**BIOGRAPHICAL DISCOURSES OF ACADEMIC MIGRANTS IN THE USA: BETWEEN INCLUSION AND EXCLUSION IN HE AND BEYOND**

This paper is based on four biographical interviews undertaken with academic migrants (three female and one male, between last 30s’ and last 50s’) from Latin American origins and working in American/US universities. The paper is aimed at exploring discourses and narrative frameworks produced by the participants about migrations, mobilities, exclusions and inclusions, in HE and beyond. In the field of higher education studies, there is frequently an absence of research on migration and mobility. Only a few studies explore particularly mobility and opportunity structures in relation to academics. Using the theoretical approaches of migratory studies and the new mobilities paradigm our paper aims to highlight some discoursive dimensions structuring the narratives collected with these academic migrants.

The interviews had a strong biographical focus, with strong interest towards lived experience, temporality and memories. The interview questions included the exploration of the following contents: experiences and perspectives on itinerary of migration, mobility, and internationalization; drivers or motivations for mobility; personal and professional benefits of being internationally mobile; detrimental effects of mobility; support or training received for being mobile; support needs; knowledge about cultural shock, cultural competences and cultures of teaching; institutional and political contexts and processes; support required from institutions. The interviews were conducted in English and then transcribed and analysed… .

The interviews had emphasis on narrating stories and experiences, personal viewpoints, cultural and professional contexts, career itineraries, changing identities, and turning points. The interviews were designed to enhance rich, broad, deep narrations by the participants about their stories, experiences and perspectives regarding migration, mobility and internationalisation. This approach made possible to produce a complex and diverse textual corpus, in order to know in depth about a topic under researched, if not neglected.

The United Nations defines migrants as persons who have lived outside their country of birth for 12 months or more (Castles and Miller 2009, p. 5).

Theoretically, the authors drew upon two central approaches: the new mobilities paradigm in the social sciences which studies the interdependent movements of people, information, images and objects (Sheller and Urry 2006; Sheller 2014; Urry 2007), and cognitive and epistemic justice (Fricker 2007; Santos 2007). New mobilities research interro­gates who and what is demobilised and remobilised. It is engaged with revealing what is at stake in debates over differentiated mobility, and recognises that movement and spatial fixity are always co-constituted.

**Keywords:** migration; migrant academics; mobility; biographical discourses; social inclusion.