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How diaspora knowledge networks make difference to post-Soviet scientists' migration, research and career

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Publication date
2023

Link to publication

Citation for published version (APA):
Antoshchuk, I. (2023). *Colleagues with benefits: How diaspora knowledge networks make difference to post-Soviet scientists' migration, research and career*. [Thesis, externally prepared, Universiteit van Amsterdam].

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AKNOWLEGEMENTS

I'm thrilled to finally find myself here, at the acknowledgements section. A good sign that the happy ending of a PhD journey is already in sight, right? My PhD journey was indeed a long and a twisted one. During my PhD studies, I gave birth to a son and a daughter, was diagnosed with tumor (benign, thanks God!) and had to undergo a radiation therapy, lived through a painful divorce and finally migrated to another city. In addition, my PhD project went through the seclusions of COVID pandemic, when two chapters on gender in DKNs started to get shaped, and the catastrophe of Russian invasion of Ukraine, that first sent me into the dark hole of helplessness and fear, but then made me determined to finish the thesis. Surprisingly, in spite of everything - in the midst of missed deadlines, failed plans and unwritten papers - somewhere deeply inside I was unreasonably confident that it will turn out all right, that the thesis will be finished and defended. My guess is that this feeling of being on the right way and doing the right thing was sustained by the support and involvement of many people around me, without whom this PhD adventure would not have been possible.

First and most of all, I would like to thank my supervisors, Olga Sezneva and Giselinde Kuipers, from the bottom of my heart. They have done so many precious and wonderful things for me that it is difficult to choose where to start. I have never experienced such a dream quality of supervision, combining excellent academic guidance with personal attention and true empathy. Bearing in mind my endless delays, I can't thank you enough for your patience and encouragement. I can't thank you enough for your never fading support and readiness to help when I was in trouble. For your persistent courage to believe in me again and again. For your kind words and warm interest, which kept me motivated despite large distances between us. For your attentive reading, insightful comments and creative suggestions, which made me expand my intellectual boundaries and revolutionised my writing. For your numerous efforts to make my PhD journey valuable, enjoyable and ensure its successful ending. I am grateful to you for this and for much more what remains unwritten here. I admire you as professionals, as academics, as women. I thank God for sending me to your hands.

Giselinde, I am extremely grateful that you agreed to become my promoter. I became fascinated by your personality, by your openness, by your intellectual sharp-

ness as well as by truly warm and supportive attitude. Thank you for your time and effort when reading and commenting on the many drafts of my dissertation, for your ideas and suggestions which helped my texts to become much clearer and more meaningful. I greatly enjoyed our discussions and was always curious to hear your opinion. I dearly thank you for your support when Russian invasion of Ukraine started and everything looked senseless and bleak.

Olga, I'm particularly grateful to you as my true "scientific mother". I could not wish for or imagine a better one)! Thank you for standing by me as my supervisor through all the years of my study of Russian computer scientists, through the institutional turmoils, changes of personal circumstances and disruptions of global order. Thank you for being caring, responsive and engaged, while also leaving me much freedom of exploration, freedom of thinking and writing. Thank you for your humor, your optimism, your empathy. Thank you for being unbelievably supportive and inventive during hardships, I would never forget your help in these desperate moments. Thank you for being insistent and never tired of pushing me to continue working. Thank you for intellectual challenges, revelations and inspirations. Thank you for introducing me into the topic of highly skilled migration (your course at the European University at St Petersburg was the first one I have taken). Thank you for helping with my internship and introducing me to the University of Amsterdam. Thank you for getting me connected to Giselinde, a wonderful supervisor and a promoter, and Sebastien, a great adviser. Thank you for having wisely guided me through the stages of a PhD programme and taking care of all the committee arrangements. Thank you for practically opening a totally new world for me - an academic world and a world of science, a world of much wider possibilities for professional realisation and intellectual horizons. However pathetic it might sound, thank you for changing my life for the better and assisting me in growing into a fully-fledged sociologist and a researcher.

I would like to thank Sebastien Chauvin, my adviser and a member of the committee. Thank you for being supportive and engaged, for showing both patience and interest to my research, for making creative suggestions, sharing relevant literature and understanding the big claims of my thesis even before I become fully aware of them) I am particularly grateful to you and Olga for bringing my attention to the issues of competition and gender inequality in the networks of RCS, which initially escaped my attention but proved to be of the key importance to the understanding DKNs. I am particularly grateful to Sebastien and Saskia Bonjour for the

engagement in the short course on Gender and International analysis in Migration studies at UvA. Thanks to your enthusiasm and your deep understanding of the topic, the course was a great experience for me and hope for other students too. It inspired and laid ground for my further analysis of the internal dynamics and distribution of benefits in DKNs.

I would also like to thank members of my dissertation committee, who agreed to devote some of their much lacking time to read and evaluate my thesis. Thank you for your interest in my work, for your readiness to participate in the committee and for your effort. I hope the thesis may excite your curiosity and lead us to an interesting discussion.

There are also other people who directly or indirectly assisted me on the PhD journey. I thank Raphi Rechitsky and Sergey Abashin, my initial advisers at European University at St Petersburg, for their thoughtful comments and suggestions in developing the project, which oriented me towards exploring inequalities in DKNs and deepening understanding of the cultural aspects of diaspora. I am grateful to Elena Simakova for the assistance in my first research trip to the UK and for warmly welcoming me as an intern at the University of Exeter. I am also grateful to Elena as the initial external adviser, for her interest to the project and intellectually stimulating comments. I would like to thank Diana Kurkovsky West for the inspiring STS courses which enabled me to systematically train the skill of looking and analysing scientific activities of RCS and their collaboration through STS approaches. I also thank Diana for the interest in my project, for cooperation and for professional advice when I needed it. I would like to thank Zina Vasilieva, I appreciate her critical, intellectually stimulating as well as useful advice on conceptual and practical aspects of my research. I am grateful to Nastya Halauniova for kindly allowing me to live in her place when I first came to Amsterdam (it was invaluable), for a useful guidance on PhD procedures as well as general encouragement. Finally, I am heartily grateful to Helen Faller, who did a great job of proofreading and editing my dissertation, who did her best to accommodate our deadlines while thoughtfully reading and providing highly relevant advice on improving the text.

I would like to thank European University at St Petersburg (EU SP). From fascinating courses, brilliant faculty to unprecedented intellectual environment, from challenging writing assignments to student community, from decent scholarship to international conferences and internships abroad - it was a transforming life experience for me and one of the major pillars in my professional development. Also I

would like to thank the Centre for Science and Technology Studies at EU SP and the research project “Russian computer scientists and home and abroad” where my study of RCS started. I am personally grateful to Mario Biagioli and Vincent Lepinay, who accepted me to the project despite my scarce research experience. It was a great and motivating project, with lots of interesting people, events, discussions, highly valuable for me in professional respects. I am also grateful to Olga Bychkova for taking me as a research assistant to the Centre when studies at EU SP were suspended, what enabled me to carry on my research. I am also grateful for our joint research work on Russian engineering careers, that resulted in some important papers and was a source of financial support.

Special thanks go to Mitya Zhikharevich, my former fellow student at MA SES programme, who introduced me to the EU SP and the course on French social theory by Vincent Lepinay. It became an important route to the future RCS project and my acquaintance with Olga. I also thank Mitya for inspiring my interest to social theory, I learnt a lot from you during my sociological (re)socialisation and always admired the wealth and breadth of your knowledge. I also would like to thank Liliia Zemkukhova, a wonderful person, a true professional and a great colleague. Her research on Russian IT specialists in the UK was very useful for my study, while our discussions helped me to look at my material at comparative perspective and move forward my research.

I am grateful to the Centre for German and European Studies, St Petersburg, and personally to Nikita Basov, for continuous support during my PhD studies. Thanks to the contests of papers organised by the Centre, I was able to partially fund my research trips to the UK. Thanks to their summer school on network analysis, I was able to substantially improve my understanding of SNA, its main categories and methods as well as train my skills. Thanks to the Global Networks conference I was able to regularly present and receive feedback on my research of DKN as well as meet other scientists investigating scientific collaboration networks.

I would like to thank the Department for Comparative Sociology at the Faculty of Sociology at St Petersburg State University, TANDEM lab and personally its head Andrey Rezaev and Natasha Tregubova for their kind interest and advice, for great seminars and discussions. Thank you for inviting me to contribute to the special issue of Monitoring of Public Opinion devoted to migration. It helped me to develop the notion of migration mechanisms and understanding of the specific role of

diaspora network connections in cross-border movement.

I would like to thank Viktoriya Ledeneva for cooperation, for supporting the application and helping to realise RFBR-grant project, which enabled me to explore in more detail the emigration of early career scientists from Russia. It also resulted in a paper in one of the leading Russian sociological journals, which remains our most cited paper until today.

I would like to thank my young and talented colleagues - Maria Karaulova, Elena Samarsky, Olga Cretu, Irina Gewinner - whose brilliant dissertations became a continuous source of my inspiration and whose work was very helpful in building my argument. I am happy to know you and to communicate with you. Though we haven't realised some plans for joint work, I hope we find more opportunities for working together in the future.

Of course, my PhD thesis would not have been possible without participation and cooperation of Russian-speaking computer scientists, the main subjects of this research. I recollect all my informants with warmth and gratitude. Thank you for being friendly and welcoming me at your working places and homes. Thank you for making me feel a special quest, for treating me with tea, tasty food and showing me around. Thank you for extending to me the informality of a Russian-speaking circle which made me feel at home even at the far places in England. Thank you for sharing with me your fascinating life stories. Thank you for revealing the particulars of your migration experience, for letting me into your professional lives and being open even about highly personal matters and traumatic events. Thank you for speaking to me about books, about philosophical and sociological issues as well as about maths and physics, it was a pleasure) I feel sorry that it is not possible to convey your stories in their full richness in this thesis and hope other sides of your experience may become a subject of future enquiries.

I am very grateful to my friends who know in detail how I lived through the twist and turns of my PhD journey. Thank you for being continuously supportive and encouraging, for being ready to help and listening to me, for believing in me and making me feel stronger - Ira Kovaleva, Natasha Antipina, Oksana Sarain and Anya Uralskaya; Artem Antoniuk, Artur Holiavin and Katya Dyachenko. Ira, thank you for being my close friend for many and many years, for your careful attention, for your sincere interest in my research, for your understanding and our close world views,

for our discussions of writing and gendered authorship, for being nearby despite vast distances and an ocean dividing us) Natasha, thank you for your kindness, for attention to my feelings and emotions, for your hospitality and everything I learnt from you about psychological self-care. Oksana, thank you for your energy, for your resilience, for your confidence - I feel stronger and full of power almost every time after our talk) Anya, thank you for your warm attitude and for your care, for your love to my family, for your visits to our home and great talks. Artem, thank you for your companionship through all our PhD years - for our long talks of sociological matters at various cafes, for sharing our difficulties of thesis writing, for supporting each other in motivation to continue our research career, for personal understanding and warmth. Arthur, thank you for your companionship during the first years at EU SP, for your positive attitude and your humor, for making everything seem easier and brighter, for being not afraid of mud and coming to visit me and my little son at the village, for invitation to your and Nina's wonderful wedding and keeping in touch despite living so far away) Thank you, Katya, for being a great partner in conversations, from sharing personal concerns to discussing research of academic mobility, from debates about national problems to exchanging opinions on the latest "Skazhi Gordeevoi" interview. Thank you for your friendship as well as for your collaboration and co-authorship, hope, we'll have much more to accomplish together in the coming years.

I can't express how grateful I am to my parents, Larisa and Aleksandr. You were always by my side, supportive, caring, ready to make every effort to help me on my way. You were happy when I succeeded, you worried if something went wrong. Thank you for taking my problems and concerns to your heart and sharing my everyday life joys and sorrows. Thank you for the countless hours you were taking care of my children, while I was working on the project. Thank you for your time and for your energy, for often moving aside your personal and working priorities to assist me. Thank you, mama, for being my close and understanding friend. Thank you for being with me and children on our trips to Amsterdam. Thank you, papa, for taking huge amount of time from your work to walk with and look after little Masha and Vanya, to enable me to write papers. I know sometimes it felt as a heavy burden, sorry for not being able to make it easier for you. Мама и папа, спасибо вам огромное, от всей души! Я вас люблю.

Finally, I would like to thank my children, Vanya and Masha, who were born during the years of my PhD studies, for coming into the my life and completely transforming it. You are my stars and my little heros, you are my love, my joy and happiness. Thank you for making me less self-centered, more attentive to others and more caring. Thank you for teaching me to be more organised and efficient, for boosting my confidence and making me realise how much more potential I have. Thank you for helping me grow aware of my true priorities and life values. And even partially for my interest in gender studies and feminist literature as it was greatly inspired by my motherhood) Ваня и Маша, вы мои самые прекрасные в мире детки, я вас очень люблю!

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APPENDICES

Appendix A. Interview guide

Introduction (acquaintance)

My name is Irina Antoshchuk, I am a sociologist and a researcher studying towards PhD degree. In my dissertation, I explore Russian-speaking computer scientists, their experiences of migration, and their professional careers in the UK. I am interested in understanding the relations of scientific cooperation, in particular, diaspora cooperation that occur when Russian-speaking scientists abroad collaborate with other Russian-speaking scientists. I would like to talk about your experiences of moving abroad, living, working, and conducting research in the UK. I'll record our conversation, if you don't mind. The information provided in the interview remains anonymous and confidential and will be used in an aggregated manner.

Block 1. Migration and Obtaining a Job in the UK

Key questions:

- How did it happen that you moved to the UK and started working here?
- Tell me about your experience of working in other countries before moving to the UK. How did it happen that you moved to the UK and started working here (if there was an experience of international migration before the UK)?

Additional questions:

- Why did you decide to move to the UK? What other locations did you consider?
- Where did you work or study when you decided to move? How satisfied were you with your position?
- How did you learn about job or study opportunities in the UK?
- Did you have personal contacts in the UK before migrating? Did you contact them for help with relocation?

- How did you prepare for your departure? What difficulties did you face (searching for employment, obtaining a visa, finding accommodation, moving family members, etc.)? Who helped you in difficult situations? Whom did you turn to for support in solving difficult issues?
- How did your research interests develop before and after your move, or during them if the UK was not the first country to which you migrated?
- How has your professional status and position changed since you migrated or changed during your migration, if the UK was not the first country to which you moved?
- How long did you plan to stay in the UK? What goals did you set for yourself?
- Do you intend to return to you home country or move to another country or not? Why?

Block 2. Adaptation and Integration in the UK

Key questions:

- Please think back on your impressions of life in the UK in the first months after moving. What surprised, confused, upset, or delighted you?
- What difficulties did you experience in everyday life? How did you overcome them?
- What difficulties have you encountered in your professional life? How did you deal with them?

Additional questions:

- Have you experienced any difficulties with the English language? What were they?
- What daily and domestic tensions have you encountered (work for your spouse/partner, housing, medical assistance, kindergartens, food, etc.)? How did you resolve them?
- What legal difficulties have you faced (visa, residence permit, naturalization)?
- Do you communicate with other Russian-speaking residents of your city?
- How would you describe your first months of work at your university/organization/company? What rules and requirements turned out to be unusual for you or uncomfortable?

- How were you received by your department? How would you characterize your relationships with colleagues during this initial period?
- What kind of treatment did you experience as a foreign scholar?
- Have you encountered any difficulties in the process of teaching, writing articles, or applying for grants? How did you overcome them? Whom did you turn to for help?
- Are there Russian-speaking colleagues or a Russian-speaking community at your university or organization? Do you know them and keep in touch?

Block 3. Current Professional Activity in the UK

Key questions:

- How has your career developed since your arrival in the UK?
- What is your main employment at the present moment?
- How do you combine teaching with administrative and research work?
- Tell me about the main areas of your work, your projects and the research groups in which you participate or which you lead.

Additional questions:

- What difficulties did you face in developing your career in the UK? How hard is it to get promoted? Get a permanent position? Find a job that matches your interests and training?
- How does your organization regulate and evaluate your work? How do you plan your work, identify priority areas, and key tasks?
- What expectations and requirements exist in your organization regarding scientific research, publications, and participation in scientific events? How do you feel about these expectations and requirements? Have you ever failed to comply with them?
- Which part of the job is more important to you, teaching or research, and why (for academics at universities)? What requirements and expectations exist in your organization regarding teaching? How do you feel about these expectations and requirements? Have you ever failed to comply with them?
- What research groups and teams do you belong to? Which ones do you lead? How important is it to you to work in this research group?

- What are your professional plans for the next two to three years? What goals do you have in terms of career and professional growth?

Block 4. Scientific Collaboration: Diasporic and Non-Diasporic Ties

Key questions:

- Tell me about your colleagues. Who are your main collaborators?
- Tell me about your Russian-speaking colleagues. Who are your main collaborators?
- What connections do you maintain with colleagues from Russia and CIS countries? What activities do you engage in together?

Additional questions:

- Who are your main colleagues at your university or organization? In Great
- Britain? In Europe? Tell me how you met your colleagues and how you started working together. How often do you communicate, meet, what kind of joint activities do you conduct (projects, conferences, articles)? How would you describe your relationship at the moment? How productive is this collaboration?
- How satisfied are you with these relationships? Do you communicate in an informal setting and spend your free time together?
- Do you have graduate students? How and where do you find graduate students? How do you usually develop collaborations with graduate students?
- How do your relationships develop after your students defend their dissertations?
- Do you have Russian-speaking colleagues you collaborate with? Whom do you work with at your university or organization? Which other Russian-speaking scientists in the UK do you know? What Russian-speaking colleagues do you have in Europe?
- Are there any specific features of cooperation with Russian-speaking scientists? Do you use Russian in professional communications?
- Tell me how you met your Russian-speaking colleagues and how you started working together. How often do you communicate, meet, what joint activities do you carry out (projects, conferences, articles)? How would you describe your relationship at the moment? How productive is this collaboration? How satisfied are you with these relationships? Do you communicate in informal settings and spend free time together?

- Do you have Russian-speaking graduate students? How and where do you find Russian-speaking graduate students? How do you usually develop your collaboration? How do your relations with Russian-speaking graduate students develop after they defending their dissertations? If they leave the university, organization, do you know where they work now? Do you keep in touch?

Block 5. British and (Post)-Soviet System of Science and Higher Education

Key questions:

- How would you characterize Britain's education and research system?
- What key advantages and disadvantages would you highlight?
- How is scientific work organized at your university (and in your department) / in your organization or company?
- How satisfied are you with the research system in Britain? Are you satisfied with the conditions at your place of work (university, faculty, department, organization, company)?
- How would you characterize the (post)-Soviet system of education and scholarship?
- In your opinion, is there a special Soviet tradition of education in the field of mathematical, technical, and engineering sciences? If so, what are its features? How did your (post)-Soviet education advantage or disadvantage you while working in the UK? How do you compare students from post-Soviet countries to students from other countries?

Biographical Details and End of Interview:

- Specify your date and place of birth, your marital status, and number and age of children.
- Thank you very much for your time and conversation!

Appendix B. List of Informants

Pseudonym	Gender	Degree	Year of birth	Country of origin	Migrated to the UK in (year)	Migrated to the UK from (country)
Oleg	Male	PhD (Russia)	1959	Russia	1991	Russia
Ivan	Male	PhD (Russia)	1970	Russia	2006	Russia
Lev	Male	PhD (US?)	1974	Russia	2006	Russia
Mark	Male	PhD (Italy)	1982	Russia	2012	Italy
Veniamin	Male	PhD (UK)	1987	Russia	2009	Russia
Zinovy	Male	DSc (Russia)	1956	Russia	1999	Russia
Yury	Male	PhD (Russia)	1960	Russia	1999	Russia
Nikolay	Male	PhD (Ukraine)	1972	Ukraine	2003	Ukraine
Konstantin	Male	PhD (Russia)	1973	Russia	2007	Germany
Timofey	Male	PhD (Italy)	1982	Russia	2012	Italy
Mikhail	Male	PhD (UK)	1946	Russia	1983	Russia
Anatoly	Male	PhD (Russia)	1954	Russia	1996	Russia
Evgeny	Male	DSc (UK)	1956	Russia	1990	Russia
Bogdan	Male	PhD (Ukraine)	1957	Bulgaria	1997	Bulgaria
Gleb	Male	PhD (Israel)	1957	Belarus	1996	Denmark
Sergey	Male	PhD (Belarus)	1957	Belarus	1994	Netherlands
Andrey	Male	PhD (Russia)	1965	Russia	2001	Russia
Igor	Male	PhD (Russia)	1974	Russia	2003	Russia
Roman	Male	PhD (UK)	1976	Russia	1998	Russia
Valery	Male	PhD (UK)	1976	Ukraine	1999	Ukraine
Dmitry	Male	PhD (UK)	1977	Kyrgyzstan	2001	Kyrgyzstan
Leonid	Male	PhD (UK)	1981	Kyrgyzstan	2004	Kyrgyzstan
Alexey	Male	PhD (UK)	1983	Kyrgyzstan	2007	Kyrgyzstan
Anton	Male	PhD (UK)	1984	Russia	2007	Russia
Slava	Male	PhD (UK)	1984	Russia	2005	Russia
Ilya	Male	MSc (Kyrgyzstan)	1987	Kyrgyzstan	2014	Kyrgyzstan
Vasily	Male	MSc (Russia)	1992	Russia	2014	Russia
Ulyana	Female	PhD (Japan)	1960	Russia	2010	Cyprus
Georgiy	Male	DSc (Russia)	1952	Russia	2004	Russia
Petr	Male	PhD (Belarus)	1963	Belarus	2010	Ireland
Yakov	Male	DSc (Russia)	1964	Russia	2011	Russia
Stepan	Male	PhD (Russia)	1967	Russia	2001	Russia

Affiliation*	Position in the UK*	When interview was taken (year)
University College London	Professor	2013
University College London	Honorary senior research	2013
European Bioinformatics Institute	Researcher	2013
University of Oxford	Senior research fellow	2013
City University London	PhD student	2013
Birkbeck, University of London	Professor	2014
University of Manchester	Professor	2014
Kingston University London	Senior lecturer	2014
University College London	Professor	2014
University of Oxford	Research assistant	2014
Royal Holloway University	Professor	2015
University of Newcastle	Professor	2015
University of Newcastle	Professor	2015
City University London	Professor	2015
Royal Holloway University	Professor	2015
University of Greenwich	Professor	2015
University of Liverpool	Lecturer	2015
University of Cambridge	Research assistant	2015
Royal Holloway University	Senior lecturer	2015
University of Newcastle	Reader	2015
University of Newcastle	Senior research associate	2015
University of Newcastle	Research associate	2015
University of Newcastle	Lecturer	2015
University of Nottingham	Research fellow	2015
University of Liverpool	Research fellow	2015
University of Newcastle	PhD student	2015
University of Newcastle	PhD student	2015
British Institute of Technology and E-commerce	Lecturer	2017
University of Leicester	Professor	2018
Aston University	Senior research fellow	2018
University of Leicester	Research associate	2018
University of Surrey	Research fellow	2018

* Affiliation and position at the moment of the interview; or last affiliation, position in the UK (if the person has left the country); or last affiliation, position in academia (if the person started to work in the industry).

Pseudonym	Gender	Degree	Year of birth	Country of origin	Migrated to the UK in (year)	Migrated to the UK from (country)
Khariton	Male	PhD (Ukraine)	1969	Ukraine	1997	Ukraine
Galina	Female	PhD (UK)	1972	Belarus	1997	Belarus
Nina	Female	PhD (Russia, Germany)	1973	Russia	1998	Russia
Angelina	Female	PhD (Italy)	1975	Ukraine	2007	Italy
Egor	Male	PhD (UK)	1975	Russia	2004	Russia
Anna	Female	specialist (Russia)	1976	Russia	2007	Japan
Daniil	Male	PhD (Russia, US)	1976	Ukraine	2010	Ukraine
Viktor	Male	DSc (Russia)	1976	Russia	2007	Japan
Semen	Male	PhD (Ukraine)	1977	Ukraine	2010	Ukraine
Yana	Female	PhD (UK)	1977	Russia	1999	Russia
Daria	Female	PhD (Russia)	1979	Russia	2001	Russia
Fedor	Male	PhD (UK)	1983	Russia	2007	Russia
Alexander	Male	PhD (Ukraine)	1984	Ukraine	2012	Ukraine
Boris	Male	PhD (Russia)	1985	Russia	2014	Russia
Alena	Female	PhD (UK)	1986	Russia	2014	Russia
Grigory	Male	PhD (Belgium)	1986	Russia	2015	Spain
Ksenia	Female	PhD (UK)	1986	Russia	2011	Russia
Valentina	Female	PhD (France)	1988	Russia	2009	Russia
Artem	Male	PhD (UK)	1989	Latvia	2012	Russsia
Matvey	Male	PhD (UK)	1989	Russia	2013	Russia
Tatiana	Female	MSc (Germany)	1989	Russia	2015	Germany

Affiliation	Position in the UK	When interview was taken (year)
Aston University	Senior lecturer	2018
Brunel University London	Reader	2018
European Bioinformatics Institute	PhD student	2018
Imperial College London	Reader	2018
Company Ltd**	Chief technical officer	2018
University of Leicester	Teaching fellow, PhD stud	2018
University of Leicester	Lecturer	2018
University of Leicester	Reader	2018
Aston University	Research fellow	2018
University of Warwick	Associate professor	2018
European Bioinformatics Institute	Group coordinator	2018
Bournemouth University	PhD student	2018
Queen Mary, University of London	Statistician	2018
Durham University	Research fellow	2018
University of Warwick	PhD student	2018
University College London	Lecturer	2018
Royal Holloway University	PhD student	2018
European Bioinformatics Institute	Researcher	2018
University of Hertfordshire	PhD student	2018
University of Leicester	PhD student	2018
University of Oxford	PhD student	2018

** The name of the company is not indicated to ensure anonymity.

Appendix C. RCS Co-Authorship Patterns: Quantitative Analysis

Table 1. *Overall Diasporic Collaboration Indicators for Male and Female RCS, Excluding Professors*

Indicators/ Statistical Significance	Column1	F total	M total	F NPR	M NPR
PB	Mdn	6	10	6	9
	IQR	11.5-3.5	25-5	11-4	22-4
	M-W test	U=8600, Z=2.61, p=0.0044, r=0.15		U=4369.50, Z=1.47, p= 0.14, r=0.10	
PB PD	Mdn	5	8	5	8
	IQR	8.5-3	15-4	9-3	12-3
	M-W test	U=5222.5, Z=-3.089, p=0.001, r=0.18		U=4354.50, Z=1.43, p=0.15, r=0.097	
CA	Mdn	8	14	7	15
	IQR	25-4	26-5	16-4	20-5
	M-W test	U=7919.00, Z= 1.58, p=0.06, r=0.092		U=4438.50, Z=1.79, p=0.0728, r=0.12	
PB DC	Mdn	2	5	2	4
	IQR	5-1	10.5-1	5-1	9-1
	M-W test	U=8691.5, Z=2.78, p=0.0027, r=0.16		U=4661.50, Z=2.27, p=0.0117, r=0.15	
PB ODC	Mdn	0	1	0	1
	IQR	2-0	4-0	2-0	4-0
	M-W test	U=8326.50, Z=2.27, p=0.0116, r=0.13		U=4290, Z=1.32, p=0.094, r=0.090	
DCA	Mdn	1	3	1	1
	IQR	3-1	6-1	2-1	4.75-1
	M-W test	U=8734.50, Z=2.87, p=0.0021, r=0.17		U=4900.50, Z=2.94, p=0.0016, r=0.20	
% PB DC	Mdn	50	50	42.86	50
	IQR	78.8-5.9	90-19.7	80-6.25	91.92-16.67
	M-W test	U=7689.50, Z=1.08, p=0.14, r=0.063		U=4154.50, Z=0.895, p=0.185, r=0.061	
% PB ODC	Mdn	0	7.14	0	7.79
	IQR	18-0	30.74-0	25-0	37.22-0
	M-W test	U=8056.50, Z=1.79, p=0.037, r=0.10		U=4172.00, Z=0.98, p=0.16, r=0.067	
% DCA	Mdn	13.63	21.31	16.67	17.65
	IQR	25.73-2.94	40-8	50-3.85	50-7.14
	M-W test	U=8006.00, Z=1.73, p=0.042, r=0.10		U=4089.00, Z=0.84, p=0.199, r=0.058	

Table 2. *Gender Differences in Diasporic Collaboration Indicators at RI and TO Universities*

Indicators/ Statistical Significance	Column1	F RI	M RI	F TO	M TO
PB DC	Mdn	2	5	2.5	5
	IQR	6-0.5	10-2	5-1	12-1
	M-W test	U=2895.00, Z=2.37, p=.009, r=0.18		U=702.00, Z=1.041, p=0.15, r=0.11	
PB ODC	Mdn	0	1	1.5	2
	IQR	2-0	4-0	4-0	7-0
	M-W test	U=2709.50, Z=1.74, p=0.04, r=0.13		U=664.50, Z=0.65, p=0.26, r=0.069	
DCA	Mdn	1	3	1	2
	IQR	3-0.5	05.05.2001	2-1	5-1
	M-W test	U=3089.50, Z=3.14, p=0.0009, r=0.24		U=728.00, Z=1.34, p=0.089, r=0.14	
% PB DC	Mdn	33.33	50	71.71	50
	IQR	69.69-1.89	84.53-19.7	100-25	87.19-20.34
	M-W test	U=2676.00, Z= 1.61, p=0.054, r=0.12		U=525.00, Z=-0.84, p=0.799, r=0.090	
% PB ODC	Mdn	0	7.14	11.34	13.28
	IQR	11.09.2000	32.03-0	40-0	37.74-0
	M-W test	U=2676.00, Z=1.61, p=0.054, r=0.12		U=591.00, Z=-0.13, p=0.897, r=0.014	
% DCA	Mdn	11.67	21.82	22.5	21.18
	IQR	25.01.2005	39.38-7.36	50-16.67	38.75-10.55
	M-W test	U=3926.50, Z =6.43, p<0.0001, r=0.48		U=536.00, Z=-0.71, p=0.48, r=0.076	

Table 3. *Gender Differences in Diasporic Collaboration Indicators at RI and TO Universities*

Indicators/ Statistical Significance		F PERM	M PERM	F TEMP	M TEMP	PERM	TEMP
PB DC	Mdn	6.5	8.5	2	3	8	3
	IQR	11-2	21.25-2	4-1	7-1	16.75-2	6-1
	M-W	U=1110.50, Z=1.26, p=0.104, r=0.11		U=1344.0, Z=1.55, p=0.061, r=0.14		U=9535.50, Z=4.51, p<0.0001, r=0.29	
PB ODC	Mdn	1	3	0.5	1	3	1
	IQR	3.75-0	9-0	2-0	3-0	7-0	2-0
	M-W	U=1159.50, Z=1.71, p=0.04, r=0.16		U=1162.50, Z=0.33, p=0.74, r=0.03		U=9165.50, Z=4.06, p<0.0001, r=0.26	
DCA	Mdn	2.5	4	1	2	3	1
	IQR	3-1	7-1.75	2-1	4-1	7-1	4-2
	M-W	U=1275.50, Z=2.46, p=0.007, r=0.22		U=1366.00, Z=1.71, p=0.043, r=0.16		U=9166.00, Z=3.83, p<0.0001, r=0.25	
% PB DC	Mdn	40.51	40.96	56.25	73.68	40.96	66.67
	IQR	71.65-5.71	73.14-20.58	85-15.63	100-5.26	70.67-20	100-6.25
	M-W	U=1025.00, Z=0.64, p=0.52, r=0.058		U=1206.00, Z=0.62, p=0.54, r=0.057		U=8286.50, Z=2.16, p=0.015, r=0.14	
% PB ODC	Mdn	7.67	12.5	3.13	0	11.43	0
	IQR	18.91-0	28.15-0	62.78-0	55.55-0	21.41-0	55.56-0
	M-W	U=1099.50, Z=1.19, p=0.117, r=0.11		U=1150.00, Z=0.24, p=0.81, r=0.022		U=7395.50, Z=0.49, p=0.62, r=0.032	
% DCA	Mdn	7.67	20	25	22.73	18.75	23.53
	IQR	16.67-2.21	30.31-11.68	66.67-7.14	50-5.33	27.95-10.14	50-5.56
	M-W	U=1339.50, Z=2.91, p=0.002, r=0.26		U=996.50, Z=-0.81, p=0.42, r=0.075		U=7947.00, Z=1.52, p=0.064, r=0.098	

Table 4.1 *Effects of DC for male and female scholars.*

Indicators/ Statistical Significance		DC	No DC	F DC	F, no DC	M DC	M, no DC
PB UK	Mdn	10	5	8	5.5	11	5
	IQR	28-4	8-4	17.5-4	6.25-2.5	30.75-5	9-4
	M-W	U=8149.00, Z=3.73, p=0.0001, r=0.22		U=380.50, Z=1.85, p=0.064, r=0.24[121]		U=4944.50, Z=3.13, p=0.0009, r=0.20	
PR	Mdn	1.5	1	1.33	1	1.5	1
	IQR	2.72-1	1.5-0.71	2.5-1	1.27-0.78	2.9-1	1.67-0.71
	M-W	U=7863.50, Z=3.20, p=0.0007, r=0.19		U=378.00, Z=1.803, p=0.036, r=0.23[122]		U=4737.50, Z =2.59, p=0.005, r=0.17	
PD	Mdn	7	5	5	4.5	8	6
	IQR	15-4	10-3	8.5-3.5	8.5-1.75	16-4	10-4
	M-W	U=7481.50, Z=2.51, p=0.006, r=0.15		U=327.50, Z=0.85, p=0.39, r=0.11		U=4638.50, Z=2.33, p=0.009, r=0.15	

Table 4.2 *Effects of DC for scientists on permanent and temporary positions.*

Indicators/ Statistical Significance		PERM DC	PERM, no DC	TEMP DC	TEMP, no DC
PB UK	Mdn	22	7	6	5
	IQR	49-10	9-5	15-3	7.25-3.75
	M-W	U=1071.50, Z=3.009, p=0.0013, r=0.27		U=1352.00, Z=1.59, p=0.11, r=0.15	
PR	Mdn	1.75	1	1.5	1
	IQR	3.53-1.75	1.67-0.54	2.5-1	1.56-0.76
	M-W	U=964.50, Z=2.12, p=0.017, r=0.19		U=1552.00, Z=2.95, p=0.0017, r=0.27	
PD	Mdn	14	10	4	4.5
	IQR	19-9	12-5	7-3	7-3
	M-W	U=1028.50, Z=2.65, p=0.004, r=0.24		U=1112.00, Z=-0.024, p=0.98, r=0.002	

121 Statistically insignificant differences may be partially due to the small sample size of F and no DC.

122 Statistically insignificant differences may be partially due to the small sample size of F and no DC.

Table 4.3 *Effects of DC for scientists in RI and TO universities*

Indicators/ Statistical Significance		**RI DC**	**RI, no DC**	**TO DC**	**TO, no DC**
PB UK	Mdn	11	6	10	6
	IQR	30-5	8-4	31-5	11-4
	M-W	U=2964.00, Z=3.17, p=0.0008, r=0.24		U=555.00, Z=1.65, p=0.098, r=0.18[123]	
PR	Mdn	1.6	1.125	1.44	0.8
	IQR	3.2-1	1.62-0.8	2.5-1	1.35-0.58
	M-W	U=2805.50, Z=2.54, p=0.0055, r=0.19		U=623.00, Z=2.5, p=0.006, r=0.27	
PD	Mdn	7	5	8	9
	IQR	16-4	8-3	15-4	10-5.5
	M-W	U=2791.00, Z=2.49, p=0.006, r=0.19		U=440.50, Z=0.21, p=0.83, r=0.022	

123 Statistically insignificant differences may be partially due to the small sample of TO and no DC.

Table 5.1 *Gendered Effects of DC on Academic Positions*

Academic Position	**Total, no DC**	**Total (DC)**	**% RCS (no DC)**	**% RCS (DC)**
Temporary	24	95	64.9%	46.1%
Permanent	13	111	35.1%	53.9%
Total	37	206	100%	100%
Chi-square Test Result (χ^2)	4.41 (df=1, N = 243[124]), p = .036			
Academic Position	**F, no DC**	**F DC**	**% F, no DC**	**% F DC**
Temporary	4	20	57.1%	57.1%
Permanent	3	15	42.9%	42.9%
Total	7	35	100%	100%
Chi-square Test Result (χ^2)	0 (df=1, N = 42)			
Academic Position	**M, no DC**	**M DC**	**% M, no DC**	**% M DC**
Temporary	20	75	66.7%	43.9%
Permanent	10	96	33.3%	56.1%
Total	30	171	100%	100%
Chi-square Test Result (χ^2)	5.33 (df=1, N = 201), p = *.021*			

124 I excluded nine unclassified positions and fourteen unknown positions. As a result, I analyzed smaller groups: RCS working at universities (total) = 243 (266-23); RCS involved in DC = 206 (226-20); female RCS = 42 (48-6); male RCS = 201 (218-17).

Table 5.2 *Gendered Effects of DC on Academic Position*

Academic Position	**Total, no DC**	**Total DC**	**% RCS, no DC**	**% RCS DC**
Professor	4	47	10.81%	22.82%
Associate Professor/ Reader	4	24	10.81%	11.65%
Senior Lecturer	4	16	10.81%	7.77%
Lecturer	1	25	2.70%	12.14%
Senior Research Associate	1	8	2.70%	3.88%
Postdoctoral / Research Associate	6	48	16.22%	23.30%
PhD Student	17	38	45.95%	18.45%
Total	37	206	100%	100%
Chi-square Test Result (χ^2)	17.51 (df=6, N = 243[125]), p = .0076			
Academic Position	**F, no DC**	**F DC**	**% F, no DC**	**% F DC**
Professor	0	3	0	8.60%
Associate Professor/ Reader	1	5	14.30%	14.30%
Senior Lecturer	1	3	14.30%	8.60%
Lecturer	1	4	14.30%	11.40%
Senior Research Associate	0	0	0	0
Postdoctoral / Research Associate	1	11	14.30%	31.40%
PhD Student	3	9	42.80%	25.70%
Total	7	35	100%	100%
Chi-square Test Result (χ^2)	2.04 (df=6, N = 42), p = *.916*			
Academic Position	**M, no DC**	**M DC**	**% M, no DC**	**% M DC**
Professor	4	44	13.33%	25.73%
Associate Professor / Reader	3	19	10%	11.11%
Senior Lecturer	3	12	10%	7.02%
Lecturer	0	21	0	12.28%
Senior Research Associate	1	8	3.33%	4.68%
Postdoctoral / Research Associate	5	38	16.67%	22.22%
PhD Student	14	29	46.67%	16.96%
Total	30	171	100%	100%
Chi-square Test Result (χ^2)	16.66 (df=6, N = 201), *p=.011*			

125 Like for Table 5.1, I excluded nine unclassified positions and fourteen unknown positions. As a result, I analyzed smaller groups: RCS working at universities (total) = 243 (266-23); RCS involved in DC = 206 (226-20); female RCS = 42 (48-6); male RCS = 201 (218-17).

Table 6.1 *Structural Position of RCS in DKNs: Centrality Metrics*

Indicators/ Statistical Significance		F	M	RI	NRI	PERM	TEMP
D	Mdn	2	3	3	2	2	2
	IQR	3-1	4-1	4-1	3-1	4-1.25	4-1
	M-W	U=3533.00, Z=2.25, p=0.012, r=0.16		U=3563.00, Z=2.36, p=0.009, r=0.18		U=2966.50, Z=1.09, p=0.27, r=0.090	
WD	Mdn	10	18	14	18	20	12
	IQR	19.5-4.5	35-6	30-6	34-7	52-8.5	24-6
	M-W	U=3560.00, Z=2.29, p=0.011, r=0.17		U=2871.50, Z=-0.14, p=0.89, r=0.011		U=3298.50, Z=2.36, p=0.009, r=0.19	
CC	Mdn	0.57	0.56	0.54	0.65	0.69	0.5
	IQR	0.94-0.42	0.81-0.42	0.72-0.41	1-0.39	1-0.45	0.62-0.35
	M-W	U=2751.50, Z=-0.63, p=0.74, r=0.045		U=2486.00, Z=-1.51, p=0.13, r=0.12		U=3540.00, Z=3.31, p=0.0005, r=0.27	
BC	Mdn	0	0	0	0	0.1	0
	IQR	0-0	9.25-0	9.5-0	0.33-0	11.09-0	0.33-0
	M-W	U=2411.50, Z=-1.76, p=0.039, r=0.13		U=3453.00, Z=2.24, p=0.025, r=0.17		U=3365.00, Z=3.02, p=0.0012, r=0.25	
EVC	Mdn	0.012	0.019	0.017	0.008	0.009	0.017
	IQR	0.032-0.003	0.080-0.006	0.082-0.006	0.021-0.003	0.036-0.006	0.035-0.007
	M-W	U=3310.50, Z=1.32, p=0.093, r=0.096		U=3761.50, Z=3.005, p=0.001, r=0.23		U=2428.00, Z=-1.02, p=0.3075, r=0.084	

Table 6.2 *Gender Differences in Centrality Metrics in RI and TO Universities*

Indicators/ Statistical Significance		**F RI**	**M RI**	**F TO**	**M TO**
D	Mdn	2	3	1	2
	IQR	3-1	4-1	2-1	4-1
	M-W	U=1110.50, Z=2.50, p=0.006, r=0.24		U=139.00, Z=-2.29, p=0.011, r=0.32	
WD	Mdn	10	18	9	19
	IQR	12-4	43-6	20.5-5	34.5-8
	M-W	U=523.50, Z=-2.31, p=0.01, r=0.22		U=170.00, Z=-1.52, p=0.129, r=0.21	
CC	Mdn	0.56	0.53	0.38	0.42
	IQR	1-0.41	0.71-0.41	1-0.63	1-0.65
	M-W	U=775.50, Z=-0.25, p=0.79, r=0.024		U=222.50, Z=-0.38, p=0.71, r=0.052	
BC	Mdn	0	0	0	0
	IQR	10.75-0	1-0	0	2.5-0
	M-W	U=677.50, Z=-1.18, p=0.24, r=0.11		U=168.00, Z=-2.10, p=0.018, r=0.29	
EVC	Mdn	0.012	0.021	0.005	0.009
	IQR	0.019-0.004	0.106-0.006	0.010-0.002	0.026-0.006
	M-W	U=523.50, Z=-2.30, p=0.011, r=0.22		U=150.50, Z=-1.94, p=0.026, r=0.27	

Table 6.3 *Gender Differences in Centrality Metrics for Permanent and Temporary Positions*

Indicators/ Statistical Significance		F PERM	M PERM	F TEMP	M TEMP
D	Mdn	1.5	3	1	2
	IQR	2-1	4.75-2	3-1	4-1
	M-W	U=212.00, Z=-2.59, p=0.005, r=0.29		U=243.50, Z=-1.89, p=0.029, r=0.23	
WD	Mdn	15	22	6	17
	IQR	26.5-10	59.5-8	12-2	26.5-5
	M-W	U=479.00, Z=1.14, p=0.25, r=0.13		U=216.50, Z=-2.26, p=0.012, r=0.27	
CC	Mdn	1	0.65	0.48	0.5
	IQR	1-0.6	0.98-0.45	0.56-0.38	0.65-0.35
	M-W	U=287.00, Z=-1.53, p=0.13, r=0.17		U=333.50, Z=-0.46, p=0.64, r=0.055	
BC	Mdn	0	1.5	0	0
	IQR	0.25-0	13.69-0	0	1.06-0
	M-W	U=264.00, Z=-1.97, p=0.024, r=0.22		U=400.00, Z=0.72, p=0.47, r=0.087	
EVC	Mdn	0.005	0.011	0.013	0.021
	IQR	0.013-0.002	0.052	0.017-0.003	0.051-0.007
	M-W	U=197.50, Z=-2.75, p=0.003, r=0.31		U=468.50, Z=1.59, p=0.11, r=0.19	

English Summary

Internationalization of science and higher education has been accompanied by a considerable increase in transnational academic mobility/ migration and growing ethnic and cultural diversity in academic communities. Mobile scientists are assumed to readily embrace this diversity, competently work in multicultural milieu and cultivate a cosmopolitan orientation. Yet, we observe growing visibility and significance of diasporic ties in academia, when foreign-born scholars co-author papers with former compatriots, organise research projects with diaspora members, or populate laboratories with researchers from their country of origin. Various manifestations of diasporic networking in professional settings and for professional purposes represent diaspora knowledge networks (DKNs) in action. Why do DKNs emerge and persist in an internationalized academic environment and what consequences do they have? This study answers these questions by exploring collaboration patterns and career trajectories of Russian-speaking computer scientists (RCS), who migrated from countries of the former Soviet Union in the 1990-2010s and work(ed) in the United Kingdom, one of the world's leading research countries with high proportion of international academic staff. The study is based on the mixed methods approach combining quantitative analysis of publications (298 RCS) with social network analysis of co-authorship ties (214 RCS) and qualitative analysis of semi-structured interviews (53 RCS). This research design enabled to analyse DKNs in their structural properties as well as disclose the process of their development, to reveal the role of diasporic ties in the migration and professional experiences of post-Soviet scholars, to trace how diasporic interactions give rise to DKNs as social structures and how, in turn, they affect migrant scientists involved.

This thesis finds that in the condition of socioeconomic discrepancies between source and destination countries, DKNs arise as a response and a coping mechanism that compensates for the unintended consequences of HE internationalization, i.e. the emerging inequalities among academics based on citizenship, national origin, and migrant background. Migration policies and immigration legislation, higher education regulations, and formal and informal rules on the academic labour market privilege native-born scientists and expatriate scientists from core countries, while producing systemic disadvantages for migrant scientists from the developing world. Scholars from "third countries" encounter multiple difficulties when seeking to enter, adapt to, and integrate themselves into scientific and higher education institutions of

core countries. Initiating and engaging in DKNs becomes a means to overcome and mitigate these difficulties. In the British context, there is marked inequality between British and European citizens and third-country nationals coming from outside of the EU, such as Russian-speaking scientists from post-Soviet states. The overwhelming majority of RCS faced various tensions as migrants in cross-border movement and in adjustment to their new workplace, making them seek the support of their co-nationals. RCS established connections to Russian-speaking scientists inside the UK, in Europe, and the US, and brought to the UK researchers from their home countries (mostly Russia, Ukraine, Belarus, and Kyrgyzstan), building extensive DKNs. Providing access to otherwise hardly accessible or scarce resources (information, financial and social capital, administrative assistance, psychological comfort, etc), DKNs became a great assistance to Russian-speaking scholars and had a positive impact on their scientific enquiries and professional careers, as well as enhanced their ability to relocate and successfully integrate abroad. Though largely constituted by male-to-male ties and based on male bonding, DKNs proved to be male-dominated networks, substantially improving the migration experience and career chances of male scholars, while leaving women with much fewer benefits.

My thesis makes important contributions to several fields of scholarly literature:

First, it advances the understanding of DKNs as a distinctive social structure and a specific kind of social network, revealing its characteristic features and the mechanism of its formation and maintenance. The study finds that DKNs function as hybrids of migrant (ethnic) and scientific collaboration (professional) networks, in which the migrant and professional roles of members converge, according to which the norms and expectations tied to these roles intermingle, producing a range of new social effects. As migrant (ethnic) networks, DKNs connect scientists of common origin: newcomers (follower migrants) with pioneer migrants in destination countries and non-migrants in the home country. As collaboration networks, DKNs unite scholars who share research interests, pursue common scientific objectives, and are engaged in knowledge generation and exchange. Diasporic solidarities, ethnic and national identities, become increasingly mobilized as resources for building and maintaining productive scientific collaborations. In this respect, my study argues that in the conditions of internationalisation we need to bring in the analysis of migration structures and processes to fully understand how scientific networks are formed and how scientific knowledge is produced.

Second, my thesis deepens the understanding of the consequences of transnational academic mobility for migrant scholars. Academic mobility is typically viewed as an unconditional good, enabling scientists to establish new professional connections, enhance scientific performance and encourage career development. My study argues that transnational movement does not directly yield these advantages: mobile scientists neither automatically cultivate highly productive professional networks nor invariably achieve the top academic ranks nor demonstrate miraculous scientific productivity. My thesis finds that the relation between transnational mobility/ migration, scientific activities and professional career of migrant scholars is weaved through and by DKNs. In particular, DKNs play an important role in boosting migrant scientists' research, compensating for the lack of professional connections, funding, and internal knowledge of the HE system in the host country. In this respect, better research productivity and output of foreign-born scholars seem to result more from their disadvantageous position and coping strategies (DKNs) they elaborate than from any specific advantages they enjoy. Thus, shaping foreign-born scientists' collaboration strategies, academic mobility deeply transforms the everyday realities of scientific knowledge production and the process of academic community building.

Third, this thesis advances the research on the role of DKNs in brain drain/ gain. Namely, it shows that, contrary to the expectation, they do not necessarily create positive (gain) effects for the home countries. Instead of channelling new technologies back home and thus advancing science and technology in their origin countries, DKNs rather enhance scientific and technological development in the destination countries, because DKNs bring a qualified staff, facilitate their adaptation and increase the efficiency, sophistication and volume of their innovations and publications. Instead of compensating for the negative consequences of intellectual emigration, DKNs rather stimulate the outflow of highly skilled professionals from post-Soviet countries and reinforce the exploitation of home countries in terms of human capital. In this respect on the macro level DKNs contribute to the accentuation of the global discrepancies between home and destination countries. Though my study suggests that such an effect is not inevitable and depends on the networks' composition and structure, determining the directions and density of the knowledge flows.

Nederlandse Samenvatting

De internationalisering van wetenschap en hoger onderwijs is gepaard gegaan met een aanzienlijke toename van transnationale academische mobiliteit/migratie en een groeiende etnische en culturele diversiteit in academische gemeenschappen. Van mobiele wetenschappers wordt verwacht dat zij deze diversiteit gemakkelijk omarmen, competent werken in een multicultureel milieu en een kosmopolitische oriëntatie cultiveren. Toch zien we een toenemende zichtbaarheid en betekenis van diasporische banden in de academische wereld, wanneer in het buitenland geboren wetenschappers co-auteur zijn van papers met voormalige landgenoten, onderzoeksprojecten organiseren met leden van de diaspora, of laboratoria bevolken met onderzoekers uit hun land van herkomst. Diverse uitingen van diasporanetwerken in professionele omgevingen en voor professionele doeleinden vertegenwoordigen diasporakennisnetwerken (DKN's) in actie. Waarom ontstaan en blijven DKN's bestaan in een geïnternationaliseerde academische omgeving en welke gevolgen hebben ze? Deze studie beantwoordt deze vragen door samenwerkingspatronen en loopbaantrajecten te onderzoeken van Russisch sprekende informatici (RCS), die in de jaren 1990-2010 uit landen van de voormalige Sovjet-Unie zijn gemigreerd en werken in het Verenigd Koninkrijk, een van 's werelds toonaangevende onderzoekslanden met een hoog percentage internationaal academisch personeel. De studie is gebaseerd op een gemengde aanpak die een kwantitatieve analyse van publicaties (298 RCS) combineert met een sociale netwerkanalyse van co-auteurschapbanden (214 RCS) en een kwalitatieve analyse van semigestructureerde interviews (53 RCS). Deze onderzoeksopzet maakte het mogelijk DKN's in hun structurele eigenschappen te analyseren en het proces van hun ontwikkeling te onthullen, de rol van diasporische banden in de migratie en professionele ervaringen van post-Sovjetwetenschappers bloot te leggen, na te gaan hoe diasporische interacties DKN's als sociale structuren doen ontstaan en hoe deze op hun beurt de betrokken migrantenwetenschappers beïnvloeden.

Dit proefschrift stelt vast dat bij sociaaleconomische discrepanties tussen herkomst- en bestemmingslanden DKN's ontstaan als reactie en compensatiemechanisme voor de onbedoelde gevolgen van de internationalisering van het hoger onderwijs, d.w.z. de ongelijkheden die tussen academici ontstaan op basis van staatsburgerschap, nationale herkomst en migrantenachtergrond. Migratiebeleid en immigratiewetgeving,

regelgeving voor het hoger onderwijs en formele en informele regels voor de academische arbeidsmarkt bevoordelen autochtone wetenschappers en geëmigreerde wetenschappers uit kernlanden, terwijl ze migranten uit de ontwikkelingslanden systematisch benadelen. Wetenschappers uit "derde landen" stuiten op tal van moeilijkheden wanneer zij toegang willen krijgen tot, zich willen aanpassen aan en zich willen integreren in wetenschappelijke instellingen en instellingen voor hoger onderwijs in de kernlanden. Het initiëren van en deelnemen aan DKN's wordt een middel om deze moeilijkheden te overwinnen en te verzachten. In de Britse context is er een duidelijke ongelijkheid tussen Britse en Europese burgers en onderdanen van derde landen van buiten de EU, zoals Russisch sprekende wetenschappers uit de post-Sovjetstaten. De overgrote meerderheid van de RCS werd als migrant geconfronteerd met verschillende spanningen bij de grensoverschrijdende verplaatsing en de aanpassing aan hun nieuwe werkplek, waardoor zij de steun van hun medeburgers zochten. RCS legden contacten met Russischtalige wetenschappers in het VK, Europa en de VS, en brachten onderzoekers uit hun thuislanden (meestal Rusland, Oekraïne, Wit-Rusland en Kirgizië) naar het VK, waardoor uitgebreide DKN's ontstonden. Door toegang te verlenen tot anders nauwelijks toegankelijke of schaarse middelen (informatie, financieel en sociaal kapitaal, administratieve bijstand, psychologisch comfort, enz.) werden de DKN's een grote hulp voor Russischtalige wetenschappers en hadden zij een positieve invloed op hun wetenschappelijk onderzoek en beroepsloopbaan, en verbeterden zij hun vermogen om naar het buitenland te verhuizen en zich daar met succes te integreren. Hoewel de DKN's grotendeels bestonden uit mannelijke banden en gebaseerd waren op mannelijke banden, bleken ze door mannen gedomineerde netwerken te zijn die de migratie-ervaring en carrièrekansen van mannelijke wetenschappers aanzienlijk verbeterden, terwijl vrouwen er veel minder baat bij hadden.

Mijn proefschrift levert belangrijke bijdragen aan verschillende gebieden van de wetenschappelijke literatuur:

Ten eerste bevordert dit proefschrift het begrip van DKN's als een bijzondere sociale structuur en een specifiek soort sociaal netwerk, waarbij de karakteristieke kenmerken en het mechanisme van de vorming en onderhoud ervan aan het licht komen. De studie stelt vast dat DKN's functioneren als hybriden van migrantennetwerken (etnisch) en netwerken voor wetenschappelijke samenwerking (professioneel), waarin de migrantenrollen en de professionele rollen van de leden samenkomen, waarbij de normen en verwachtingen die aan deze rollen verbonden zijn, zich vermengen en

een reeks nieuwe sociale effecten veroorzaken. Als (etnische) migrantennetwerken verbinden DKN's wetenschappers van gemeenschappelijke herkomst: nieuwkomers (volgmigranten) met pioniersmigranten in de landen van bestemming en niet-migranten in het land van herkomst. Als samenwerkingsnetwerken verenigen DKN's wetenschappers die onderzoeksbelangen delen, gemeenschappelijke wetenschappelijke doelstellingen nastreven en betrokken zijn bij het genereren en uitwisselen van kennis. Diasporische solidariteit, etnische en nationale identiteiten worden in toenemende mate gemobiliseerd als middelen om productieve wetenschappelijke samenwerkingsverbanden op te bouwen en in stand te houden. In dit verband stelt mijn studie dat we in de omstandigheden van internationalisering de analyse van migratiestructuren en -processen moeten inbrengen om volledig te begrijpen hoe wetenschappelijke netwerken worden gevormd en hoe wetenschappelijke kennis wordt geproduceerd.

Ten tweede verdiept mijn proefschrift het inzicht in de gevolgen van transnationale academische mobiliteit voor migrantenwetenschappers. Academische mobiliteit wordt doorgaans beschouwd als een onvoorwaardelijk goed, dat wetenschappers in staat stelt nieuwe professionele banden aan te knopen, wetenschappelijke prestaties te verbeteren en loopbaanontwikkeling aan te moedigen. Mijn studie betoogt dat transnationale mobiliteit deze voordelen niet direct oplevert: mobiele wetenschappers cultiveren niet automatisch zeer productieve professionele netwerken, bereiken niet steevast de hoogste academische rangen of tonen geen wonderbaarlijke wetenschappelijke productiviteit. Mijn proefschrift stelt vast dat het verband tussen transnationale mobiliteit/migratie, wetenschappelijke activiteiten en professionele carrière van migrantenwetenschappers wordt geweven via en door DKN's. DKN's spelen met name een belangrijke rol bij het stimuleren van het onderzoek van migrantenwetenschappers, als compensatie voor het gebrek aan professionele banden, financiering en interne kennis van het hogeronderwijssysteem in het gastland. In dit opzicht lijken de hogere onderzoeksproductiviteit en -werkprestaties van in het buitenland geboren wetenschappers meer het gevolg te zijn van hun ongunstige positie en de door hen uitgewerkte copingstrategieën (DKN's) dan van specifieke voordelen die zij genieten. Door de samenwerkingsstrategieën van in het buitenland geboren wetenschappers vorm te geven, verandert academische mobiliteit dus grondig de dagelijkse realiteit van de wetenschappelijke kennisproductie en het proces van het opbouwen van een academische gemeenschap.

Derde bevordert dit proefschrift het onderzoek naar de rol van DKN's in braindrain/braingain. Het toont namelijk aan dat ze, in tegenstelling tot de verwachting, niet noodzakelijk positieve (winst)effecten hebben voor de thuislanden. In plaats van nieuwe technologieën naar huis te sturen en zo wetenschap en technologie in hun landen van herkomst te bevorderen, versterken DKN's eerder de wetenschappelijke en technologische ontwikkeling in de landen van bestemming, omdat DKN's gekwalificeerd personeel meebrengen, hun aanpassing vergemakkelijken en de efficiëntie, verfijning en omvang van hun innovaties en publicaties vergroten. In plaats van de negatieve gevolgen van intellectuele emigratie te compenseren, stimuleren de DKN's eerder de uitstroom van hooggekwalificeerde vakmensen uit de post-Sovjetstaten en versterken zij de exploitatie van de thuislanden in termen van menselijk kapitaal. In dit opzicht dragen de DKN's op macroniveau bij tot de beklemtoning van de globale discrepanties tussen landen van herkomst en landen van bestemming. Mijn studie wijst echter erop dat een dergelijk effect niet onvermijdelijk is en afhangt van de samenstelling en structuur van de netwerken, die de richtingen en de dichtheid van de kennisstromen bepalen.