is racist, I take my hat off to the fact that they were looking at meritocracy more than your ethnicity. They saw me, they were very pleasant at the interview, there were lots of people on the panel. I spoke and discussed what I was going to do. I didn't feel inhibited. They sounded really enthusiastic about having me, at the end. Their faces weren't like what it was in England. When I walked in their faces didn't drop because of my brown skin. They immediately engaged with me, started talking. Despite the

fact that the interview went well, I didn't expect to get it, because of my experience in the UK. I thought, competing with a white man there was no way I would get it. I was amazed when they offered me the job.'

Asian, female, overseas (interview)

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## Prioritising and valuing diversity

Many respondents reported experiences of supportive environments for BME academics working overseas, reflecting the value given to diversity in the academy and the experiences that BME academics added to the institution. Some mentioned this as faculties wanting to 'show the world that they have such a diverse group or faculty'. Greater inclusive practices for BME academics were mentioned in relation to HEIs in the United States, Australia, Africa and India; either through direct experience or from colleagues who had moved overseas.

'So I asked colleagues in the United States, if you see of any jobs, just send them over to me. I got my first job at [United States University] and I went there. They interviewed me over the phone. And I got the job. I applied for five jobs in the US. I got interviews with three. I got three offers. I only applied for five, and I got three offers. I took one which was closer to the American academic I had met, who was my mentor, and the salary was better.'

Any other Black/African/Caribbean background, male, overseas (interview)

'... why I came to the States. I was beginning to feel like: I am not getting anywhere here [UK]. The black professor I had worked with previously had left and had gone to work in the States. That let me know that was a possibility... I had a friend who was by this time a professor in the US. She had done her PhD in the UK, a black British woman. We would share our lamentable stories about black academics in the UK. She said, "come to the USA." She said she had spoken to her head of department. Her head of department said to her, "why are you so subdued, I have heard about this English humility, but why are you so reticent?" And she said, "because of the experience I have had in the UK." He said, "well you don't need to worry about that here." And he said to her, "tell your black British academics we'll take them, tell them to come to the States."'

Black Caribbean, female, overseas (interview)

'I think culturally... it's a matter of culture possibly. They have the idea that intellectually we are all equal, even though you may come from a different culture or different background. Intellectually, when it comes to the science, or comes to academics, it's all equal. That's one aspect of it, at the heart of it, that people trust you. People have told me that there is more trust in the US, I have close connections with people there. So I can see their clear career progression. So there is a message [from the United States] that people can progress regardless.'

Asian Indian, male, Russell group university (interview)

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## Respect from colleagues

**Respondents mentioned the respect, appreciation and value from their colleagues they received working overseas compared with the UK. Others mentioned a greater sense of collegiality in relation to support and being treated as part of a team in a faculty.**

'Working in US academia means that I am respected for my subject, my scholarship, and my research. As I've got older these things have become more important signifiers of validation for me.'

Black Caribbean, male, overseas (survey)

'I feel that my work is much more appreciated when I present at conferences in the USA and Africa. In the UK, my discipline is unbelievably white. After at least two decades of attending the annual conference in the UK, I have had enough and do not plan to go again.'

Black Caribbean, female, post-1992 university (survey)

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## Diversity in research

**As many of the respondents were working on areas such as race, diversity and inclusion, several mentioned that, in contrast to departments in the UK, such subjects were respected and seen as credible disciplines overseas. This was mentioned in relation to the support given by universities for courses on black studies in the United States.**

'It was very good to come to the USA and find the institutional space, and institutional support, for black studies.'

White and Black Caribbean, male, overseas (interview)

'For me, being in the US as a black academic, because I work in the area of cultural studies, I am very interdisciplinary in the way that I work. And so a lot of my work is to do with race, ethnicity, gender. And in the UK that feels like a deficit, a weakness, it puts you at the back of the queue. Whereas here it's a plus. And the constant demand is: please could you develop new courses around your research interest.'

Black Caribbean, female, overseas (interview)

'You go to conferences, you go to universities there [United States], you see very senior black staff and you see a credibility and status given to the work that they do on race and related areas... for a few days you don't have to argue for the credibility or the status or the viability of what you do in terms of research around race.'

White and Black Caribbean, male, Russell group university (interview)

'I am very conscious of being a beneficiary of decades of struggle by African-American academics and activists to create a more credible profile for black studies, as it was originally called, within US academia.'

Black Caribbean, male, overseas (interview)

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## Promotion opportunities

Respondents reported greater opportunities for promotion and progression to senior roles overseas, particularly in the US and Australia. Greater access to opportunities was linked to a lack of a hierarchical culture, a more democratic approach to decision-making, greater transparency in terms of criteria for promotion, and overall a more proactive approach to seeking potential candidates and being positive about having diversity in the academic staff.

'If you want to climb the ladder in administration there are many opportunities for people of colour and women and this is encouraged.'

White and Black Caribbean, female, overseas (survey)

'So they don't have this hierarchy, it's much more democratic. And I think that helps in breaking down the ways in which people of colour are so marginalised.'

White and Black Caribbean, female, overseas (interview)

'In the US there is a possibility that academics might get a call from a higher ranking university who say, we like your research profile, we'd like to invite you to campus to maybe talk around the opportunities of you coming here. The US is very proactive in that sense. I like that. And I think it's a much better model than the somewhat plodding equal opportunities kind of model, which I think, frankly, has failed black people.'

Black Caribbean, male, overseas (interview)

'I didn't consider a career in academia until I left the UK. All the women of colour (black women) academics I knew in the UK were unsupported and overworked and it seemed like a stressful and poorly remunerated career. There were very few ethnic studies (or race and ethnic relations) programmes, and these were largely not run by black people. Since I came from a career in the black voluntary sector, it was simply not appealing to work in a department run largely by white males, and to have little power in setting the agenda for the programme, deciding on the curriculum, etc. In the US I was exposed to numerous senior black women who supported and mentored me in my decision to enter academia. I was also mentored by black British women... who also left the UK. They supported me in getting my PhD published. However again, black women seemed to be few and far between in UK academia.'

White and Black African, female, overseas (survey)

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## Lifestyle factors

**Respondents also mentioned opportunities for a better lifestyle overseas for them and their families, a better quality of life, greater acceptance as a BME individual, a reduced cost of living and better weather compared with the UK.**

'The United States is seen as a more open society, for example. It's an immigrant society, everybody is seen as an immigrant. There is no kind of negativity or stigma attached to being an immigrant. And so one feels almost on par.'

Asian Pakistani, male, pre-1992 university (interview)

'If I was in the States or the Caribbean I would be in a lifestyle setting where it would be more acceptable, more natural, more easily imaginable to be a black professional or a black academic. There wouldn't be a sense of you being a kind of oddity, or interloper. In a way you could be part of the scenery.'

White and Black Caribbean, male, Russell group university (interview)

'I found I got along with everyone [in the UK] but there wasn't necessarily a deep sense of collegiality. Whereas in the USA we go out to dinners together, and there is always a sense of wanting to talk to everyone in the corridors, that culture is one that I value and like.'

White and Black Caribbean, male, overseas (interview)

'You don't find academics from here going to Pakistan or to India, or even a place like South Africa. But they are actually quite keen, if one is thinking about black academics, they probably feel more comfortable, they feel more attracted to the United States. And there are reasons for that. Because it's not just in academia that they feel that they are able to advance. They find that it's happening in other walks of life, in other careers as well. And they see visible evidence of that.'

Asian Pakistani, male, pre-1992 university (interview)

'Quality of life. Especially living in London the cost of living is so high compared with living abroad somewhere the cost of living would be much less. And housing would be much cheaper. And I think that would be some of the incentives which would entice me to move.'

Asian Indian, female, pre-1992 university (interview)

**An important lifestyle factor for respondents was the greater acceptance in some overseas environments of being black or Asian. This was a factor for their academic career, but also for their life more broadly, and that of their family. Greater inclusion in wider society was seen as a positive factor in considering an overseas move.**

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## Personal aspirations

Some respondents were keen to go back to their ancestral roots and mentioned this in relation to 'giving something back' to their communities overseas. This was mentioned specifically in relation to those whose heritage was from Africa, China and India.

'[in China] there is so much need for people like me who have worked overseas and understand the Chinese and their needs, and to just help them to research and improve their skills to an international level. And then, because I have never cut off from... China I was made a special professor and I am now the director.'

Asian Chinese, female, overseas (interview)

'What was attractive about going to India was the fact that they were willing to give you an opportunity to do something, which was number one. I mean, obviously with a decent job spec and all the rest of it. I had accommodation and I had a car and all sorts of things. That was one. The other thing was the opportunity to do something interesting and also to make a difference.'

Asian Indian, male, pre-1992 university (interview)

'First of all, it's really an attachment to the continent... that attachment is... in my own mind associated with the need to give back to the continent. I think some of us are quite pained by the fact that the continent still remains labelled with all sorts of words that relate to being underdeveloped, when in fact a very large pool of academics and very highly educated and experienced people are living out in the diaspora. I think at some point we have an obligation to come back and give back to the continent.'

Black African, male, overseas (interview)

**The aspiration to give something back to one's country of origin, or family heritage, was a factor for respondents. This concept of giving something back was also something mentioned by BME academics who had gone overseas who would be attracted back to the UK if they could give something back to their particular region.**

## Findings and recommendations

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The research highlights areas of concern for institutions, many of which have been raised in previous research, for example ECU (2011) and Bhopal (2014).

The research suggests that while there may not being statistically significant differences in rates of academics moving overseas, BME UK academics are significantly more likely to consider a move to an overseas university than their white UK counterparts. The statistics also suggest that patterns of migration vary between white UK and BME UK academics, and the rates of academics returning from overseas are different.

Respondents did have some positive experiences of UK HE. Where it worked as it should, individuals were able to progress their careers and acquire the roles and permanent contracts they desired. However, for many this was not the case.

The risk for UK HE is that if the issues outlined below are not prioritised and addressed, UK BME academics will move overseas rather than just considering it.

What is particularly interesting is where a push factor from the UK correlates with a pull factor from overseas. These areas are highlighted below, along with other, more general areas for UK institutions to consider.

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### Prioritising race equality

'One of the reasons why there is still such racial inequality in academia is that race equality has never been made a priority. Not a real priority. When you work in academia you know what the priorities are because they are the things that senior and middle managers are monitored on, are assessed by, people's promotion depends on them. And there is no one in academia, there is no kind of role in academia where your promotion and your progress and your assessment depends on achieving race equality amongst staff... race equality in terms of staffing... have never been priorities. If they were priorities then they would be number one on the agenda at the breakfast meetings of senior staff. They are not there.'

White and Black Caribbean, male, Russell group university  
(interview)

This view of UK senior leaders contrasted with how respondents viewed some overseas institutions. While there was an acknowledgment that countries such as the United States were far from perfect, there was a sense that race equality was a higher priority than in the UK.

This manifested in areas such as recruitment, promotion, research and the general culture which were all seen as more transparent and inclusive. Respondents felt that not only was there more of a meritocracy overseas, but diversity was actively valued by senior managers. They saw BME staff as a benefit to their department and institution.

Respondents emphasised that if UK HEIs were explicit in how they valued BME academics, this would encourage them to return. In particular, if they saw an increase of BME academics in decision-making roles and if universities directly addressed race equality and inclusion as priority areas both strategically and practically.

'We have few black professors and we need to be more inclusive about the number of women, white women, we have, but also the number of black women in decision-making roles, which we don't have. So I think that policies have to be really strategic and universities have to be strategic in how they want to keep people, or they are just going to keep losing really good people to overseas or to other universities. And I know that the Athena SWAN charter has been really good in terms of [science, technology engineering, mathematics and medicine] STEMM subjects, and ECU are introducing a race equality charter so I'll be interested in years to come to see if that makes any significant difference.'

Asian Indian, female, Russell group university (interview)

As well as senior leaders within institutions, HEFCE and ECU were both mentioned by participants as needing to prioritise race equality. It is something the whole sector needs to address collectively.

### Recommendations

- = Senior leaders in UK HE, including the leaders of sector-representative organisations need to acknowledge that racism exists within the sector and it needs to be tackled.
- = Senior leaders need to prioritise race equality within their institution and within the sector as a whole.
- = Senior leaders need to set a standard within their institution to ensure the cultural direction is inclusive so staff and students can see this is an institutional priority.

- = Senior leaders could set targets for progress and tie these to individual and departmental performance targets which are reviewed regularly by senior management.
- = Engaging with ECU's race equality charter mark and working towards a bronze award can allow institutions to take stock of their progress and issues to date and plan their intended actions systematically.

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## Valuing diversity

In contrast to the UK, it was felt that at some overseas institutions BME academics were valued because of the different skills, knowledge and background they might be able to offer rather than despite it. It was felt by some respondents that BME staff were utilised in the UK more to fill a diversity quota or to portray an image of diversity which did not reflect the reality.

'At one level there is a need to recognise that black people are also repositories of knowledge. There is an assumption that we are not. We are objects of studies. Unless you are doing what they want, or you are their research assistant, they don't want to hear from you. That's a wider knowledge issue that probably goes across the university sector. As a consequence of that, I think that learning institutions don't recognise the contribution of black people within the academy. And therefore they can't even encourage black students to progress within the academy and they don't recognise the impact that has on the ability of black people to perform.'

Black Caribbean, female, Russell group university (interview)

**Some respondents mentioned the importance of introducing courses focusing on black studies in the UK similar to those offered in the United States.**

'One of the things I say is, well, ok, you say that you treat white students and black students the same. Well, there is one sense in which we know that is nonsense and that is, white students do not come onto programmes and only encounter writing, concepts, theories, developed by black people. Whereas black students regularly go onto courses and the major theories, the major ideas, the major fields that they encounter have been developed entirely by white thinkers.'

White and Black Caribbean, male, Russell group university (interview)

It was noted that academics who do pursue non-Eurocentric research interests were at a disadvantage for REF submission and career advancement. Respondents considered that the REF prioritises certain journals, which places academics who may be more likely to publish in African and Asian journals at a disadvantage. This also has ramifications for peer review and demonstrating the impact of work which influences funding and promotion decisions.

## Recommendations

- = Prioritise race equality within all facets of the UK HE sector, including staffing and issues relating to curriculum, pedagogy and research.
- = As a sector, consider the importance of post-colonial research and study, including departments dedicated specifically to black and Asian studies.
- = The staffing of such departments should also be reflective of the subject matter and dispersed across the country.
- = Consider how the REF (or successor system) ensures academics pursuing non-Eurocentric research interests are not disadvantaged.

‘The question would be, if we are to develop things in the UK it cannot just be – here we have a centre in London. I think it would be great if it was also a sense of how black studies, diaspora studies, post-colonial studies is linked to Leeds, Bradford, Sheffield and various places around the UK rather than being institutionalised or support for a growing space for black British intellectuals in London.’  
White and black Caribbean, male, overseas (interview)

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## Addressing micro-aggressions, inequalities and subtle forms of racism

Many respondents wanted universities to take specific action regarding the inclusion of BME academics in HE. This referred not just to the representation of BME staff within the academy, but the inclusivity of the culture, which resonated with aspects of ECU’s research *Improving the experiences of international staff in UK higher education* (ECU, 2013b).

‘If it is the case that UK higher education wants to have more minority ethnic academics then consideration would need to be given to how race discrimination occurs. Not overt, but in day-to-day micro-aggressions.’

White and Black African, male, overseas (interview)

Respondents provided examples of inappropriate behaviour from their colleagues which highlighted both a lack of awareness that the behaviour was offensive and covert and subtle forms of racism. Respondents noted that it was difficult to challenge such behaviours and/or to report them anywhere.

Some respondents also referred to micro-aggressions from students, which impacted on their teaching experiences and also on course evaluation, which impacted directly on their career.

## Recommendations

- = Staff and students may benefit from a greater awareness of the impact of their behaviour and the behaviour of others.

Training on unconscious bias and active bystander strategies, perhaps as stand-alone sessions, or as embedded elements of existing training could help. Further information can be found on ECU's website: [www.ecu.ac.uk/guidance-resources/employment-and-careers/staff-recruitment/unconscious-bias](http://www.ecu.ac.uk/guidance-resources/employment-and-careers/staff-recruitment/unconscious-bias)

- = Give emphasis to the value of diversity so that there is greater respect for BME students and colleagues, and all staff and students are exposed to a more diverse knowledge base.
- = Support line managers to be aware of group dynamics and tackling inappropriate behaviour.

## Recruitment and promotion

There were numerous examples where recruitment and promotion practice, and the support and encouragement provided when applying for vacancies could be improved. Respondents referred to positions not being advertised and simply given to others, usually less qualified white colleagues. There were also examples of racism in interview situations.

Respondents also spoke about the constantly moving goalposts for promotion. Some were told that they would be promoted soon, and were still waiting years later, and others referred to changing criteria and constantly being told they were 'a close second'.

In particular the research highlighted particular sticking points for BME academics attempting to get their first permanent post-PhD position, and gaining promotion from senior lecturer to reader and to professorship.

Financial security was highlighted as a both a push and a pull factor to leaving UK HE for an overseas institution. Having a permanent contract prevented academics moving overseas (despite the cultural barriers they face as BME academics). However, where individuals were unable to secure a permanent contract in the UK, it pushed them to seek work overseas where they were more likely to secure a permanent role.

## Recommendations

- = Reviewing recruitment and selection and promotion processes will help ensure that they are transparent and consistently followed.
- = Individual departments should ensure they adhere to institutional policies and take the transparency of recruitment seriously.
- = Institutions should consider recommendations for best practice, for example:
  - mandatory training to include unconscious bias training for those involved in recruitment and promotion processes
  - only including criteria which are essential to the job in the person specification
  - agreeing and prioritising job criteria in advance so they cannot be skewed to fit the preferred candidate
  - not requesting references in advance of job offers
  - having a strong chair and agreeing in advance that interviewers will challenge each other if they are felt to be biased in their treatment of applicants
  - conduct audits of recruitment and promotion rounds to ensure due process is being followed
  - institutions should explore particular sticking points for their BME staff, for example securing their first academic post or progressing from senior lecturer to reader to professorship
  - conducting an impact assessment of different contracts to find out if BME staff are more likely to be offered a short-term contract and the benefits of offering permanent ones (for example, job and financial security, demonstrating staff are valued, staff able to focus on their role instead of looking ahead to securing their next post)

## Coaching and mentoring

In addition to the racial inequalities within the actual recruitment and promotion processes, respondents referred to different levels of encouragement, mentoring and coaching they were offered compared with white colleagues and peers.

Various types of support such as networking, mentoring and training were mentioned, particularly to retain BME early-career academics in UK HEIs.

'A young scholar really needs to have a network if they are to survive, I think, in the UK academy as presently structured. And you need, and I do know this from my experience at [United States university], and that's why it's so important to have senior racialised scholars who will get your back, who will go to battle for you, who will be noisy. Who will, when you need it, they will come out in force. I am that, and I think UK scholars need that. And it's the everyday things, where you are being denied things. You might be pushed out, that people are questioning your contribution and whether you really should be there.'

Black Caribbean, female, overseas (interview)

'... guidance and mentoring, saying: look, you are good, your CV looks the same as everybody else, there is no reason why you can't go forward now. Black people can be leaders and managers. All of that. You just need convincing. And that's what a good appraisal does. It gives you the right type of advice for the point at which you are at. That might mean moving institutions, that this isn't the best institution for you, that kind of opening might be better for you. But you definitely don't know it, you haven't got that cultural capital that knows how to navigate the higher education system. So you need to be given that tutoring in it.'

White and Black Caribbean, female, overseas (interview)

'I think at a very early stage in recruitment of minority scholars they have to be mentored in a way that makes them feel that their ideas are valued and that their research is going to be. And I am not assuming that all these minority scholars are just going to be researching minority issues. They bring something of value not simply because they are minority but they have come out of experiences that are important and they represent communities that have been historically disadvantaged in higher education. All those things can sometimes be very patronising, and very, oh, it's because you are a person of colour you are at this institution,

those kinds of things can be actually almost as damaging as racism – a kind of “sympathetic racism”. So it has to be done very sensitively. It has to be really thought out. And it is people of colour who have to be involved in the formulation of it, I have to say.’

Asian Indian, male, Russell group university (interview)

Respondents also spoke of informal networking and mentoring and cliques and in-groups. This impacts on who gets taken for coffee, as well as who gets the best opportunities and exposure. Mentoring is often informal, and while there is nothing wrong with that in itself, as it currently stands, as highlighted by respondents, it seems to benefit white academics more than BME academics.

## Recommendations

- = Institutions should review their formal mechanisms for coaching and mentoring and look into how issues of race and ethnicity are considered to ensure good take-up of these programmes from BME academics.
- = In consultation with BME staff, institutions should consider whether there are positive action initiatives which should be implemented.

**StellarHE** is a strategic executive development programme for diverse leaders (black, Asian and BME) in HE:  
[diversitypractice.co.uk/events/stellar-he-events](https://diversitypractice.co.uk/events/stellar-he-events)

**B Mentor** is a pilot cross-institutional mentoring scheme for BME academics and researchers. The pilot is currently running in King’s College London, Imperial College, Queen Mary, University of London, the Institute of Education and University College London:  
[www.ucl.ac.uk/hr/equalities/race/BMEntor.php](http://www.ucl.ac.uk/hr/equalities/race/BMEntor.php)

- = Institutions should consider the impact of sponsorship as well as mentoring: David Thomas (2001) refers to sponsorship being particularly important for BME individuals as it validates them to other colleagues as well as to those who may be recruiting or making a particular decision.
- = Institutions should ensure that opportunities are well advertised and that all colleagues are genuinely given the opportunity to apply for them.

- = Honest and constructive feedback to unsuccessful candidates, especially when they are internal because individuals will benefit from knowing why they were unsuccessful, how they could improve in the future and to remain motivated to apply again.
- = Institutions should continually analyse their recruitment and promotion data by ethnicity to identify any potential issues and areas where racial biases may be preventing BME individuals from being recruited and progressing in their careers.

## Workload and development opportunities

Respondents spoke about their teaching workloads and the level of pastoral care they provided, particularly to BME students. Respondents were happy to provide these roles, particularly pastoral care, but acknowledged that they were time-consuming, and not necessarily prioritised by their institution.

While UK institutions were found to value having BME staff in visible teaching roles, the burden this places on BME staff was not acknowledged and did not assist with career advancement. Conducting research and securing research funding were seen as the key opportunities for REF submission and academic promotion.

In addition to mentoring and coaching, there was also a sense from respondents that allocation of development opportunities and research collaboration tended to happen informally. People may be more likely to collaborate with those they already have a relationship with or whom they unconsciously have a preference or natural affinity with. Psychologists refer to our innate people preferences as our 'in-group preferences', which could disadvantage BME academics.

## Recommendations

- = Institutions need to be aware of the impact of teaching and pastoral care and ensure that all academics share the load.
- = Institutions and departments should acknowledge when pastoral care is done well.
- = Heads of department and senior department staff members may benefit from reflecting on how development opportunities and research collaboration happens and consider whether bias (either consciously or unconsciously) is having an impact.

- = Department heads could consider the need for positive action initiatives to ensure all academics within their team feel supported.

Positive action initiatives acknowledge unfair underrepresentation or differential outcomes for different groups of people and seek to address the imbalance. It might be (and this would only ever be in consultation with BME staff) that bespoke mentoring, sponsorship and development is needed for BME academics, in order to overcome the barriers and inequalities which exist. This may be beneficial in the short term, while longer-term systemic change is implemented.

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## Networking and addressing isolation

Many respondents mentioned a feeling of isolation and not belonging in the academy. This was partly due to micro-aggressions, and partly because of the low numbers of BME academics in UK HE, particularly in more senior grades.

In addition to increasing networking and support for BME staff currently in the UK, there was also a strong recommendation to make more links with UK BME staff who had left. Some respondents highlighted that this research was the first contact they have had with the UK HE sector since they had left, which is not only a wasted opportunity for the sector, but it also discourages those academics from returning to the UK.

Many respondents wanted to maintain their links with UK HE, particularly in relation to presenting seminars and giving lectures. Maintaining links was mentioned as a way in which BME academics could be encouraged back to the UK, especially if they were able to give something back to their particular geographical area. However, many felt that in reality, such links did not exist.

'Would I consider coming back to the UK? I have often considered it. But there is just nothing there. There is nothing to apply for. There is nothing there. Nobody has ever contacted me from any university. I got an email when I was at [United States university]. I got an email from a student at a university I had studied and worked at, looking for my books, and they couldn't find my books in the university library. I am one of the most successful students that they had produced. So, I contacted the library, and I told them, I said: "do you know, I can find my books in the US public university libraries, I can find my books in most libraries across the US. But in my home

country you don't have my books in any of the universities." Why would the university not bring me back for a commencement talk? Why wouldn't they celebrate my success with them?'

Any other Black Caribbean/African background, male, overseas  
(interview)

'This [interview] is the first time I have had any contact with the academy in England. No one... even my alumni group from my UK university, there are very few of us in this type of work, how come I have not been asked to come back and talk. It's kind of weird. I have always said, if you ever need me to come back let me know. Nothing. I mentor a lot here.'

Mixed ethnic background, female, overseas (interview)

**Visiting lecturer opportunities, external examining or holding a visiting post were all mentioned as initiatives that would contribute to attracting respondents back to UK HE.**

'Sometimes people get personal invitations to come back and speak. And I think that would be one of the markers for me. If people were saying: "oh, yes, we know you are over there, do you want to come back and speak about that," invitations and things like that would begin to reach out and suggest to people, "we've kept your place". And as institutions internationalise, maybe they are going to think more creatively – I could give a Skype lecture. Those things would begin to pull you back. Research collaborations would pull you back, if you were in a research network and you were working with others, those kinds of things I think would. And I am certain that people would have to feel that there was an opening to take the chance.'

White and Black Caribbean, female, overseas (interview)

'I have always thought it would be really great to be a visiting professor somewhere... Some universities do semesters now, right? If they did semesters that would be great, because that's how I teach here anyway. You know, come for a semester, do an exchange, or just come and teach as a visiting professor for a semester. That would be great, I would love to do that. Come and live in London for a year, it would be great.'

Mixed ethnic background, female, overseas (interview)

Some suggested that universities should think of how they could change their recruitment practices to ensure that they used networks which would attract back to the UK those working in HE overseas.

'I think the UK needs to open itself up to the greatest number of academics who might do the greatest work within London or elsewhere in the country. The recruitment came across very UK-centric, because they didn't utilise any of the dominant networks that exist in the US. I heard about the position in May and I think they wanted somebody in October, whereas the cycle can be somewhat different internationally.'

Black Caribbean, male, overseas (interview)

## Recommendations

- = In consultation with BME staff, institutions should consider whether a BME staff network would be useful.
- = Where networks are established or already exist, ensure they are endorsed by senior managers so that participation is not seen as taboo, and the university benefits from the knowledge and skills of the network.
- = Also consider providing such networks with budgets to organise training and events for members.
- = Consider how to work with race-specific networks and initiatives at a national scale, for example Black British Academics, the BME Network of Networks, the Higher Education Race Action Group, National Union of Students Black Students Campaigns.
- = Consider what other support can be provided to BME staff and students to break down feelings of isolation and ensure they are supported.
- = Make contact with academic alumni who have gone overseas and explore mechanisms for them to be in contact with the institutions, for example, through guest lectures and courses, either virtually, using Skype, or as visiting lecturers.
- = Develop sector-wide mechanisms and networks for BME academics to remain engaged with UK HE and maximise the use of the networks.

As one example, **Black British Academics** have a network list specifically for overseas academics, which might be useful for both academics and UK institutions: [blackbritishacademics.co.uk](http://blackbritishacademics.co.uk) (please note that Black British Academics is a Community Interest Company which relies on subscriptions and support from institutions and individuals for running costs).

## Conclusions

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The reasons for BME academics leaving, or considering leaving UK HE are not new.

The lack of permanent contracts and financial security, the lack of transparency in recruitment and promotions, the lack of informal and formal support and mentoring, and lack of black studies departments in the UK are all contributing factors.

There is a systematic perception that race equality is not being prioritised within the sector, which is representative of the culture that is pushing BME academics away, and preventing them from returning. Ensuring that race equality is prioritised within the sector in a meaningful way is not easy, but is the first step to instigating systemic, long-term culture change.

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## Leaky pipeline

The research suggested that while currently there may not be statistically significant differences in rates of academics moving overseas by ethnicity, BME academics are significantly more likely to consider a move to an overseas university than their white British counterparts. The statistics also suggest that patterns of migration vary between white and BME British academics, and the rates of academics returning from overseas are different.

This is a risk for UK HE. Talented individuals are being lost to competing international institutions. This has an impact on the diversity of the HE workforce, as well as the diversity of what is being researched and taught in the UK. There is little point in attracting a diverse group of students into the academy to study and then allowing them, or arguably, pushing them to move overseas in order to progress in an academic career.

The leaky pipeline for women in academia has been considered for some time, and we need to address the equivalent phenomenon for ethnicity. Those interviewed highlighted finding their first permanent academic contract and gaining promotion from senior lecturer upwards as key transition points.

Where BME academics were barred from making these transitions, they were more likely to consider a move overseas. Financial security through permanent contracts and transparent recruitment and promotion processes are a necessity.

It is also worth considering female, BME academics who potentially face dual discrimination and increased barriers to their academic careers.

## International reputation

The reasons why people are moving overseas are just as important as the number of people leaving. UK academics working overseas should be ambassadors of UK HE, encouraging international collaboration, spreading the reputation of UK HE and potentially encouraging international staff and students to pursue opportunities within the UK HE sector.

However, if staff are leaving and moving abroad as a last resort because they feel blocked from succeeding, they are likely to be taking a very different message and interpretation of UK HE with them.

In addition to the possible perception of UK HE that BME academics will communicate, there is a high chance that they will be in contact with some academics still working in the UK, and could also act as encouragement for them to follow them overseas.

## Time for change

The issues highlighted within this report are flagged repeatedly in research into racial inequalities within HE, and it is time for change. It is important to remember that these issues are not isolated to any one institution, or indeed the HE sector specifically, but it is the responsibility of individual institutions to act.

ECU is currently trialling a race equality charter mark specifically for the HE sector. Its purpose is to improve the representation and success of minority ethnic staff and students in HE. ECU's aim is to tackle the issues identified in this report and to advance race equality so that no academic feels pushed away, and our sector is able to thrive and make use of all its talent.

The charter mark is not an end in itself, but it provides a framework for institutions to work through to conduct a comprehensive self-assessment of what issues might exist, and what the institution can do to tackle them.

For more information on ECU's race equality charter mark, visit: [www.ecu.ac.uk/equality-charter-marks/race-equality-charter-mark](http://www.ecu.ac.uk/equality-charter-marks/race-equality-charter-mark)

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## Appendix 1: methodology

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This study sought to gather opinions and attitudes from a large sample of British academics, both those working in the UK and those working overseas in HE. In order to obtain a large sample, a survey design with closed and open questions was used to obtain both quantitative and qualitative data. This was followed by individual in-depth interviews with academics who had identified their willingness to be interviewed in their survey responses.

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### Participants

Participants were all British academics working in HE, and were from a range of different ethnicities. They either worked in the UK or overseas. Invitations to participate in the survey were sent to all UK HEIs via ECU mailing lists, addressed to vice-chancellors and to equality and diversity managers for distribution to academics. Participants overseas (and some UK participants) were identified from previous research (Bhopal and Jackson, 2013), from public profiles available on the internet and from snowball sampling – invitations to participate were sent via university email addresses. A total of 1201 academics responded to the survey. A total of 41 interviews were carried out with BME academics: 14 with UK experience only, 12 currently working in the UK but with previous overseas experience and 15 currently working overseas (12 with and three without UK HE work experience). The demographics of the survey participants can be found in **appendix 2**.

An analysis of the sample size provided the confidence intervals (CIs) shown in table 1. CIs are good for both the overall UK-based sample and for white academics based in the UK. While a sample size of 960 BME academics is required in order to have a CI of  $\pm 3$  at the 95 per cent level (Creative Research Systems, 2012), it is noted that the sample represents 1.29 per cent of the BME population which compares favourably with other studies using a BME academic sample, for example the CHERI's CAP survey (cited in ECU, 2011, p70), which had a BME sample of 46 participants who were born with UK citizenship (plus a further 65 who were not UK citizens at birth).

**Table 1: CIs for UK academic respondents declaring both their ethnicity and their current employment location (UK or overseas).** Calculations were made using the online calculator provided by Creative Research Systems (2012).

| Sample                 | UK population (ECU, 2013a: 88–89) | UK survey sample in this study (N) | 95% CI (±) | 99% CI (±) |
|------------------------|-----------------------------------|------------------------------------|------------|------------|
| <b>Academics (all)</b> | 124,555                           | 1100<br>(0.88% of population)      | 2.94       | 3.87       |
| <b>White academics</b> | 115,010                           | 977<br>(0.85% of population)       | 3.12       | 4.11       |
| <b>BME academics</b>   | 9545                              | 123<br>(1.29% of population)       | 8.78       | 11.56      |

## Survey

The survey was designed by the research team and administered via the University of Southampton iSurvey platform ([www.isurvey.soton.ac.uk](http://www.isurvey.soton.ac.uk)). The wording of demographic questions was in accordance with phrasing used in the 2011 UK census and guidance provided by ECU.

The survey was split into three sections. Section one provided an extensive set of demographic questions exploring respondents' ethnicity, gender, university type and geographical regions of abode. Section two referred to UK HEI experiences and the third section referred to overseas experiences. One question set specifically addressed experiences of the REF and another question set specifically addressed the area of promotion within academia. All participants were asked what countries they would consider moving to for work. Participants were invited to leave their contact details if they were willing to be interviewed in phase two of the research.

The survey was piloted with 13 academics with UK citizenship (white and BME), four of these were currently working overseas and nine were currently working in the UK, one with and eight

without previous overseas experience of working in HE. Pilot testing suggested some minor changes to the survey and the following alterations were made:

- = an explanation was added as preamble to the demographics section:

'The following questions are included to assist us in understanding and analysing your responses, and information about your ethnicity is particularly important. If you do not feel comfortable answering any of them then please choose the "prefer not to say" option'

- = the option of 'prefer not to say' was provided for each of the demographic questions
- = a filter question was added in order to differentiate between those working for a UK HEI on an international campus and those working for an overseas HEI
- = a question was added to ascertain if overseas experience was a secondment from a UK HEI or a contract direct with the overseas HEI
- = it was made clear that only minority ethnic academics would be invited to take part in interviews (although several white academics still left their contact details)
- = participants were optionally invited to state the name of their current employer by selecting their university name from a drop-down list

Invitations for respondents to participate in the survey were distributed in January 2014 and the survey closed at the end of April 2014. UK respondents would have received notification of the survey from their human resources departments or via their vice-chancellor's office. Overseas academics were emailed individually by the research team, as were some UK academics who were identified by their participation in previous research or if recommended by respondents, so that a process of snowball sampling was used. After reading the participant information sheet, participants were invited to follow the provided link to the electronic survey. Another information sheet was presented to them on screen before being allowed to proceed to the survey. Progress could only be made to the survey by checking a box that stated willingness to participate in the research. Participants

took varying times to complete the questions, with the shortest being five minutes and the longest being 90 minutes. The survey did not have to be completed in one sitting but could be saved and returned to at a later date.

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## Interviews

The interviews were semi-structured. The interview frameworks are outlined in **appendix 3**.

The interview schedule was piloted to check correct wording and ordering of questions. Interviews with respondents commenced in February 2014 and were completed in May 2014. Interview participants self-identified in survey responses. All BME participants who indicated a willingness to be interviewed were contacted via the email address they had provided. A maximum of two reminders were issued to those not responding to the initial request. All those stating at this point that they were still willing to be interviewed were recruited for interview. Interview medium was at the choice of the interviewee and could either be face-to-face, via Skype or via telephone. While the preference of the research team was for face-to-face interviews this was only possible with participants based locally to the interviewers and Skype proved to be very successful. It was stated in the survey that only BME academics would be invited to partake in interviews yet several white respondents volunteered to take part. A total of 52 BME academics originally stated their willingness to be interviewed but on further request only 41 of these were interviewed. The research team had aimed for 45 interviews. This was not deemed to be a problem as interview themes had become exhausted (no new themes arising). Interviews lasted between 30 and 90 minutes.

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## Data analysis

Quantitative data collected from the survey was collated in Microsoft Excel and transferred to IBM SPSS for analysis. Descriptive statistics were employed to define the demographics of the participants and non-parametric inferential statistics (Pearson chi-square test of association) used to analyse associations between ethnicity, gender, type of institution, discipline and motivations to leave the UK to work in HE overseas.

Qualitative data collected from the survey was collated in Microsoft Word and then transferred to NVivo for analysis alongside the interview data.

Interview data was digitally recorded (Olympus WS-110) and then transcribed. Voice recordings were deleted once transcribed. Transcriptions were transferred to NVivo for analysis. Data was analysed using theoretical thematic analysis and was indexed in relation to particular themes and categorised under topics and headings from which to build theory (Roulston, 2001). By focusing on the ways in which respondents speak about their experiences in HE, sense was made of these events in order to analyse the meanings they attribute to their experiences.

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## Ethical considerations

Ethical approval was sought and approved by the University of Southampton ethics committee of the faculty of social and human sciences. Informed consent was obtained prior to all data collection. Letters of invitation to participate were accompanied by a participant information sheet for dissemination to potential participants. The details of this participant information sheet were replicated on the first page of the survey and before being able to proceed to answer questions participants were required to check a box to confirm that they were willing to take part in the survey. A copy of the participant information sheet can be found in **appendix 4**. Interview participants were invited to take part via email correspondence. An information sheet and a consent form were attached to the email invitation. Consent was obtained verbally at the beginning of each interview, with face-to-face interviewees signing a paper copy of the consent form. All hard copies of consent forms and transcripts were kept in a locked filing cabinet in a locked office which only two members of the research team had access. The research was conducted in compliance with the Data Protection Act and University of Southampton ethics policy. Electronic data was stored on a password-protected computer only accessible by the researchers. Data passed to ECU had all identifiers removed. Contact details provided by those volunteering to take part in interviews had such details removed from their response data prior to analysis.

All data has been treated as confidential and participants have remained anonymous. When presenting results extra care has been taken not to describe any particularly unusual aspects about the participants that would make them identifiable. Participants were informed of their right to withdraw from the study without explanation, at any time. None of the respondents withdrew from the study, all of the respondents welcomed the

research and were happy to participate. While there was no individual benefit to an individual in consenting to take part in this research, participants were informed that this research would contribute to policy-making in HEIs, particularly in relation to equality, diversity and inclusion. It was hoped that participating in the research would encourage academics to consider their reasons for choosing to work in the UK (or overseas) and help to clarify career goals and aspirations.

The process of qualitative research involves a high degree of trust among research participants, which in turn gives a special responsibility to researchers in which they aim to build a rapport with respondents (Wiles et al, 2008). During the interaction, participants can place a great deal of trust in researchers as they discuss their stories. There is a possibility that interviewees will share thoughts that may be sensitive (in this research such as possible experiences of racism and exclusion). Thinking about experiences such as these may cause feelings of distress. It was important to be as sensitive as possible when asking questions in order to avoid interviewees experiencing any distress. Ultimately if a participant did become distressed for any reason, the interviewer had the responsibility to ask the interviewee if they wished the interview to be terminated. In the event, no interview was terminated. Participants were informed that if they have found reliving past experiences upsetting then they could take advantage of the counselling services offered by their HEI if they felt this would be beneficial. If their own HEI did not offer counselling services to staff then on request they could be given details of the counselling service provided at the University of Southampton. No participant requested details of counselling services.

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## Challenges

Despite the anonymity of the survey several participants wrote in their responses that they could not provide all details of their circumstances as this could identify them to their employers and work colleagues. In order to protect their identity, 34 academics did not declare their ethnicity which limited the usefulness of their data. Additionally, 49 respondents did not declare their nationality, 19 their gender, 22 their age and 65 their religion. We consider this a reflection of the small numbers of BME academics in UK HEIs.

The research team considered that the title of the research project might discourage white academics from taking part, due to the specific mention of a focus on BME academics. A white participant group was essential in order to get a comprehensive picture and also for comparison with the BME group. Hence the title of the survey omitted mention of BME academics and instead ethnicity was referred to within the body of the participant information sheet as an essential element for analysis. In this way it was hoped that both BME and white academics would respond.

The research team received several enquiries about the project from academics of non-UK citizenship working in UK HE. They expressed a desire for their views to be recorded. They identified that this project was gathering important data and believed that their views would add to a fuller picture of the push and pull factors for selecting where to base an academic career. While the research team agreed with this viewpoint it was unfortunately beyond the scope of this seven-month project to also include the views of non-UK academics in the UK HE sector.

It is acknowledged that it is inevitable that a survey title will encourage those with a direct interest in the topic to participate. Hence the respondents may show a self-selecting bias, so that those who have a desire to move overseas or who have worked overseas and now returned to the UK will be more likely to participate than those academics that have no intention of leaving the UK, or have never had the desire to leave the UK.

Eighteen different categories for ethnic origin were collected. This led to many categories having very small numbers, especially when broken down, for example, by gender or university type. This ethnicity data was recategorised into six categories (white, black, Asian, mixed race, Arab and other). When analysing ethnicity data by sub-categories (for example, gender) group sizes fell below five making statistical analysis unreliable. In these cases the categories 'white' and 'BME' were used to ensure adequate group sizes for statistical analysis.

## Appendix 2: participant demographics

There were 1201 total participants, which were broken down in order to analyse the data.

From a total of 1201 respondents there were 146 BME and 1020 non-BME respondents. A total of 35 respondents did not declare their ethnicity. The following tables present the demographics of the entire sample. Those leaving a question blank have been categorised as 'prefer not to say' along with those who elected the 'prefer not to say' option. Where data is broken down into 'white respondents' and 'BME respondents' those electing 'prefer not to say' in the relevant categories have not been included in the figures. The 'white' and 'BME' categories column proportions do not differ significantly from each at the .05 level unless otherwise indicated with an asterisk.

**Table A2.1 Nationality**

| Nationality       | All respondents |      | White respondents |      | BME respondents |      |
|-------------------|-----------------|------|-------------------|------|-----------------|------|
|                   | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| British           | 831             | 69.2 | 713               | 70.2 | 101             | 69.2 |
| English           | 110             | 9.2  | *107              | 10.5 | *1              | 0.7  |
| Northern Irish    | 31              | 2.6  | 29                | 2.9  | 1               | 0.7  |
| Scottish          | 32              | 2.7  | 31                | 3.1  | 1               | 0.7  |
| Welsh             | 19              | 1.6  | 18                | 1.8  | 1               | 0.7  |
| Dual**            | 125             | 10.4 | *94               | 9.3  | *30             | 20.5 |
| Prefer not to say | 53              | 4.4  | *23               | 2.3  | *11             | 7.5  |
| <b>Total</b>      | <b>1201</b>     |      | <b>1015</b>       |      | <b>146</b>      |      |

\* Denotes a significant difference between white and BME respondent numbers. More white respondents identify as being English and more BME respondents regard themselves as being of mixed nationality and prefer not to declare their nationality.

\*\*Dual nationality represents a mix of two or more UK nationalities or a mix of UK and non-UK nationalities.

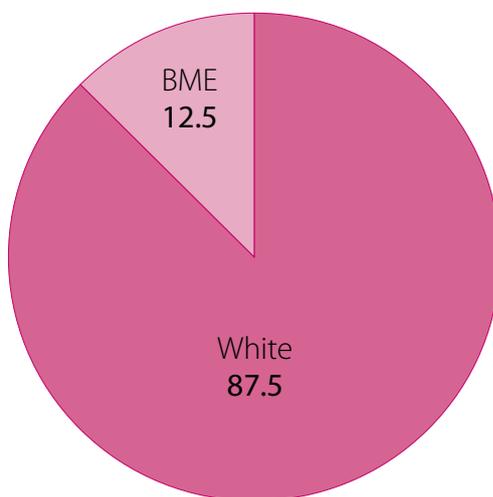
**Table A2.2 Ethnicity**

| Ethnicity                                    | All respondents |      |
|--|-----------------|------|
|  | N               | %    |
| White UK                                     | 871             | 72.5 |
| White Irish                                  | 39              | 3.2  |
| White gypsy                                  | 1               | 0.1  |
| Other white                                  | 109             | 9.1  |
| White and black Caribbean                    | 10              | 0.8  |
| White and black African                      | 10              | 0.8  |
| White and Asian                              | 10              | 0.8  |
| Other mixed                                  | 7               | 0.6  |
| Black African                                | 12              | 1.0  |
| Black Caribbean                              | 13              | 1.1  |
| Any other Black/African/Caribbean background | 2               | 0.2  |
| Asian Indian                                 | 30              | 2.5  |
| Asian Pakistani                              | 11              | 0.9  |
| Asian Bangladeshi                            | 1               | 0.1  |
| Asian Chinese                                | 18              | 1.5  |
| Any other Asian background                   | 5               | 0.4  |
| Arab   | 2               | 0.2  |
| Any other ethnic group                       | 15              | 1.2  |
| Prefer not to say                            | 35              | 2.9  |
| <b>Total</b>                                 | <b>1201</b>     |      |

**Table A2.3 Summary of ethnicity**

| Ethnicity         | All respondents |      |
|-------------------|-----------------|------|
|                   | <i>N</i>        | %    |
| White             | 1020            | 84.9 |
| Mixed race        | 37              | 3.1  |
| Black             | 27              | 2.2  |
| Asian             | 65              | 5.4  |
| Arab              | 2               | 0.2  |
| Other             | 15              | 1.2  |
| Prefer not to say | 35              | 2.9  |
| <b>Total</b>      | <b>1201</b>     |      |

**Figure A2.1 Proportion of BME to white respondents**  
 (percentages are in relation to the number of respondents who completed the ethnicity question)



**Table A2.4 Gender**

| Gender            | All respondents |      | White respondents |      | BME respondents |      |
|-------------------|-----------------|------|-------------------|------|-----------------|------|
|                   | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Male              | 686             | 57.1 | 588               | 58.6 | 81              | 57.4 |
| Female            | 474             | 39.5 | 406               | 40.4 | 59              | 41.8 |
| Prefer not to say | 41              | 3.4  | 10                | 1.0  | 1               | 0.7  |
| <b>Total</b>      | <b>1201</b>     |      | <b>1004</b>       |      | <b>141</b>      |      |

**Table A2.5 Gender identity**

| Gender identity is the same as allocated at birth | All respondents |      | White respondents |      | BME respondents |      |
|---|-----------------|------|-------------------|------|-----------------|------|
|   | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Yes   | 1145            | 95.3 | 981               | 98.7 | 139             | 97.2 |
| No  | 3               | 0.3  | 3                 | 0.3  | 0               | 0.0  |
| Prefer not to say                                 | 53              | 4.4  | 10                | 1.0  | 4               | 2.8  |
| <b>Total</b>                                      | <b>1201</b>     |      | <b>994</b>        |      | <b>143</b>      |      |

Table A2.6 Sexual orientation

| Sexual orientation | All respondents |      | White respondents |      | BME respondents |      |
|--------------------|-----------------|------|-------------------|------|-----------------|------|
|                    | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Bisexual           | 40              | 3.3  | 34                | 3.3  | 6               | 4.1  |
| Gay man            | 36              | 3.0  | 31                | 3.0  | 4               | 2.8  |
| Gay woman          | 17              | 1.4  | *12               | 1.2  | *5              | 3.4  |
| Heterosexual       | 951             | 79.2 | 825               | 81.0 | 113             | 77.9 |
| Other              | 7               | 0.6  | 5                 | 0.6  | 1               | 0.7  |
| Prefer not to say  | 150             | 12.5 | 112               | 11.0 | 16              | 11.0 |
| <b>Total</b>       | <b>1201</b>     |      | <b>1019</b>       |      | <b>145</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. More BME respondents identified as being a gay woman.

**Table A2.7 Age of respondents**

| Age bracket       | All respondents |      | White respondents |      | BME respondents |      |
|-------------------|-----------------|------|-------------------|------|-----------------|------|
|                   | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| 20–24             | 6               | 0.5  | 5                 | 0.5  | 1               | 0.7  |
| 25–29             | 66              | 5.5  | 58                | 5.7  | 7               | 4.8  |
| 30–34             | 165             | 13.7 | 144               | 14.1 | 17              | 11.7 |
| 35–39             | 179             | 14.9 | 156               | 15.3 | 21              | 14.5 |
| 40–44             | 168             | 14.0 | 147               | 14.4 | 14              | 9.7  |
| 45–49             | 195             | 16.2 | *156              | 15.3 | *34             | 23.4 |
| 50–54             | 185             | 15.4 | 160               | 15.7 | 23              | 15.9 |
| 55–59             | 125             | 10.4 | 108               | 10.6 | 14              | 9.7  |
| 60–64             | 63              | 5.2  | 58                | 5.7  | 5               | 3.4  |
| 65–69             | 19              | 1.6  | 16                | 1.6  | 3               | 2.1  |
| 70 and over       | 3               | 0.2  | 2                 | 0.2  | 1               | 0.7  |
| Prefer not to say | 27              | 2.2  | *8                | 0.8  | *5              | 3.4  |
| <b>Total</b>      | <b>1201</b>     |      | <b>1018</b>       |      | <b>145</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. More BME respondents fell into the age 45–49 category and more BME respondents preferred not to declare their age.

**Table A2.8 Marital status**

| Marital status   | All respondents |      | White respondents |      | BME respondents |      |
|--|-----------------|------|-------------------|------|-----------------|------|
|  | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Single   | 179             | 14.9 | 147               | 14.5 | 28              | 19.6 |
| Married  | 667             | 55.5 | 569               | 56.1 | 83              | 58.0 |
| Separated but still legally married                                  | 18              | 1.5  | 16                | 1.6  | 1               | 0.7  |
| Divorced   | 40              | 3.3  | 34                | 3.3  | 5               | 3.5  |
| Widowed  | 9               | 0.7  | 8                 | 0.8  | 0               | 0.0  |
| Living with opposite-sex partner                                     | 192             | 16.0 | *177              | 17.4 | *15             | 10.5 |
| Living with same-sex partner   | 26              | 2.2  | *19               | 1.9  | *7              | 4.9  |
| In a registered same-sex civil partnership                           | 15              | 1.2  | 13                | 1.3  | 1               | 0.7  |
| Separated but still legally in a same-sex civil partnership          | 1               | 0.1  | 1                 | 0.1  | 0               | 0.0  |
| Formerly in a same-sex civil partnership which now legally dissolved | 1               | 0.1  | 1                 | 0.1  | 0               | 0.0  |
| Prefer not to say  | 53              | 4.4  | 30                | 3.0  | 3               | 2.1  |
| <b>Total</b>   | <b>1201</b>     |      | <b>1015</b>       |      | <b>143</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. More white respondents identified that they were living with an opposite-sex partner while more BME respondents identified that they were living with a same-sex partner.

**Table A2.9 Number of children under the age of 18 living at home in the care of the respondent**

| Number of children | All respondents |      | White respondents |      | BME respondents |      |
|--------------------|-----------------|------|-------------------|------|-----------------|------|
|                    | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| None               | 700             | 58.3 | 604               | 59.2 | 78              | 53.4 |
| One                | 196             | 16.3 | 164               | 16.1 | 29              | 19.9 |
| Two                | 222             | 18.5 | 188               | 18.4 | 28              | 19.2 |
| Three              | 52              | 4.3  | 45                | 4.4  | 6               | 4.1  |
| Four               | 9               | 0.7  | 6                 | 0.6  | 2               | 1.4  |
| More than four     | 1               | 0.1  | 1                 | 0.1  | 0               | 0.0  |
| Prefer not to say  | 21              | 1.7  | 12                | 1.2  | 3               | 2.1  |
| <b>Total</b>       | <b>1201</b>     |      | <b>1020</b>       |      | <b>146</b>      |      |

**Table A2.10 Caring responsibilities, for example, for the care of an older person**

| Care status  | All respondents |      | White respondents |      | BME respondents |      |
|--|-----------------|------|-------------------|------|-----------------|------|
|  | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| No responsibility  | 981             | 81.7 | *860              | 85.6 | *102            | 73.9 |
| Responsible and the person cared for lives with the respondent         | 40              | 3.3  | *29               | 2.9  | *9              | 6.5  |
| Responsible and the person cared for does not live with the respondent | 132             | 11.0 | *104              | 10.3 | *25             | 18.1 |
| Prefer not to say  | 48              | 4.0  | 12                | 1.2  | 2               | 1.4  |
| <b>Total</b>   | <b>1201</b>     |      | <b>1005</b>       |      | <b>138</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more BME respondents had responsibility for caring for others, whether sharing their home with them or living separately.

**Table A2.11 Disability (regardless of whether registered with employer)**

| Care status   | All respondents |      | White respondents |      | BME respondents |      |
|---|-----------------|------|-------------------|------|-----------------|------|
|   | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| None  | 1017            | 84.7 | 866               | 84.9 | 125             | 85.6 |
| Specific learning disability, for example dyslexia, dyspraxia or AD(H)D                                       | 29              | 2.4  | 24                | 2.4  | 5               | 3.4  |
| Social/communication impairment, for example Asperger's syndrome or other autistic spectrum disorder          | 1               | 0.1  | 0                 | 0.0  | 1               | 0.7  |
| Long-standing illness or health condition, for example cancer, HIV, diabetes, chronic heart disease, epilepsy | 41              | 3.4  | 38                | 3.7  | 3               | 2.1  |
| Mental health condition, for example depression, schizophrenia or anxiety disorder                            | 31              | 2.6  | 29                | 2.8  | 1               | 0.7  |
| Physical impairment, or mobility issue, for example difficulty using arms, using a wheelchair or crutches     | 12              | 1.0  | 10                | 1.0  | 2               | 1.4  |
| Hearing impairment  | 9               | 0.7  | 9                 | 0.9  | 0               | 0.0  |
| Visual impairment that is uncorrected by glasses  | 3               | 0.2  | 3                 | 0.3  | 0               | 0.0  |
| Other   | 16              | 1.3  | 14                | 1.4  | 2               | 1.4  |
| Prefer not to say   | 42              | 3.5  | 27                | 2.6  | 7               | 4.8  |
| <b>Total</b>  | <b>1201</b>     |      | <b>1020</b>       |      | <b>146</b>      |      |

**Table A2.12 Religion**

| Religion          | All respondents |      | White respondents |      | BME respondents |      |
|-------------------|-----------------|------|-------------------|------|-----------------|------|
|                   | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| No religion       | 651             | 54.2 | *582              | 57.1 | *56             | 38.4 |
| Buddhist          | 9               | 0.7  | 6                 | 0.6  | 3               | 2.1  |
| Christian         | 374             | 31.1 | *338              | 33.1 | *30             | 20.5 |
| Hindu             | 16              | 1.3  | *0                | 0.0  | *16             | 11.0 |
| Jewish            | 18              | 1.5  | 15                | 1.5  | 2               | 1.4  |
| Muslim            | 21              | 1.7  | *2                | 0.2  | *19             | 13.0 |
| Sikh              | 3               | 0.2  | *0                | 0.0  | *3              | 2.1  |
| Spiritual         | 20              | 1.7  | 15                | 1.5  | 5               | 3.4  |
| Other             | 20              | 1.7  | 16                | 1.6  | 3               | 2.1  |
| Prefer not to say | 69              | 5.7  | 46                | 4.5  | 9               | 6.2  |
| <b>Total</b>      | <b>1201</b>     |      | <b>1020</b>       |      | <b>146</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more white respondents have no declared religion or are Christian while significantly more BME respondents are Hindu, Muslim or Sikh.

**Table A2.13 Highest educational qualification**

| Qualification              | All respondents |      | White respondents |      | BME respondents |      |
|----------------------------|-----------------|------|-------------------|------|-----------------|------|
|                            | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| BA/BSc/BEd etc             | 21              | 1.7  | 21                | 2.1  | 0               | 0.0  |
| Postgraduate certificate   | 15              | 1.2  | 14                | 1.4  | 1               | 0.7  |
| Postgraduate diploma       | 6               | 0.5  | 6                 | 0.6  | 0               | 0.0  |
| Masters level              | 178             | 14.8 | 160               | 15.8 | 17              | 11.6 |
| Professional doctorate     | 23              | 1.9  | 19                | 1.9  | 2               | 1.4  |
| Doctor of Philosophy (PhD) | 942             | 78.4 | *789              | 78.0 | *124            | 84.9 |
| Prefer not to say          | 16              | 1.3  | 3                 | 0.3  | 2               | 1.4  |
| <b>Total</b>               | <b>1201</b>     |      | <b>1012</b>       |      | <b>146</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more BME respondents have their highest qualification declared as a PhD.

**Table A2.14 Represented subject areas**

| Subject family                       | All respondents |      | White respondents |      | BME respondents |      |
|--------------------------------------|-----------------|------|-------------------|------|-----------------|------|
|                                      | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| STEM subjects                        | 422             | 35.1 | *369              | 36.2 | *39             | 26.7 |
| Social and human sciences            | 220             | 18.3 | *181              | 17.7 | *36             | 24.7 |
| Humanities                           | 203             | 16.9 | 166               | 16.3 | 30              | 20.5 |
| Medicine and health                  | 138             | 11.5 | 119               | 11.7 | 14              | 9.6  |
| Business and law                     | 137             | 11.4 | 114               | 11.2 | 21              | 14.4 |
| Arts                                 | 57              | 4.7  | 53                | 5.2  | 3               | 2.1  |
| Professional services and management | 5               | 0.4  | 4                 | 0.4  | 1               | 0.7  |
| Not declared                         | 19              | 1.6  | 14                | 1.4  | 2               | 1.4  |
| <b>Total</b>                         | <b>1201</b>     |      | <b>1020</b>       |      | <b>146</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more BME respondents work in subjects classified as sitting within the social and human sciences.

**Table A2.15 Country of employment**

| Country of employment | All respondents |      | White respondents |      | BME respondents |      |
|-----------------------|-----------------|------|-------------------|------|-----------------|------|
|                       | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| England               | 957             | 79.7 | 819               | 80.3 | 110             | 75.3 |
| Northern Ireland      | 52              | 4.3  | 49                | 4.8  | 2               | 1.4  |
| Scotland              | 74              | 6.2  | 62                | 6.1  | 9               | 6.2  |
| Wales                 | 50              | 4.2  | 47                | 4.6  | 2               | 1.4  |
| Overseas              | 51              | 4.2  | *29               | 2.8  | *21             | 14.4 |
| Prefer not to say     | 17              | 1.4  | 14                | 1.4  | 2               | 1.4  |
| <b>Total</b>          | <b>1201</b>     |      | <b>1020</b>       |      | <b>146</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more BME respondents are currently working overseas. This was due to specific targeting of BME academics overseas.

**Table A2.16 English as a first language**

| Is English your first language? | All respondents |      | White respondents |      | BME respondents |      |
|---------------------------------|-----------------|------|-------------------|------|-----------------|------|
|                                 | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Yes                             | 1115            | 92.8 | *979              | 96.2 | *109            | 74.7 |
| No                              | 80              | 6.7  | *36               | 3.5  | *36             | 24.7 |
| Prefer not to say               | 6               | 0.3  | 3                 | 0.3  | 1               | 0.7  |
| <b>Total</b>                    | <b>1201</b>     |      | <b>1018</b>       |      | <b>146</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more white respondents have English as their first language, while significantly more BME respondents do not.

**Table A2.17 Work experience (UK and/or overseas)**

| Location of work experience in HE                          | All respondents |      | White respondents |      | BME respondents |      |
|--|-----------------|------|-------------------|------|-----------------|------|
|  | N               | %    | N                 | %    | N               | %    |
| Currently working in the UK and never worked overseas      | 704             | 58.6 | *618              | 60.6 | *73             | 50.0 |
| Currently working in the UK and previously worked overseas | 292             | 24.3 | 241               | 23.6 | 35              | 24.0 |
| Currently working overseas and previously in the UK        | 45              | 3.7  | *27               | 2.6  | *17             | 11.6 |
| Currently working overseas and never in the UK             | 12              | 1.0  | *6                | 0.6  | *6              | 4.1  |
| Not declared   | 148             | 12.3 | 128               | 12.5 | 15              | 10.3 |
| <b>Total</b>   | <b>1201</b>     |      | <b>1020</b>       |      | <b>146</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more white respondents currently work in the UK and have never worked overseas while significantly more BME respondents currently work overseas regardless of whether or not they have previous UK work experience. This is due to the specific targeting of BME academics working overseas.

The following statistics were gathered from those currently working in the UK (a total of 996 respondents)

**Table A2.18 UK experience: type of university currently employed in**

| University                 | All respondents |      | White respondents |      | BME respondents |      |
|----------------------------|-----------------|------|-------------------|------|-----------------|------|
|                            | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Pre-1992 (old university)  | 722             | 72.5 | 624               | 73.1 | 75              | 70.8 |
| Post-1992 (new university) | 205             | 20.6 | 182               | 21.3 | 20              | 18.9 |
| University college         | 33              | 3.3  | 24                | 2.8  | 6               | 5.7  |
| Specialist HE provider     | 11              | 1.1  | 9                 | 1.1  | 2               | 1.9  |
| Other                      | 9               | 0.9  | 7                 | 0.8  | 2               | 1.9  |
| More than one type         | 9               | 0.9  | 8                 | 0.9  | 1               | 0.9  |
| Prefer not to say          | 7               | 0.7  |                   |      |                 |      |
| <b>Total</b>               | <b>996</b>      |      | <b>854</b>        |      | <b>106</b>      |      |

**Table A2.19 UK experience: contract type**

| Type of contract      | All respondents |      | White respondents |      | BME respondents |      |
|-----------------------|-----------------|------|-------------------|------|-----------------|------|
|                       | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Teaching only         | 96              | 9.6  | 85                | 10.0 | 8               | 7.5  |
| Research only         | 119             | 12.0 | 103               | 12.1 | 11              | 10.4 |
| Teaching and research | 744             | 74.7 | 640               | 75.2 | 83              | 78.3 |
| Other                 | 27              | 2.7  | 23                | 2.7  | 4               | 3.8  |
| Prefer not to say     | 10              | 1.0  |                   |      |                 |      |
| <b>Total</b>          | <b>996</b>      |      | <b>851</b>        |      | <b>106</b>      |      |

**Table A2.20 UK experience: annual salary**

| Annual gross salary        | All respondents |      | White respondents |      | BME respondents |      |
|----------------------------|-----------------|------|-------------------|------|-----------------|------|
|                            | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Less than £20,000 per year | 28              | 2.8  | *21               | 2.5  | *7              | 6.6  |
| £20,000–£25,000            | 17              | 1.7  | 14                | 1.6  | 3               | 2.8  |
| £25,001–£30,000            | 56              | 5.6  | 49                | 5.7  | 5               | 4.7  |
| £30,001–£35,000            | 88              | 8.8  | 77                | 9.0  | 10              | 9.4  |
| £35,001–£40,000            | 129             | 13.0 | 113               | 13.2 | 11              | 10.4 |
| £40,001–£45,000            | 132             | 13.3 | 117               | 13.7 | 11              | 10.4 |
| £45,001–£50,000            | 112             | 11.2 | 93                | 10.9 | 17              | 16.0 |
| £50,001–£55,000            | 121             | 12.1 | 108               | 12.6 | 9               | 8.5  |
| £55,001–£60,000            | 73              | 7.3  | 63                | 7.4  | 9               | 8.5  |
| £60,001–£65,000            | 45              | 4.5  | 41                | 4.8  | 3               | 2.8  |
| £65,001–£70,000            | 31              | 3.1  | 25                | 2.9  | 4               | 3.8  |
| More than £70,000 per year | 114             | 11.4 | 103               | 12.0 | 9               | 8.5  |
| Prefer not to say          | 50              | 5.0  | 31                | 3.6  | 8               | 7.5  |
| <b>Total</b>               | <b>996</b>      |      | <b>855</b>        |      | <b>106</b>      |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more BME respondents earn less than £20,000 per year.

**Table A2.21 UK experience: full-time or part-time contract**

| Contract          | All respondents |      | White respondents |      | BME respondents |      |
|-------------------|-----------------|------|-------------------|------|-----------------|------|
|                   | N               | %    | N                 | %    | N               | %    |
| Full time         | 856             | 85.9 | 740               | 86.8 | 89              | 84.0 |
| 0.8               | 26              | 2.6  | 24                | 2.8  | 1               | 0.9  |
| 0.6               | 35              | 3.5  | 30                | 3.5  | 5               | 4.7  |
| 0.5               | 21              | 2.1  | 19                | 2.2  | 2               | 1.9  |
| 0.4               | 13              | 1.3  | 11                | 1.3  | 2               | 1.9  |
| 0.2               | 11              | 1.1  | 9                 | 1.1  | 2               | 1.9  |
| Other             | 25              | 2.5  | 20                | 2.3  | 5               | 4.7  |
| Prefer not to say | 9               | 0.9  |                   |      |                 |      |
| <b>Total</b>      | <b>996</b>      |      | <b>853</b>        |      | <b>106</b>      |      |

**Table A2.22 UK experience: currently seeking or shortly to seek promotion**

| Currently or shortly seeking promotion | All respondents |      | White respondents |      | BME respondents |      |
|--|-----------------|------|-------------------|------|-----------------|------|
|  | N               | %    | N                 | %    | N               | %    |
| Yes                                    | 580             | 58.2 | 493               | 58.7 | 69              | 68.3 |
| No                                     | 261             | 26.2 | 232               | 27.6 | 22              | 21.8 |
| Unsure                                 | 129             | 13.0 | 115               | 13.7 | 10              | 9.9  |
| Prefer not to say                      | 26              | 2.6  |                   |      |                 |      |
| <b>Total</b>                           | <b>996</b>      |      | <b>840</b>        |      | <b>101</b>      |      |

**The following statistics were gathered from those currently working in the UK and who had no previous experience of working overseas (a total of 704 respondents)**

**Table A2.23 UK experience (never previously worked overseas): those who have ever considered moving overseas to work**

| Ever considered moving overseas | All respondents |      | White respondents |      | BME respondents |      |
|---------------------------------|-----------------|------|-------------------|------|-----------------|------|
|                                 | N               | %    | N                 | %    | N               | %    |
| No                              | 191             | 27.1 | 178               | 29.0 | 12              | 16.4 |
| Yes for an academic post        | 328             | 46.6 | 281               | 45.8 | 39              | 53.4 |
| Yes for a secondment            | 39              | 5.5  | 33                | 5.4  | 6               | 8.2  |
| Yes but not in academia         | 23              | 3.3  | 20                | 3.3  | 3               | 4.1  |
| Yes to look after family        | 1               | 0.1  | 0                 | 0.0  | 1               | 1.4  |
| Yes to retire                   | 5               | 0.7  | 4                 | 0.7  | 1               | 1.4  |
| More than one reason            | 103             | 14.6 | 88                | 14.3 | 11              | 15.1 |
| Other reason                    | 10              | 1.4  | 10                | 1.6  | 0               | 0.0  |
| Prefer not to say               | 4               | 0.6  |                   |      |                 |      |
| <b>Total</b>                    | <b>704</b>      |      | <b>614</b>        |      | <b>73</b>       |      |

The following statistics were gathered from those above declaring that they had considered moving overseas to work (a total of 509 respondents)

Table A2.24 UK experience (never previously worked overseas): currently considering moving overseas

| Currently considering moving overseas | All respondents |      | White respondents |      | BME respondents |      |
|---------------------------------------|-----------------|------|-------------------|------|-----------------|------|
|                                       | N               | %    | N                 | %    | N               | %    |
| Yes                                   | 316             | 62.1 | 269               | 62.6 | 38              | 65.5 |
| No                                    | 183             | 36.0 | 161               | 37.4 | 20              | 34.5 |
| Prefer not to say                     | 10              | 2.0  |                   |      |                 |      |
| <b>Total</b>                          | <b>509</b>      |      | <b>430</b>        |      | <b>58</b>       |      |

The following statistics were gathered from those respondents who were currently working overseas and had previously worked in the UK (a total of 45 respondents)

Table A2.25 UK experience prior to moving overseas: location of HEI workplace

| Country          | All respondents |      | White respondents |      | BME respondents |       |
|------------------|-----------------|------|-------------------|------|-----------------|-------|
|                  | N               | %    | N                 | %    | N               | %     |
| England          | 37              | 82.2 | 22                | 88.0 | 15              | 100.0 |
| Northern Ireland | 1               | 2.2  | 1                 | 4.0  | 0               | 0.0   |
| Scotland         | 3               | 6.7  | 1                 | 4.0  | 0               | 0.0   |
| Wales            | 4               | 8.9  | 1                 | 4.0  | 0               | 0.0   |
| <b>Total</b>     | <b>45</b>       |      | <b>25</b>         |      | <b>15</b>       |       |

**Table A2.26 UK experience prior to moving overseas:  
type of university employed in**

| University                    | All respondents |      | White respondents |      | BME respondents |      |
|-------------------------------|-----------------|------|-------------------|------|-----------------|------|
|                               | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Pre-1992<br>(old university)  | 30              | 66.7 | 21                | 77.8 | 8               | 53.3 |
| Post-1992<br>(new university) | 9               | 20.0 | 5                 | 18.5 | 4               | 26.7 |
| University college            | 3               | 6.7  | 1                 | 3.7  | 2               | 13.3 |
| Specialist HE provider        | 0               | 0.0  | 0                 | 0.0  | 0               | 0.0  |
| Other                         | 0               | 0.0  | 0                 | 0.0  | 0               | 0.0  |
| More than one type            | 1               | 2.2  | 0                 | 0.0  | 1               | 6.7  |
| Prefer not to say             | 2               | 4.4  |                   |      |                 |      |
| <b>Total</b>                  | <b>45</b>       |      | <b>27</b>         |      | <b>15</b>       |      |

**Table A2.27 UK experience prior to moving overseas:  
contract type**

| Type of contract      | All respondents |      | White respondents |      | BME respondents |      |
|-----------------------|-----------------|------|-------------------|------|-----------------|------|
|                       | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Teaching only         | 6               | 13.3 | 4                 | 14.8 | 2               | 13.3 |
| Research only         | 7               | 15.6 | 2                 | 7.4  | 5               | 33.3 |
| Teaching and research | 29              | 64.4 | 21                | 77.8 | 7               | 46.7 |
| Other                 | 1               | 2.2  | 0                 | 0.0  | 1               | 6.7  |
| Prefer not to say     | 2               | 4.4  |                   |      |                 |      |
| <b>Total</b>          | <b>45</b>       |      | <b>27</b>         |      | <b>15</b>       |      |

**Table A2.28 UK experience prior to moving overseas:  
annual salary**

| Annual gross salary        | All respondents |      | White respondents |      | BME respondents |      |
|----------------------------|-----------------|------|-------------------|------|-----------------|------|
|                            | N               | %    | N                 | %    | N               | %    |
| Less than £20,000 per year | 4               | 8.9  | 3                 | 11.1 | 1               | 6.7  |
| £20,000–£25,000            | 1               | 2.2  | 0                 | 0.0  | 1               | 6.7  |
| £25,001–£30,000            | 5               | 11.1 | *0                | 0.0  | *5              | 33.3 |
| £30,001–£35,000            | 5               | 11.1 | 3                 | 11.1 | 1               | 6.7  |
| £35,001–£40,000            | 3               | 6.7  | 3                 | 11.1 | 0               | 0.0  |
| £40,001–£45,000            | 4               | 8.9  | 4                 | 14.8 | 0               | 0.0  |
| £45,001–£50,000            | 6               | 13.3 | 3                 | 11.1 | 3               | 20.0 |
| £50,001–£55,000            | 3               | 6.7  | 3                 | 11.1 | 0               | 0.0  |
| £55,001–£60,000            | 1               | 2.2  | 1                 | 3.7  | 0               | 0.0  |
| £60,001–£65,000            | 3               | 6.7  | 1                 | 3.7  | 2               | 13.3 |
| £65,001–£70,000            | 1               | 2.2  | 1                 | 3.7  | 0               | 0.0  |
| More than £70,000 per year | 5               | 11.1 | 4                 | 14.8 | 1               | 6.7  |
| Prefer not to say          | 4               | 8.9  | 1                 | 3.7  | 1               | 6.7  |
| <b>Total</b>               | <b>45</b>       |      | <b>27</b>         |      | <b>15</b>       |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more BME respondents earned between £25,001 and £30,000 per year before leaving the UK to work overseas.

**Table A2.29 UK experience prior to moving overseas:  
full-time or part-time contract**

| Contract          | All respondents |      | White respondents |      | BME respondents |      |
|-------------------|-----------------|------|-------------------|------|-----------------|------|
|                   | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Full-time         | 31              | 68.9 | 22                | 81.5 | 8               | 57.1 |
| 0.8               | 1               | 2.2  | 1                 | 3.7  | 0               | 0.0  |
| 0.6               | 2               | 4.4  | 1                 | 3.7  | 1               | 7.1  |
| 0.5               | 3               | 6.7  | 1                 | 3.7  | 2               | 14.3 |
| 0.4               | 2               | 4.4  | 0                 | 0.0  | 2               | 14.3 |
| 0.2               | 2               | 4.4  | 2                 | 7.4  | 0               | 0.0  |
| Other             | 1               | 2.2  | 0                 | 0.0  | 1               | 7.1  |
| Prefer not to say | 3               | 6.7  |                   |      |                 |      |
| <b>Total</b>      | <b>45</b>       |      | <b>27</b>         |      | <b>14</b>       |      |

**Table A2.30 UK experience prior to moving overseas:  
applications for promotion**

| UK promotion            | All respondents |      | White respondents |      | BME respondents |      |
|-------------------------|-----------------|------|-------------------|------|-----------------|------|
|                         | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Yes and received        | 13              | 28.9 | 8                 | 29.6 | 4               | 26.7 |
| Yes and did not receive | 12              | 26.7 | 6                 | 22.2 | 6               | 40.0 |
| No I did not try        | 18              | 40.0 | 13                | 48.1 | 5               | 33.3 |
| Prefer not to say       | 2               | 4.4  |                   |      |                 |      |
| <b>Total</b>            | <b>45</b>       |      | <b>27</b>         |      | <b>15</b>       |      |

**The following statistics were gathered from those respondents who were currently working in the UK and had previously worked overseas (a total of 292 respondents)**

**Table A2.31 UK experience prior to moving overseas: type of university employed in**

| University                       | All respondents |      | White respondents |      | BME respondents |      |
|----------------------------------|-----------------|------|-------------------|------|-----------------|------|
|                                  | N               | %    | N                 | %    | N               | %    |
| Pre-1992<br>(old university)     | 146             | 50.0 | 120               | 55.0 | 18              | 47.4 |
| Post-1992<br>(new university)    | 21              | 7.2  | 17                | 7.8  | 4               | 10.5 |
| University college               | 8               | 2.7  | 4                 | 1.8  | 3               | 7.9  |
| Specialist HE provider           | 5               | 1.7  | 5                 | 2.3  | 0               | 0.0  |
| Other                            | 5               | 1.7  | 5                 | 2.3  | 0               | 0.0  |
| Not working in HE before leaving | 83              | 28.4 | 67                | 30.7 | 13              | 34.2 |
| Prefer not to say                | 24              | 8.2  |                   |      |                 |      |
| <b>Total</b>                     | <b>292</b>      |      | <b>218</b>        |      | <b>38</b>       |      |

**Table A2.32 UK experience prior to moving overseas:  
position employed in before leaving**

| Position/role             | All respondents |      | White respondents |      | BME respondents |      |
|---------------------------|-----------------|------|-------------------|------|-----------------|------|
|                           | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Lecturer                  | 53              | 18.2 | 41                | 18.5 | 7               | 17.1 |
| Senior lecturer           | 31              | 10.6 | 23                | 10.4 | 7               | 17.1 |
| Principal lecturer        | 3               | 1.0  | 3                 | 1.4  | 0               | 0.0  |
| Research fellow           | 51              | 17.5 | 46                | 20.7 | 3               | 7.3  |
| Senior research fellow    | 4               | 1.4  | 3                 | 1.4  | 0               | 0.0  |
| Principal research fellow | 2               | 0.7  | 2                 | 0.9  | 0               | 0.0  |
| Reader                    | 7               | 2.4  | 3                 | 1.4  | 4               | 9.8  |
| Professor                 | 26              | 8.9  | 20                | 9.0  | 5               | 12.2 |
| Other HE post             | 15              | 5.1  | 12                | 5.4  | 3               | 7.3  |
| Non-HE post               | 19              | 6.5  | 17                | 7.7  | 2               | 4.9  |
| Not working               | 64              | 21.9 | 52                | 23.4 | 10              | 24.4 |
| Prefer not to say         | 17              | 5.8  |                   |      |                 |      |
| <b>Total</b>              | <b>292</b>      |      | <b>222</b>        |      | <b>41</b>       |      |

**Table A2.33 Currently working in the UK but with previous overseas experience: respondents indicating that they have ever considered a return to work overseas**

| Ever considered a return to working overseas | All respondents |      | White respondents |      | BME respondents |      |
|--|-----------------|------|-------------------|------|-----------------|------|
|  | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| No   | 43              | 14.7 | 36                | 15.5 | 4               | 11.4 |
| Yes to the same country                      | 125             | 42.8 | 103               | 44.2 | 16              | 45.7 |
| Yes to a different country                   | 116             | 39.7 | 94                | 40.3 | 15              | 42.9 |
| Prefer not to say                            | 8               | 2.7  |                   |      |                 |      |
| <b>Total</b>                                 | <b>292</b>      |      | <b>233</b>        |      | <b>35</b>       |      |

**Table A2.34 Currently working in the UK but with previous overseas experience: respondents indicating that they are currently considering a return to work overseas**

| Currently considering a return to work overseas | All respondents |      | White respondents |      | BME respondents |      |
|---|-----------------|------|-------------------|------|-----------------|------|
|   | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Yes   | 120             | 49.8 | 92                | 48.4 | 17              | 54.8 |
| No  | 114             | 47.3 | 98                | 51.6 | 14              | 45.2 |
| Prefer not to say                               | 7               | 2.9  |                   |      |                 |      |
| <b>Total</b>                                    | <b>241</b>      |      | <b>190</b>        |      | <b>31</b>       |      |

**The following statistics were gathered from those respondents who were currently working in the UK or had previously worked in the UK (a total of 1041 respondents)**

**Table A2.35 Entered for the Research Excellence Framework (REF) or a previous Research Assessment Exercise (RAE)**

| Entered for the REF or RAE | All respondents |      | White respondents |      | BME respondents |      |
|----------------------------|-----------------|------|-------------------|------|-----------------|------|
|                            | N               | %    | N                 | %    | N               | %    |
| Yes                        | 643             | 61.8 | 538               | 62.1 | 84              | 65.6 |
| No                         | 380             | 36.5 | 328               | 37.9 | 44              | 34.4 |
| Prefer not to say          | 16              | 1.5  |                   |      |                 |      |
| Not heard of REF or RAE    | 2               | 0.2  |                   |      |                 |      |
| <b>Total</b>               | <b>1041</b>     |      | <b>866</b>        |      | <b>128</b>      |      |

**The following statistics were gathered from those respondents who were currently working overseas or had previously worked overseas (a total of 349 respondents)**

**Table A2.36 Contract status overseas: permanent, temporary or secondment (numbers in brackets indicate the numbers working on an international campus of a UK HEI, 4.3% of those with overseas experience)**

| Permanent, temporary or secondment | All respondents |      | White respondents |      | BME respondents |      |
|------------------------------------|-----------------|------|-------------------|------|-----------------|------|
|                                    | N               | %    | N                 | %    | N               | %    |
| Permanent contract                 | 138 (3)         | 39.5 | 104 (3)           | 42.6 | 26 (0)          | 57.8 |
| Temporary contract                 | 110 (4)         | 31.5 | 94 (3)            | 38.5 | 10 (1)          | 22.2 |
| Secondment from UK university      | 57 (5)          | 16.3 | 46 (5)            | 18.9 | 9 (0)           | 20.0 |
| Prefer not to say                  | 44              | 12.6 |                   |      |                 |      |
| <b>Total</b>                       | <b>349 (12)</b> |      | <b>244 (11)</b>   |      | <b>45 (1)</b>   |      |

**Table A2.37 Future intentions of all those with overseas experience whether or not currently working in the UK**

| Future intentions                                 | All respondents |      | White respondents |      | BME respondents |      |
|---|-----------------|------|-------------------|------|-----------------|------|
|   | N               | %    | N                 | %    | N               | %    |
| Stay in UK  | 77              | 22.1 | 64                | 34.2 | 10              | 25.6 |
| Stay overseas                                     | 29              | 8.3  | *14               | 7.5  | *14             | 35.9 |
| Move overseas                                     | 55              | 15.8 | 44                | 23.5 | 4               | 10.3 |
| Move back to the UK                               | 16              | 4.6  | 11                | 5.9  | 5               | 12.8 |
| Unsure/wavering                                   | 33              | 9.5  | 29                | 15.5 | 3               | 7.7  |
| Career change                                     | 6               | 1.7  | 5                 | 2.7  | 1               | 2.6  |
| Retirement  | 6               | 1.7  | 5                 | 2.7  | 0               | 0.0  |
| Follow best opportunity whether in UK or overseas | 17              | 4.9  | 15                | 8.0  | 2               | 5.1  |
| Prefer not to say                                 | 110             | 31.5 |                   |      |                 |      |
| <b>Total</b>                                      | <b>349</b>      |      | <b>187</b>        |      | <b>39</b>       |      |

\*Denotes a significant difference between white and BME respondent numbers. Significantly more BME respondents have expressed a desire to remain overseas but this is a reflection of the original sample numbers as only BME academics were specifically targeted overseas.

The following tables contain data coded from open question response boxes.

**Table A2.38 Factors that encourage academics to remain in the UK**

| Factors/<br>reasons       | All respondents |      | White respondents |      | BME respondents |      |
|---------------------------|-----------------|------|-------------------|------|-----------------|------|
|                           | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Family/personal           | 46              | 14.4 | 43                | 15.7 | 3               | 8.3  |
| Academic/<br>professional | 192             | 60.2 | 158               | 57.7 | 25              | 69.4 |
| Lifestyle                 | 33              | 10.3 | 29                | 10.6 | 4               | 11.1 |
| Policy/political          | 48              | 15.0 | 44                | 16.1 | 4               | 11.1 |
| <b>Total</b>              | <b>319</b>      |      | <b>274</b>        |      | <b>36</b>       |      |

**Table A2.39 Factors that would encourage academics to return to the UK**

| Factors/<br>reasons       | All respondents |      | White respondents |      | BME respondents |      |
|---------------------------|-----------------|------|-------------------|------|-----------------|------|
|                           | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| Family/personal           | 105             | 44.5 | 97                | 46.4 | 5               | 27.8 |
| Academic/<br>professional | 114             | 48.3 | 101               | 48.3 | 10              | 55.6 |
| Lifestyle                 | 13              | 5.5  | 9                 | 4.3  | 1               | 5.6  |
| Policy/political          | 4               | 1.7  | *2                | 1.0  | *2              | 11.1 |
| <b>Total</b>              | <b>236</b>      |      | <b>209</b>        |      | <b>18</b>       |      |

\*Denotes a significant difference between white and BME respondent numbers but interpret with caution due to small numbers of respondents.

**Table A2.40 Location of respondents' HEI within England**

| Area of England in which HEI is located | All respondents |      | White respondents |      | BME respondents |      |
|---|-----------------|------|-------------------|------|-----------------|------|
|   | <i>N</i>        | %    | <i>N</i>          | %    | <i>N</i>        | %    |
| South East                              | 185             | 21.6 | 157               | 21.1 | 24              | 26.4 |
| South West                              | 92              | 10.8 | *88               | 11.8 | *1              | 1.1  |
| London area                             | 127             | 14.9 | *105              | 14.1 | *20             | 22.0 |
| West Midlands                           | 137             | 16.0 | 119               | 16.0 | 17              | 18.7 |
| East Midlands                           | 192             | 22.5 | 169               | 22.7 | 17              | 18.7 |
| East of England                         | 9               | 1.1  | *6                | 0.8  | *3              | 3.3  |
| North East                              | 56              | 6.5  | 50                | 6.7  | 6               | 6.6  |
| North West                              | 57              | 6.7  | 49                | 6.6  | 3               | 3.3  |
| <b>Total</b>                            | <b>855</b>      |      | <b>743</b>        |      | <b>91</b>       |      |

\*Denotes a significant difference between white and BME respondent numbers. A great proportion of BME respondents are located in London or the greater London area while fewer BME respondents are located in HEIs in the South West and the East of England when compared with non-BME respondents.

## Appendix 3: interview frameworks

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### Questions for those currently working overseas

- = How many years have you worked as an academic?
- = Can you tell me about your career to date as an academic (career history, different types of jobs, areas of responsibility)?
- = What led to you moving abroad for work as an academic?  
There may be:
  - pull factors
  - probes: career pathways, finance, contacts/networks/family
  - push factors
  - probes: unequal opportunities, over-scrutiny, old boy networks in operation, REF (for example, was any aspect of the REF a factor in your decision-making about your future career?)
- = What were your lifestyle expectations in moving abroad?
- = Were your expectations met?
- = What, if anything, would need to change in the sector, in institutions in the UK in order to bring about greater retention of minority ethnic academics in the UK?
  - probe: what would attract you to return to the UK HE sector?
- = What would you say to a minority ethnic person who aspires to enter an academic job a) in the UK or b) abroad?
- = Are there any further comments or suggestions you would like to make on this subject?
- = Can I get back re any points?
- = Would you suggest anyone else we should speak to?

### Questions for those currently working in the UK

- = How many years have you worked as an academic?
- = Can you tell me about your career to date as an academic (career history, different types of jobs, areas of responsibility)?
- = Have you ever considered moving abroad for work?

(Note: This will be clear from the survey response.)

- = I am going to ask you about the pull factors and the push factors. If so, what are the:
  - pull factors
  - probes: career pathways, finance, contacts/networks/family
  - push factors
  - probes: unequal opportunities, over-scrutiny, old boy networks in operation, REF (for example, was any aspect of the REF a factor in your decision-making about your future career?)
- = What would your lifestyle expectations be in moving abroad?
- = What, if anything, would need to change in the sector, in institutions in the UK in order to bring about greater retention of minority ethnic academics in the UK?
- = What would you say to a minority ethnic person who aspires to enter an academic job a) in the UK or b) abroad?
- = Are there any further comments or suggestions you would like to make on this subject?
- = Can I get back re any points?
- = Would you suggest anyone else we should speak to?

## Appendix 4: participant information sheet

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**Study Title:**

Understanding academic flight from UK Higher Education

**Researchers:**

Dr Kalwant Bhopal, Dr Hazel Brown and Ms June Jackson

**Ethics number:**

8015

**Study Reference Number:**

KB/HB/JJ/BME\_01

**Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form or to tick a check box indicating consent on an online survey.**

**What is the research about?**

This research is funded by Equality Challenge Unit (ECU). The aims of the study are to:

- = understand to what extent UK academics consider moving to work in higher education (HE) overseas
- = understand the reasons (both push and pull factors) which contribute to their actual or potential migration to overseas higher education institutions (HEIs)
- = establish what UK HEIs can do to retain academics, and attract back those who have left

The researchers are all employees of the University of Southampton and are experienced researchers. June is also the managing director of Equality Research and Consultancy Ltd. We will be asking questions about your career expectations and experiences alongside a thorough set of demographics questions.

**Why have I been invited to take part?**

You have been invited to take part because you are an academic working in HE. Only academics are being invited to take part. We value your opinion on working in the UK, and your opinion of working overseas if this is applicable to you.

**What will happen to me if I take part?**

If you decide that you would like to take part you can follow a link that will take you to a secure online survey. You will be invited to indicate your consent to take part and then you can proceed to complete the survey. It should take no longer than 30 minutes to complete and possibly a much shorter time. You will be able to save the survey and return to it at a later time if you wish, hence are not forced to complete it at one sitting (do make a note of your reference numbers for returning to it before closing down). At the end of the survey you will be invited to leave your contact details if you would like to be involved in an interview via Skype or telephone to elaborate on your responses. You are not obliged to do this. A link to the survey is provided below.

**Are there any benefits in my taking part?**

There may be no benefit to you as an individual but this important piece of research will contribute to policy making in HEIs, particularly in relation to equality, diversity and inclusion. It may encourage you to consider your reasons for choosing to work in the UK or overseas and help to clarify your career goals and aspirations.

**Are there any risks involved?**

There are no physical risks involved in taking part in this study. You may wish to recount your present or past experiences of what you consider to be unfair treatment or discrimination in response to a question. You may find it temporarily upsetting to go over these details and we would recommend that you approach your HEI counselling service if you feel a need to talk through issues that the survey has raised.

**Will my participation be confidential?**

This research is conducted in compliance with the Data Protection Act and University of Southampton policy. Information will be stored on password protected computer only accessible by the researchers. Data passed to the ECU will have all identifiers removed. If you are not volunteering your contact details then the survey response will be completely anonymous. At no point will you be identified in the write-up of the research report or during data analysis. Your data will be treated as confidential.

**What happens if I change my mind?**

You have the right to withdraw at any time without your legal rights being affected. You will not be required to state a reason for withdrawal.

**What happens if something goes wrong?**

In the unlikely case of concern or complaint, you should contact [named contact], Head of Research Governance

**Where can I get more information?**

If you would like more information please do not hesitate to contact one of the researchers.

If you have decided that you would like to take part then you can follow this link to the survey: [www.isurvey.soton.ac.uk/9599](http://www.isurvey.soton.ac.uk/9599)

## Appendix 5: HESA data on academic flight

| Year         | No. UK white academics | No. UK BME academics | Total academics | UK BME % of academics | UK white % of academics | White outflow to overseas HEI | BME outflow to overseas HEI | Total outflow to overseas HEI | BME outflow % | White outflow % |
|--------------|------------------------|----------------------|-----------------|-----------------------|-------------------------|-------------------------------|-----------------------------|-------------------------------|---------------|-----------------|
| 2003/04      | 96220                  | 5995                 | 102215          | 5.9%                  | 94.1%                   | 110                           | 10                          | 120                           | 6.7%          | 93.3%           |
| 2004/05      | 105300                 | 6425                 | 111725          | 5.8%                  | 94.2%                   | 75                            | 5                           | 80                            | 7.5%          | 92.5%           |
| 2005/06      | 106955                 | 6735                 | 113690          | 5.9%                  | 94.1%                   | 70                            | 5                           | 75                            | 4.1%          | 95.9%           |
| 2006/07      | 110075                 | 7195                 | 117270          | 6.1%                  | 93.9%                   | 75                            | 5                           | 85                            | 8.4%          | 91.6%           |
| 2007/08      | 111435                 | 7610                 | 119045          | 6.4%                  | 93.6%                   | 90                            | 10                          | 100                           | 10.2%         | 89.8%           |
| 2008/09      | 113690                 | 8155                 | 121845          | 6.7%                  | 93.3%                   | 80                            | 5                           | 85                            | 6.0%          | 94.0%           |
| 2009/10      | 115945                 | 8750                 | 124695          | 7.0%                  | 93.0%                   | 95                            | 5                           | 105                           | 5.8%          | 94.2%           |
| 2010/11      | 114800                 | 9155                 | 123955          | 7.4%                  | 92.6%                   | 90                            | 10                          | 100                           | 9.9%          | 90.1%           |
| 2011/12      | 115010                 | 9545                 | 124555          | 7.7%                  | 92.3%                   | 115                           | 20                          | 135                           | 15.4%         | 84.6%           |
| <b>Total</b> | <b>989430</b>          | <b>69565</b>         | <b>1058995</b>  | <b>6.6%</b>           | <b>93.4%</b>            | <b>800</b>                    | <b>75</b>                   | <b>875</b>                    | <b>8.7%</b>   | <b>91.3%</b>    |

## Equality Challenge Unit

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ECU works to further and support equality and diversity for staff and students in higher education across all four nations of the UK, and in colleges in Scotland.

ECU works closely with colleges and universities to seek to ensure that staff and students are not unfairly excluded, marginalised or disadvantaged because of age, disability, gender identity, marital or civil partnership status, pregnancy or maternity status, race, religion or belief, sex, sexual orientation or through any combination of these characteristics or other unfair treatment.

Providing a central source of expertise, research, advice and leadership, we support institutions in building a culture that provides equality of both opportunity and outcome, promotes good relations, values the benefits of diversity and provides a model of equality for the wider UK society.

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