

ANNUAL REPORT 2019-2020

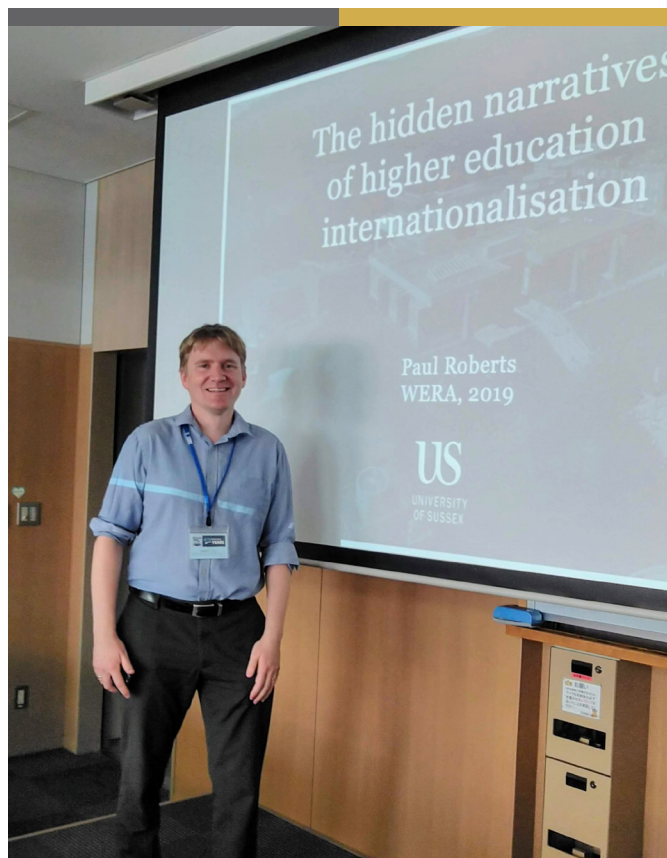


The Centre for Higher Education
and Equity Research (CHEER)

US

UNIVERSITY
OF SUSSEX

Symposium at the World Education Research Association Conference - Tokyo 2019



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:

Morley, L., Leyton, D. & Hada, Y. (2019): 'The Affective Economy of Internationalisation: Migrant academics in and out of Japanese Higher Education', *Policy Reviews in Higher Education*, 3:1, 51-74.

The European Conference for Educational Researchers (ECER) in Hamburg



Rebecca Lund and Louise Morley.

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).



Research Award

Yasser Kosbar was awarded the People's Choice Award in the Festival of Doctoral Research Poster Competition 2020. University of Sussex.



CHEER in Finland 2019

Louise Morley visited Tampere University in October, 2019 to present the guest lecture *Women Leaders in Finnish Universities: Navigating Neoliberalism, Narrating Neuroliberalism 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.

Why Women Should Lead Research? at the GenderAction Conference in Malta



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>

SPOTLIGHT ON CHEER DOCTORAL RESEARCHERS: AISLING TIERNAN

Aisling's PhD research is on the internationalisation of higher education and focuses on the impact of visa processes on international students' experiences in the UK. She is in her final year, having transferred to Sussex in 2018 to work with Professor Louise Morley and Professor Kelly Coate

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 RESEARCH PROJECTS



Understanding the Mental Health of Doctoral Researchers

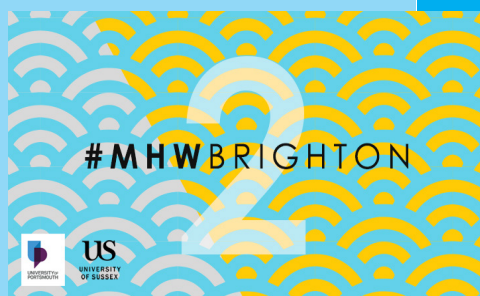
CHEER members Yasser Kosbar and Paul Roberts continued to support the University of Sussex's Research England/Office for Students funded project on postgraduate mental health. The project's overarching aim was to provide a sustainable best practice model for the sector to address the challenge of doctoral 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.

Outputs

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.

Berry, C, Valeix, S, Niven, J, Chapman, L, Roberts, P E and Hazell, CM (2020) Hanging in the balance: conceptualising doctoral researcher mental health as a dynamic balance across key tensions characterising the PhD experience. *International Journal of Educational Research*, 102. a101575 1-16. ISSN 0883-0355 <https://re.ukri.org/research/postgraduate-researchers/>



2nd International Conference on the Mental Health & Wellbeing of Postgraduate Researchers

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.ukdge.ac.uk/events/icmhw2-156.aspx>



Supporting Gypsy, Roma and Traveller (GRT) Educational Transitions

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



Fazal Rizvi is a Professor of Global Studies in Education at the University of Melbourne Australia, as well as an Emeritus Professor at the University of Illinois at Urbana-Champaign in the United States.

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/pk6yz8aqgdw/?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>

CHEER Annual Event:

Rainbow Laces and Safe Spaces! Queer Eyes on Absences, Erasures and Distortions in Higher Education



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 LGBTQIA+ 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/p40gsueco4jn/?proto=true>



Vice-Chancellors' Pay, March, 2020

Professor Rebecca Boden is research director of the new Social Research Programme at Tampere University, Finland. A critical accountant with a background and public management, her works explore the impact of regimes of financial and management control on sites of knowledge production, especially universities..

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>



Participants joined online from UK, Sweden, Hong Kong, and Egypt.

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:

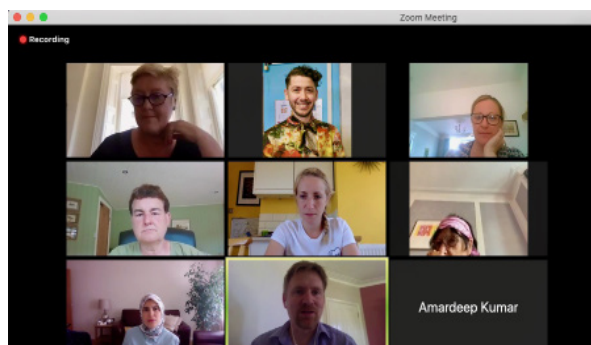
1. The Politics of Performative Productivity
2. Vulnerabilities and the reinforcement of inequalities e.g. ageism; heteronormative constructions of the household
3. Domestication/ Homefication of work and learning- racialised, gender and class privilege and access to resources
4. Recasting the international 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.
6. Collision of crises- pandemic injustices and the *Black Lives Matter* movement.
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 (il)legitimate knowers and (il)legitimate knowledge.

PLANS FOR NEXT YEAR

Special Issue of *Discourse* 42(1) from CHEER's 10th Anniversary Celebrations in November 2017

1. Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education, Louise Morley, CHEER
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
8. 'Mopping up Tears in the Academy' – Working-Class Academics, Belonging and the Necessity for Emotional Labour in Contemporary UK Academia for Working-Class Women, Bridgette Rickett and Anna Morris, Leeds Beckett University, UK.



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.

Articles

- Berry, C, Valeix, S, Niven, J E, Chapman, L, Roberts, P E and Hazell, C M (2020) Hanging in the balance: conceptualising doctoral researcher mental health as a dynamic balance across key tensions characterising the PhD experience. *International Journal of Educational Research*, 102. a101575 1-16.
- Crossouard, B., Dunne, M., and Durrani, N. (2020) Understanding agency differently: female youth's Muslim identities. *Social Identities*. DOI: 10.1080/13504630.2020.1765764
- Leaney, S. and Webb, R. (2020) Representation as Politics: Asserting a Feminist Ethic in Ethnographic Research. *Ethnography and Education*. DOI: 10.1080/17457823.2020.1722952
- Morley, L., Leyton, D. & Hada, Y. (2019): 'The Affective Economy of Internationalisation: Migrant academics in and out of Japanese Higher Education', *Policy Reviews in Higher Education*, 3:1, 51-74, DOI: 10.1080/23322969.2018.1564353.
- Morley, L., Roberts, P., and Ota, H., (In press, 2020) The Affective Assemblage of Internationalisation in Japanese Higher Education. *Higher Education*.
- Morley, L., and Lund, R. (In press, 2020). The Affective Economy of Feminist Leadership in Finnish Universities: Knowledge for Navigating Neoliberalism and Neuroliberalism. *Critical Studies in Education*.
- Morrice, L., Tip, L. K, Brown, R. and Collyer, M. (2019) Resettled Refugee Youth and Education: Aspiration and Reality. *Journal of Youth Studies*. 23:3, 388-405, DOI: 10.1080/13676261.2019.1612047
- Tip, L K, Brown, R., Morrice, L, Collyer, M. and Easterbrook, M. J (2020) Believing is achieving: a longitudinal study of self-efficacy and positive affect in resettled refugees. *Journal of Ethnic and Migration Studies*. pp. 1-17. DOI: 10.1080/1369183X.2020.1737513
- Yeomans, L., Zschaler, S. and Coate, K. (2019) *Transformative and troublesome? Students' and professional programmers' perspectives on difficult concepts in programming*. ACM Transactions on Computing Education, 19 (3). 23 1-27

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

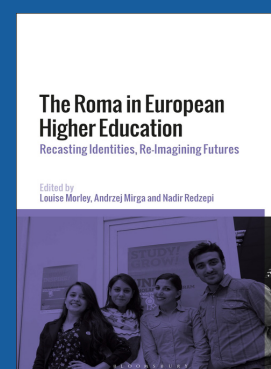
Part I: Theories, Resources, Policy and Professional Interventions for Challenging Roma Exclusion from Higher Education

- Thinking Differently about the Roma in Higher Education: Beyond Sex, Slums and Special Schools, and Towards Epistemic Inclusion *Louise Morley*
- The Roma in European Higher Education: Explaining the Educational Gap of Roma in Higher Education *Andrzej Mirga and Nadir Redzepi*
- The European Discourse of Inclusion Policies for Roma in Higher Education: Racialized Neoliberal Governmentality in Semi-Peripheral Europe *Daniel Leyton*
- Phaori si duje xulajenqe te keres buti (Nobody Can Serve Two Masters) Higher Education Expansion, Roma Access and Neoliberal Globalization *Spyros Themelis*
- Capability Strengthening: Roma as Knowledge Producers *Paul Roberts*
- 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

- The Roma in Spanish Higher Education: Lights and Shades after Three Decades of National Plans for Roma Inclusion *Teresa Padilla- Carmona, José González-Montegudo, and Sandra Heredia-Fernández*
- Higher Education in Nordic Roma and Traveller Policy Documents – Analysing Silences *Jenni Helakorpi and Ulpukka Isopahkala-Bouret*
- Widening Access of the Roma in the Global Knowledge Economy: The Case of Serbia *Tanja Jovanovic*
- Greek Roma in Higher Education: How Did They Get There? *Panagiota Gkofa*

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 CROSSOUARD

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



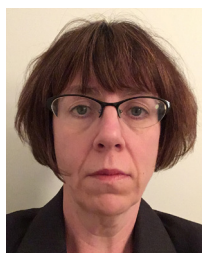
PROF. SARAH AISTON

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 CREATON

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



PROF. 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 KATTIE LUSSIER

INTERNATIONAL CONSULTANT



PROF. 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 JANNIE 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.

Centre for Higher Education and Equity Research (CHEER)
Department of Education School of Education and Social Work
Essex House University of Sussex
Falmer, Brighton
BN1 9QQ
UK

CHEER DIRECTOR
Professor Louise Morley
l.morley@sussex.ac.uk

CHEER CO-DIRECTOR
Professor Kelly Coate
k.coate@sussex.ac.uk

CHEER RESEARCH FELLOW
Yasser Kosbar
yk282@sussex.ac.uk

CHEER ON Facebook:
www.facebook.com/groups/CHEERSussex

CHEER ON TWITTER
[@SussexCHEER](https://twitter.com/SussexCHEER)

For further information about CHEER, visit:
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