ANNUAL REPORT
2019-2020

The Centre for Higher Education and Equity Research (CHEER)
In August 2019, Paul Roberts hosted the CHEER Symposium *Hidden Narratives of Internationalisation* alongside Professor Hiroshi Ota (Professor and Director, Hitotsubashi University Global Education Program), and Suvendrini Kakuchi (*University World News*) at the World Education Research Association Conference (WERA) in Tokyo. Paul Roberts was also delighted to be reacquainted with Yuko Ryan (Associate Professor, Shizuoka University) who had previously met with Paul to discuss Doctoral Education at the University of Sussex. Paul Roberts discussed ideas for future collaboration, in relation to the internationalisation of doctoral researchers and their subsequent employment in Japan.

For more information on the publication behind the presentations see:


---

Prof. Louise Morley presented - with Dr Rebecca Lund (Oslo University) - the research they conducted with women leaders in higher education during Louise’s visiting professorship at Tampere University, Finland at the European Conference for Educational Researchers (ECER) in Hamburg, September, 2019.

The presentation, *Imagining Leadership for a Gender-Free University*, was part of the symposium *Gender, Knowledge and Leadership in the Global Academy* with other presentations by Julie Rowlands and Jill Blackmore (Deakin); Kirsten Locke and Sue Wright (Aarhus) and Ana Luisa Munoz-Garcia (Pontificia Universidad Católica de Chile).
Louise Morley visited Tampere University in October, 2019 to present the guest lecture *Women Leaders in Finnish Universities: Navigating Neoliberalism, Narrating Neoliberalism and Nurturing New Imaginaries.*

The invited lecture, chaired by Professor Rebecca Boden, was part of the Institute for Advanced Social Research seminar series and discussed findings from Louise's research with Rebecca Lund on women leaders in Finnish higher education.

The lecture discussed how higher education can:

1. **Identify** new lexicons/ vocabularies for intersecting gender and leadership.
2. **Align** imaginations/ concepts/ actualisations for women leaders?
3. **Imagine** exchange knowledge and research the future of gender-free universities that we want to see

Louise also participated in research meetings with Professor Rebecca Boden to establish new research links between CHEER and the Centre for New Social Research at Tampere University.

Louise Morley made the keynote presentation *Why Women Should Lead Research?* at the GenderAction Conference in Malta, November, 2019.

The GenderAction project was funded by Horizon 2020 and aimed to advance gender equality in the European Research area at policy level through analysis, networking, capacity building and sharing working practices. An objective was to provide strategic policy advice on gender equality in research and innovation. The Malta conference was attended by policymakers, gender equality projects leaders and academics from the EU and from third countries.

For further details of all these presentations, please see http://www.sussex.ac.uk/education/cheer/news
This is a year where I have been immersing myself in writing, a process which I found to be an arduous and difficult task. My visits to Sussex and my interactions with the CHEER team have undoubtedly lightened what has often felt to be a heavy load.

It is impossible to reflect on this year at CHEER without mentioning the COVID-19 global health crisis that currently surrounds us. It impacts on us as individuals, as communities, as scholars. I have not yet worked out how I will approach it, but my thesis will now need to be situated as a pre-COVID-19 piece of work. I do not think this will distract from my research findings; in fact, I think discussions about the embeddedness of a neoliberal political economy in higher education are as important now as they were before this crisis started. I have been reflecting on the nature of stranger-ness and stranger-making in higher education and the techniques that can be used to differentiate those who are strangers from those who belong in given spaces. Some of the emerging responses to COVID-19 globally show an increased emphasis on borders, border checking process and I fear consequently stranger-making processes which may be further reflected in higher education.

The highlight of my year was joining the team CHEER researchers to deliver the symposium Critical Assemblages: Creating New Political Imaginaries and Contesting the Neoliberal Global Knowledge Economy at the SRHE annual conference in Newport, South Wales. This was an excellent opportunity to work with other CHEER researchers and it also allowed me a platform to share my findings on international students’ visa experiences. During the conference, I really enjoyed feeling part of the CHEER community, and the number of friendly faces and smiles that I encountered helped at times when I was feeling anxious and overwhelmed by the scale of the event.

The rest of my year will be spent focussing on writing my thesis. In a recent CHEER virtual seminar entitled Our Emerging Thoughts on the Impact of the Covid-19 Virus on Higher Education: The Good, the Bad, and the Ugly! Louise asked us to think about what we have observed as the good, bad and ugly outcomes of COVID-19. For me, the good that has stood out is the supportiveness of the CHEER community that has transcended this otherwise fairly awful time. Since March I have had Zoom coffee catch-ups with friends within CHEER, I have attended a really wonderful virtual writing retreat hosted by Dr Emily Danvers, and I have been able to engage and listen to webinars of events that I would not have been able to attend in real life. I look forward to continuing this engagement and hopefully finishing my PhD before the next edition of this report.
CHEER members Yasser Kosbar and Paul Roberts continued to support the University of Sussex’s Research England/Office for Students funded project on postgraduate mental health. The project’s overarching aim was to provide a sustainable best practice model for the sector to address the challenge of doctoral researcher mental health. The project’s final report was submitted on 31 January 2020. However, the dissemination work has only just begun.

Paul Roberts presented the initial findings from the project at the Society for Higher Education Conference in December 2019. This was part of a Panel session exploring national and international perspectives on the mental health and wellbeing of postgraduate researchers. The other panel members were: Dr Owen Gower, Director of UK Graduate Council of Education (Chair); Dr Jane Creaton, University of Portsmouth and Professor Fiona Denney, Brunel University London.

The first research output from the project was published online on the 3rd June 2020 in the *International Journal of Educational Research*. Two further outputs will be published by Spring 2020.


The 2nd International Conference on the Mental Health & Wellbeing of Postgraduate Researchers will take place between 5th—6th November 2020. Brighton, UK. The conference will allow participants to hear the latest developments in research and effective practices to support the mental health & wellbeing of postgraduate researchers and university staff.

Registration is now open! http://www.ukcge.ac.uk/events/icmhw2-156.aspx
As part of project activities, a participatory workshop – *Visualise your Future* was held for young people aged 11-14 and their parents identifying as GRT in a local secondary school. This was aimed at developing initial understanding of the educational progression interests, concerns and needs of GRT young people and their wider families. This was followed up by the provision of school library resources on GRT history and culture and funding the performance of a GRT culture play for the school - *Crystal's Vardo*. The GRT project was led by Dr Tamsin Hinton-Smith and Dr Emily Danvers, and emerged from CHEER’s HEIM Project with the Roma in higher education in Europe.

These young people attended a trip to a local college which was the first GRT specific outreach activity for the University of Sussex. This was facilitated by a youth outreach worker from *Friends, Families and Travellers* who spoke to the group about how best schools and universities could work with them. At the end of project, an event was organized to reflect on learning and developing good practice recommendations around supporting GRT young people through educational progression.

---

**CHEER EVENTS**

**Seminar: Higher Education as a Site of the Formation of Business Diaspora**

A contemporary definition of diaspora points to communities that are transnationally dispersed but connected to their place of origin.

Based on interviews conducted with Indian and Chinese students in Australia, the paper argued that recent policies and practices of internationalisation of higher education, shaped by a market rationality, have steered international students towards particular forms of diaspora, aligned to a range of beliefs about the importance of their participation within the global economy and in particular their role in facilitating transnational regimes of business activities. Prof. Fazal Rizvi has written extensively on issues of identity and culture in transnational contexts, globalization and education policy and Australia-Asia relations.

For recording of the seminar visit: [https://adobeconnect.sussex.ac.uk pk6yz8langdhw/?proto=true](https://adobeconnect.sussex.ac.uk pk6yz8langdhw/?proto=true)
CHEER Symposium at the Society for Research into Higher Education (SRHE) Conference, December, 2019

Critical Assemblages: Creating New Political Imaginaries and Contesting the Neoliberal Global Knowledge Economy

This symposium interrogated aspects of the neoliberal global knowledge economy and aimed to offer visions, imaginaries and strategies for alternative modalities. Key questions related to how current cultures of financialisation, marketisation, the prestige economy, and competition in late capitalism are forming and having an impact on diverse functions, processes and challenges including internationalisation, transnational higher education and mobility, employment regimes, gender and leadership, and doctoral education.

The symposium included a range of methodological and theoretical approaches including affect theory, the political economy of neoliberalism, and feminist and post-binary gender theory to problematise concepts of casualisation and precarity, unbundling, performativity, stranger danger, academic freedom, masculinities, and representation. In line with CHEER’s international research, papers included focus on Egypt, Finland, the United Arab Emirates, Palestine and the UK. Reflecting CHEER’s policy for multi-directional capacity-building and knowledge exchange in higher education research, the symposium assembled late, mid and early-career researchers to co-create critical knowledge for alternative futures.

Seven papers were presented:

1. Women Leaders in Finnish Universities: Doing/Undoing Gender? Louise Morley and Rebecca Lund
2. Disposable Academics? Resisting the Normalisation of Academic Precarities Dr Charlotte Morris
3. Student Visas: Technologies of Control? Aisling Tiernan
4. Trespassing and Transgression: Arab Masculinities and Gender Equality Research Yasser Kosbar
5. Offshoring Responsibility: Transnational Higher Education and Risk in the Neoliberal Imaginary Lee Rensimer
6. Teacher Education in a Context of Military Occupation and Siege: The Power of Purpose Mariam Attia
7. Mental Health – Affect and the Individual Paul Roberts

See http://www.sussex.ac.uk/education/cheer/news
To celebrate LGBTQIA+ month in February, 2020, this seminar included panel presentations by academics and social policy practitioners.

**OPENING REMARKS**  
Prof. Louise Morley, CHEER, University of Sussex  
What do we know so far about queer in the academy? What needs to change? How to question invisibility and misrecognition while staying alert to the normalising forces of institutionalisation, rainbow capitalism, and tokenistic incorporation?

**SESSION 1: RESEARCHING BEYOND OPPOSITION**  
Prof. Kath Browne, University College Dublin  
What are the key arguments by those who are opposed to sexual and gender equalities and base their activism on centralising heteronormativity (what we have termed heteroactivism)?

**SESSION 2: THE UNIVERSITY WITHIN: THE ALREADY QUEER ACADEMY (DENIED)**  
Dr Paul Boyce, University of Sussex and Dr Rohit K Dasgupta, University of Loughborough  
What are some speculative reflections on the experience of work in universities as queer academics?

**SESSION 3: POLICY: IMAGINING INCLUSIVITY - EXACTING**  
Seth Atkins, University and College Union (UCU), and Dr Trude Sundberg, University of Kent  
What union action on LGBTQAI+ representation and inclusion is happening?

**SESSION 4: ALLYING WITH THE UNIVERSITY: CHALLENGES AND PROSPECTS**  
Yasser Kosbar and Dr Sean Higgins, University of Sussex  
How to resist a commodified diversity project? How to engage with the humanity/mystery of the other?

**CLOSING REMARKS**  
Prof. Sally Munt, University of Sussex Centre for Cultural Studies  
How do we negotiate the tricky territory between sameness and difference?

For the recording, please see  
https://adobeconnect.sussex.ac.uk/p4ogsueco4jn/?proto=true
Vice-Chancellors' Pay, March, 2020

Australian and UK vice-chancellors' pay, widely seen as excessive, has been a near constant source of public scandal for a number of years. In both countries, this is set in a context of worsening employment conditions for all but senior managers and, in the UK, a decade of fierce pay restraint.

This seminar explored the issue from a governance perspective, tracing how the commercialisation and marketisation of UK and Australian universities has led to the adoption of corporate-style governance mechanisms in which VCs have become akin to CEOs. However, existing literature suggests that there is little or no relationship between VC remuneration levels and organisational performance. This is a serious equity issue; excessive remuneration undermines principles of fairness and diverts financial resources from educational and research organisational objectives. Suggestions for reform were made in conclusion.

For further details, please visit: See http://www.sussex.ac.uk/education/cheer/events

Our Emerging Thoughts on the Impact of the Covid-19 Virus on Higher Education: *The Good, the Bad, and the Ugly!*

The event was held online in May, 2020.

Themes that emerged from the event:

1. The Politics of Performative Productivity
2. Vulnerabilities and the reinforcement of inequalities e.g. ageism; heteronormative constructions of the household
3. Domestication/ Homefication of work and learning- racialised, gender and class privilege and access to resources
4. Recasting the international in a post-mobility world
5. The Impact Agenda and the inclusion/ abuse of academics in crisis policy
6. Leadership and the re-shaping of HE- whose agenda?
Which Norms have been Reinforced/ Disrupted in Higher Education by the Covid-19 Crisis?

The discussion of this online seminar in June, 2020 addressed the following topics:

1. Visibility - groups e.g. invisibility of LGBTQAI+ communities in what constitutes a household/research on the gendered division of domestic labour during lockdown.
2. Normative constructions of households/ the family/ intimacy.
3. Public/ Private- personal spaces/ homes; the role of the State.
4. Vulnerability - hyper-vigilance and reinforcing ageist and racist discourses of ‘the other’.
5. Snapping Point and Resistance- revisiting exit, loyalty, voice options.
7. Necropolitics i.e. letting-die and killing/ whose humanity counts? Reproduction of risk as a mark of otherness. Exposure of the failures of current neoliberal capitalist structuring of services.
8. Class War and Education e.g. predicted grades- do they reinforce social class and ethnic privilege? Capital for home-schooling? Access/ Resources for digital technology.
9. The Global Academy’s neoliberal response - Precariat/ Gig Economy/ Commodification/ disposability of workers
10. Covid capitalism- competitive individualism for research funding etc.
11. Shifting temporalities- opportunity for profound reflection/ stillness- Zen- staying with the present/ trouble.

Part II of the discussion continued during the online seminar of 15 July, 2020 titled: Post-COVID Topography: What New Land Do We Inhabit? For further details on the event please click on link

PLANS FOR NEXT YEAR

CHEER Online Seminar in 15 October 2020

The Relationship Between Epistemic Governance and Epistemic Injustice: The Contribution of Research Assessment to the Governance and Production of ‘Legitimate Knowledge

In this presentation, Dr Rowlands will draw on fieldwork conducted in Denmark in 2018 with Professor Susan Wright on the effects of research assessment on research practice. She will consider, from critical and feminist perspectives, the ways in which research assessment governs the production of academic knowledge and contributes to epistemic injustices. The notion of epistemic governance extends traditional understandings of governance as systems of decision-making and control to include consideration of critically important power relations pertaining to the creation, structuring and co-ordination of knowledge production. Drawing on specific examples from the fieldwork relating to gender and language, Dr Rowlands’ presentation will examine how research assessment has particular effects not only on where new knowledge produced through research is published, but also on what research is conducted, how and by whom, and on what knowledge is recognised and what is not. This contributes significantly to the generation and reproduction of epistemic injustices relating to (i)legitimate knowers and (i)legitimate knowledge.
Special Issue of *Discourse* 42(1) from CHEER’s 10th Anniversary Celebrations in November 2017


2. The Un/methodology of ‘Theoretical Intuitions’: ‘Resources of generations gone before’: thinking and feeling class, Valerie Hey, CHEER, Daniel Leyton, Alberto Hurtado University, Chile, and Sarah Leaney, University of Brighton, UK

3. ‘The Still-Moving Position’ of the ‘Working Class’ Feminist Academic: Dealing with Disloyalty, Dislocation and Discomfort, Annabel Wilson, Cardiff University, Diane Reay, University of Cambridge, Kirsty Morrin, University of Liverpool, and Jessie Abrahams, University of Bristol

4. Investing Ourselves: the Role of Space and Place in Being a Working-class Female Academic, Lisa Jones, University of Hull, and Meg Maguire, King’s College, London

5. What’s Class Got to Do With It? Valerie Walkerdine, Cardiff University

6. Tongue Twisted: Accents, Vocabulary, and Social Class in Higher Education, Jessica Gagnon, University of Strathclyde

7. Social Class and Mobility: Student Narratives of Class Location in English Higher Education, Ann-Marie Bathmaker, University of Birmingham


**CHEER Research Partnership with Tampere University - Finland**

The Doctoral Seminar *Higher Research in the Global Knowledge Economy* should have taken place in Finland in June 2020. This initiative emerged from Professor Louise Morley’s Visiting Professorship in Tampere and was to be hosted by Professor Rebecca Boden. We hope to reschedule to October 2020. Our Aims for this event with 5 CHEER Doctoral Researchers and 10 Higher Education Doctoral Researchers in Finland include:

1. To contribute to the internationalisation of doctoral scholarship;
2. To exchange knowledge of doctoral methodologies and research topics;
3. To develop subject knowledge in the field of higher education research.

**Humboldt-Foundation Programme Study of the Potential of International Mobile Women Scientists**

Louise Morley and Yasser Kosbar will work on an international research project directed by GESIS - Leibniz-Institut für Sozialwissenschaften, Cologne, Germany. The study will involve data collection to answer the key question: How high is the potential of women scientists in some key countries (Algeria, Morocco, Nigeria, South Africa, Tunisia, and the UK) at different career stages (and in different disciplines) who are qualified for a research visit in Germany and who are ready to be internationally mobile.
CHEER PUBLICATIONS

Articles

CHEER is delighted to introduce its 2020 book from the HEIM Project published by the Bloomsbury Press ISBN: 9781350109636

Introduction: Recasting Identities, Re-Imagining Futures
Part I: Theories, Resources, Policy and Professional Interventions for Challenging Roma Exclusion from Higher Education
1. Thinking Differently about the Roma in Higher Education: Beyond Sex, Slums and Special Schools, and Towards Epistemic Inclusion Louise Morley
2. The Roma in European Higher Education: Explaining the Educational Gap of Roma in Higher Education Andrzej Miga and Nadir Redzepi
3. The European Discourse of Inclusion Policies for Roma in Higher Education: Racialized Neoliberal Governmentality in Semi-Peripheral Europe Daniel Leyton
4. Phaori si duje xulajenqe te keres buti (Nobody Can Serve Two Masters) Higher Education Expansion, Roma Access and Neoliberal Globalization Stjepan Themelis
5. Capability Strengthening: Roma as Knowledge Producers Paul Roberts
6. Creating Knowledge about the Roma in Higher Education Iulius Rostas and Simona Torotcoi

Part II: Focus on Europe: Examples of What Is going on in Greece, the Nordic Countries, Serbia, Spain and the UK
8. Higher Education in Nordic Roma and Traveller Policy Documents – Analysing Silences Teresa Pedrilla-Carmena and Ulpukka Isopahkala-Bouret
10. Greek Roma in Higher Education: How Did They Get There? Panagiota Glofa

www.bloomsbury.com/9781350109636/
CHEER MEMBERS

PROF. LOUISE MORLEY  
CHEER DIRECTOR  
Professor of Higher Education  
University of Sussex

PROF. KELLY COATE  
CHEER CO-DIRECTOR  
Pro Vice-Chancellor for Education and Students  
University of Sussex

PROF. SIMON THOMPSON  
HEAD OF DEPARTMENT OF EDUCATION  
Professor of Education  
University of Sussex

YASSER KOSBAR  
RESEARCH FELLOW - CHEER  
Doctoral Researcher  
University of Sussex

DR BARBARA CROSSOARD  
READER IN EDUCATION  
University of Sussex

DR EMILY DANVERS  
LECTURER IN EDUCATION  
University of Sussex

PAUL ROBERTS  
HEAD OF BUSINESS ENGAGEMENT  
University of Sussex

DR TAB BETTS  
LECTURER IN EDUCATION  
University of Sussex

DR MARIAM ATTIA  
LECTURER IN EDUCATION  
University of Sussex

PROF. VALERIE HEY  
EMERITA PROFESSOR IN EDUCATION  
University of Sussex
CHEER MEMBERS

DR LINDA MORRICE
READER IN EDUCATION
University of Sussex

DR LOUISE GAZELEY
SENIOR LECTURER IN EDUCATION
University of Sussex

DR TAMSIN HINTON-SMITH
SENIOR LECTURER IN EDUCATION
University of Sussex

DR REBECCA WEBB
LECTURER IN EDUCATION
University of Sussex

CHEER DOCTORAL RESEARCHERS

AISLING TIERNAN
DOCTORAL RESEARCHER
University of Sussex

WENDY ASHALL
DOCTORAL RESEARCHER
University of Sussex

ROSA MARVELL
DOCTORAL RESEARCHER
University of Sussex

ABIGAIL WELLS
DOCTORAL RESEARCHER
University of Sussex

HELEN MURRAY
DOCTORAL RESEARCHER
University of Sussex

JENNY JOMAFUVWE AGBAIRE
DOCTORAL RESEARCHER
University of Sussex
CHEER ASSOCIATES

PROF. SARAH AISTON
PROFESSOR IN HIGHER EDUCATION
University of Teesside, UK

DR CAROLINE BERGGREN
SENIOR LECTURER
Department of Education and Special Education at the University of Gothenburg in Sweden

DR JANE CREATEON
ASSOCIATE DEAN
Faculty of Humanities and Social Sciences at the University of Portsmouth, UK

DR SARA FELIX
LEARNING DEVELOPER
London School of Economics, UK

DR JESSICA GAGNON
RESEARCH FELLOW, STEM EQUALS PROJECT
University of Strathclyde, UK

PROF. YUMIKO HADA
DIRECTOR
Research Institute for Japan, the UK, and Europe (RIJUE), Japan

DR EMILY HENDERSON
ASSISTANT PROFESSOR INTERNATIONAL EDUCATION AND DEVELOPMENT
University of Warwick, UK

DR TERRI KIM
PROFESSOR OF COMPARATIVE HIGHER EDUCATION
University of East London, UK

DR CAROLE LEATHWOOD
EMERITA PROFESSOR
London Metropolitan University, UK

DR DANIEL LEYTON
LECTURER AT THE DEPARTMENT OF EDUCATION POLICY
Universidad Alberto Hurtado, Chile

PROF. SARAH AISTON
PROFESSOR IN HIGHER EDUCATION
University of Teesside, UK

DR CAROLINE BERGGREN
SENIOR LECTURER
Department of Education and Special Education at the University of Gothenburg in Sweden

DR JANE CREATEON
ASSOCIATE DEAN
Faculty of Humanities and Social Sciences at the University of Portsmouth, UK

DR SARA FELIX
LEARNING DEVELOPER
London School of Economics, UK

DR JESSICA GAGNON
RESEARCH FELLOW, STEM EQUALS PROJECT
University of Strathclyde, UK

PROF. YUMIKO HADA
DIRECTOR
Research Institute for Japan, the UK, and Europe (RIJUE), Japan

DR EMILY HENDERSON
ASSISTANT PROFESSOR INTERNATIONAL EDUCATION AND DEVELOPMENT
University of Warwick, UK

DR TERRI KIM
PROFESSOR OF COMPARATIVE HIGHER EDUCATION
University of East London, UK

DR CAROLE LEATHWOOD
EMERITA PROFESSOR
London Metropolitan University, UK

DR DANIEL LEYTON
LECTURER AT THE DEPARTMENT OF EDUCATION POLICY
Universidad Alberto Hurtado, Chile
CHEER ASSOCIATES

DR REBECCA W B LUND
RESEARCHER AND POSTDOC
Centre for Gender Research
University of Oslo, Norway

DR KATIE LUSSIÉR
INTERNATIONAL CONSULTANT

DR BRUCE MACFARLANE
PROFESSOR OF HIGHER EDUCATION
University of Bristol, UK

DR CHARLOTTE MORRIS
SENIOR LECTURER IN EDUCATION
University of Portsmouth, UK

DR LEE WILLIAM RENSIMER
INTERNATIONAL CONSULTANT

DR JANIE ROED
COORDINATOR FOR ADVANCE HE FELLOWSHIPS
Hong Kong University

PROF. CAROL TAYLOR
DEPARTMENT OF EDUCATION
University of Bath, UK
CHEER VISITING PROFESSORS

PROF. JILL BLACKMORE
ALFRED DEAKIN PROFESSOR AND
PROFESSOR OF EDUCATION
Deakin University, Australia

PROF. REBECCA BODEN
DIRECTOR, CENTRE FOR NEW SOCIAL
RESEARCH
Tampere University, Finland

PROF. MIRIAM DAVID
INSTITUTE OF EDUCATION (IOE)
University College London, UK

PROF. MAITHREE WICKRAMASINGHE
THE CENTRE FOR GENDER STUDIES
University of Kelaniya, Sri Lanka
The Centre for Higher Education and Equity Research is located within the Department of Education in Essex House on the University of Sussex campus. The University is situated on a modern campus on the edge of the South Downs National Park near the lively seaside city of Brighton. London is one hour away by train, and there is easy access to Gatwick and Heathrow airports.