

CHEER

Centre for
Higher Education
and Equity Research

Examining, exploring and challenging
inequalities in higher education
—
Investigating and interrupting social,
educational and cognitive injustices
—
Building a shared vision of alternative,
inclusive higher education futures

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The Centre for Higher Education and Equity Research (CHEER)

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FOREWORD

What a special year it was for CHEER as we celebrated our 10th Anniversary in November 2017 with a one-day seminar *Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education*.

Not only was November 2017 significant for CHEER, it was also the 20th anniversary of the publication of Pat Mahony and Christine Zmroczek's edited collection of essays: *Class Matters: 'Working Class Women's' Perspectives on Social Class*. To celebrate these two coinciding events, CHEER decided to depart from the usual seminar format and opt instead to bring together late career researchers (Valerie Hey, Diane Reay and Meg Maguire) and early career researchers (Jessie Abrahams, Sarah Leaney, Daniel Leyton, Kirsty Morrin, Lisa Smith and Annabel Wilson) for creative, regenerative and productive inter-generational conversations about social class, feminisms and identities in - and about - the academy.

Louise Morley introducing the 10th Anniversary seminar and CHEER members.

We were so pleased that Pat Mahony and Christine Zmroczek were also able to join us and to reflect on what might have changed in the last 20 years in relation to working class identities in higher education.

The seminar was important because despite decades of widening participation initiatives, working class identity is still elided with intellectual deficit. Higher education was never designed for working-class people. It has traditionally been about elite formation and it is often experienced as a site of discomfort for working-class people. Social class is more than a demographic.





It is a central mode of power and distribution that interacts with academic identities, opportunity structures, and daily experiences and feelings in the academy. The conversations questioned whether social class categories reify communities, and whether these classifications are still relevant in a globalised knowledge economy?

Working class academics, as students and staff, challenge social and epistemic hierarchies by offering a wider range of understandings and life experiences. However, their intellectual achievements, capacity and potential are frequently disqualified and misrecognised. Class discrimination has both material and affective consequences,

Some of the original contributors to the book *Class Matters* Christine Zmroczek, Pat Mahony, Valerie Hey, Jo Stanley, Louise Morley, Diane Reay, Meg Maguire met to celebrate CHEER'S 10TH Anniversary.

and intersects with other inequalities including gender and ethnicity. Fears were expressed in all the conversations that class divisions are deepening with the rise of the political economy of neoliberalism.

The seminar plenary considered how we address these persistent inequalities and suggested that we need to review how resources are distributed and ask ourselves who are the decision-makers in the different domains of higher education - and what values are achievements are rewarded and recognised? We must encourage more diverse staff, and question how and which leaders are appointed. We need to forge local, national and international alliances between academia and activism and strengthen trade unions. Current funding regimes - such as tuition fees - should be challenged, and more inclusive curricula developed. Most importantly, we need to understand social class as a process, and the myriad ways in which academia reinforces and rewards class privilege. We need new critical theoretical vocabularies, imaginaries and political actors to start thinking differently about social class.

The seminar attracted some of the original contributors to the Mahony and Zmroczek collection including Jo



CHEER'S 10TH Anniversary in November 2017.

Stanley, eminent scholars of social class including Professor Carole Leathwood and Professor Valerie Walkerdine, as well as members of professional associations such as the *Society for Research into Higher Education* (SRHE), doctoral researchers, widening participation units and a range of academics from across the UK and beyond – including Professor Gloria Bonder from Argentina. *The Times Higher* invited the article Working-class academics still face discrimination (<https://www.timeshighereducation.com/blog/working-class-academics-still-face-discrimination>). Stay tuned for the papers which will appear in a special issue of *Discourse* 42 (1) in 2021.

CHEER Associate Dr Jessica Gagnon, and Jacqueline Young.

CHEER's international work has continued to flourish this year with research, keynotes, teaching and networks taking place on five continents. *The Higher Education, Internationalisation and Mobility (HEIM)* Project concluded in December 2017 and is now having im-

pact via the application of its outputs in diverse national locations including Japan, Spain and the UK. Our project *Higher Education, Knowledge Exchange and Policy Learning in the Asian Century* is enabling CHEER staff and doctoral researchers to continue to internationalise their research through visits to Japan, seminars and co-authored publications on the topic of internationalisation. I completed my very enjoyable Guest Professorship at the University of Gothenburg, and CHEER members have been working with di-





Daniel Leyton and Valerie Hey.

verse international partners including the Nigerian Universities Congress in Abuja, with the Parliamentary Institute of Cambodia, and the British Council of India.

CHEER members continue to be in demand as provocative and original speakers and have disseminated their research at important UK-based events including the SRHE and BERA (British Education Research Association) conferences, and have also spoken at seminars, workshops and conferences in Abu Dhabi, Bahrain, France, India, Japan, Portugal, Romania, South Africa and the USA.

CHEER doctoral researchers continue to flourish via their participation in research projects, reading groups, CHEER symposia, and work-in-progress seminars. This academic year Tanja Jovanovic successfully completed her PhD and was the first Roma woman from Serbia to gain a PhD in the UK. This marks a major point in the history of the Roma community's engagement with higher education in Europe. Emily Danvers- a former CHEER doctoral researcher and now a CHEER Lecturer is also continuing to thrive and won one of the prestigious SRHE Newer Researcher Awards in 2018. Nationally, concern about student wellbeing produced a Re-

search England programme *Supporting Mental Health And Wellbeing For Postgraduate Research Students*. CHEER doctoral researchers Paul Roberts and Yasser Kosbar are working on help-

ing to steer one of only 17 bids funded by this programme.

CHEER has continued to host a range of seminars and workshops that attract national and international audiences in person and via remote access. We aim to provide discursive space to interrogate some of the issues that often get lost in the turbulent world of higher education policy such as Emily Henderson's research on how academic conferences can reinforce particular identities and privileges and Sara Aiston's work on how academic women are silenced.

The year ahead promises to be exciting and exhilarating and we are looking forward to welcoming our new CHEER Co-Director, Professor Kelly Coate, as well as visiting academics from Australia, Chile, and the United Arab Emirates.

Thank you to all the CHEER members, associates, visiting professors, doctoral scholars, administrators, researchers, and supporters around the globe for continuing to contribute to CHEER's multiple and complex conversations.

Louise Morley
CHEER Director

OVERVIEW

The Centre for Higher Education and Equity Research (CHEER) is a group of internationally esteemed researchers committed to studying issues of equity and inclusion within higher education. CHEER is located within the Department of Education in the School of Education and Social Work at the University of Sussex.

CHEER is committed to examining and reviewing the systems, structures, cultures, experiences, consequences and solutions to inequities within higher education.

We are part of critically informed social change, bringing together new interdisciplinary understandings of the creation, exchange and transfer of knowledge, and its social justice purpose, distribution and impact on society, higher education policy, practices and processes.

Our research offers creative solutions to furthering inclusion and has highlighted considerable inequities experienced by marginalized academic staff and students.

These include:

1. **Women are absent from senior leadership positions in higher education** institutions across the globe, despite their widened access and success in higher education study (Morley & Crossouard, 2016).

2. **Existing research on the internationalisation of higher education does not pay close enough attention to issues of inequality**, nor to the affective consequences of mobility (Morley et al, 2018).
3. **Student debt is negotiated very differently by marginalised groups in UK higher education** e.g. lone parents, challenging notions of risk-free fee-financed higher education (Hinton-Smith, 2016).

CHEER members during visit to Hitotsubashi University, Tokyo in June 2018.





4. **Roma women students experience multiple exclusions** and misrecognitions in accessing, succeeding in, and capitalising on, higher education opportunities in Europe (Hinton-Smith, Danvers, and Jovanovic, 2016).

In order to develop scholarship and offer policy recommendations to make the academy a more equitable place, our faculty, student members and visiting academics are involved in:

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“CHEER is a space to think differently about what happens in higher education globally and how we might understand it. Our collective project is to question what lies beneath dominant narratives about the world of the university and in whose interests these narratives lie”

Emily Danvers, 2018

- **Applying** critical, creative and feminist epistemologies as a means of investigating and interrupting social, educational and cognitive injustices.
- **Identifying** newly emergent, as well as persistent forms of exclusion in the context of turbulent local, national, international conditions.
- **Aspiring** to bring intellectual work, high-impact research findings and new insights to diverse audiences.
- **Working** with students, policymakers, national and international organisations, NGOs and campaigners, as well as cognate social scientists and scholars globally building a shared vision of imagining alternative.

In November 2017, CHEER welcomed Professor Gloria Bonder, Director of the Gender and Public Policies Area and the UNESCO Regional Chair on Women in Science and Technology in Latin America, both based in FLACSO Argentina



IMPACT

During 2017/2018 CHEER has made progress on a range of pathways to research impact in its work on the Higher Education, Internationalisation and Mobility (HEIM) Project, and on Women in Higher Education Leadership, including Louise Morley's involvement in the European Women Rectors' Association (EWORA).

Research Impact

Prof. Louise Morley is currently developing an impact case study around her research on *Women in Higher Education Leadership*, following the launch of the **Leadership Foundation for Higher Education (LFHE) Aurora Programme**, now delivered (and currently being expanded) as part of the AdvanceHE training packages.

Aurora was inspired by Louise Morley's research into women in higher education in 2012/13. Aurora is a women-only leadership development programme. It is a unique partnership initiative bringing together leadership experts and higher education institutions to take positive action to address the under-representation of women in leadership positions in the sector. Over the past five years 4,613 women from over 171 institutions across the UK and Ireland have participated. (<https://www.lfhe.ac.uk/en/programmes-events/equality-and-diversity/aurora/>).

The Training module *Internationalisation in Higher Education: Practical Guidance* developed as part of HEIM Project's Work Package 2 *Debating and Designing a Module to Encourage Reflexive Accounts of Internationalisation* has been piloted in the Department of Human Resources, University of Sussex.

The module, which has been translated into Spanish and Japanese will be rolled out to Human Resources departments in other universities in the UK, Spain and Japan. It is anticipated that this will have an impact on how staff working in Higher Education engage with and respond to issues around internationalisation.

See <http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule>

Discussions are underway about to to make use of the Japanese translation of the HEIM Training Module in universities in the CHEER project: *Higher Education, Knowledge Exchange and Policy Learning in the Asian Century*. (<http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule>)

Pathways to Impact

During 2017/18 CHEER has also been involved in developing pathways to impact by enhancing understanding of CHEER research and evaluating its impact; networking with external stakeholders and working to integrate research findings into policy; raising awareness and sharing research findings.

PATHWAYS TO IMPACT 1: ENHANCING SKILLS, KNOWLEDGE, COMPETENCIES AND UNDERSTANDING.

During 2018 the CHEER HEIM team conducted an evaluation exercise to ascertain the impact on the doctoral researchers who participated in HEIM secondment scheme.

CHEER researcher **Yasser Kosbar** contacted 10 Doctoral Researchers from the Universities of Sussex, Seville and Umea and the Roma Education Fund to discuss how they have been able to apply their secondment experiences and knowledge to their academic and professional capacity development.

A report which identifies the impact of the secondments will be produced by the end of 2018.

See <http://www.sussex.ac.uk/education/cheer/researchprojects/rise/capacitybuilding>

PATHWAYS TO IMPACT 2: INTEGRATING RESEARCH FINDINGS INTO POLICIES AND STRATEGIES.

On 12 July 2017, CHEER held an Experts' Meeting to discuss the inclusion of Gypsy, Roma and Travellers (GRT) in UK Higher Education (HE). As a result of this meeting, Universities UK asked Professor Louise Morley to prepare a Briefing Paper for Professor Les Ebdon, Director of the Office for Fair Access (OFFA), to inform policy developments on including the Gypsy, Roma and Traveller communities in widening participation initiatives.

Chris Derbyshire and Lily McGuire from the Widening Participation Unit at the University of Sussex presented at The National Education Opportunities Network (NEON) conference on 'Bringing greater inclusion for nontypical target groups'. They referenced HEIM as being a motivator for their project which has set up a network between East Sussex schools looking at Gypsy, Roma and Traveller inclusion. NEON is the professional organisation supporting those involved in widening access to higher education and was attended by academics, professional services and policy makers.

Anasztazia Nagy and Radoslav Kuzmanov from the Roma Education Fund

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*“Participating in HEIM-CHEER project was key in producing a paper titled **“The First Sparks of Romani LGBTQ”**”*



DEZSÓ MATE

Junior Research Fellow at the Institute for Minority Studies at the Hungarian Academy of Sciences (MTA TK KI).

Ongoing plans for GRT policy impacts identified during the Experts' meeting include:

1. Include GRT communities in Widening Participation Initiatives, and Internationalisation Programmes (as the UUK *Go International* has done).
2. Review how statistical data are collected and disseminated on GRT communities in Higher Education.
3. Policy Activity e.g. include GRT in OFFA's topic briefings.
4. Establish bursaries and scholarships for GRT to enter HE. Maybe set up a GRT UK hub to support students?
5. Establish funding for research and impact activities on GRT in Higher Education.
6. Develop a resource base to co-ordinate information about GRT in Higher Education.
7. Facilitate further opportunities for knowledge exchange in Europe.



PATHWAYS TO IMPACT 3: RAISING AWARENESS OF CHEER RESEARCH

Dr Mayte Padilla-Carmona and Dr José González-Monteagudo were interviewed by one of the most important newspapers in Spain and Andalusia (eldiario) about the HEIM project.

The newspaper published a sensitive article to raise consciousness about Roma and their opportunities for Higher Education in Spain: Universitarios que rompen con el estereotipo tradicional gitano: entre la lucha interna y el peligro de ‘apayamiento’ (University students who break down the traditional gypsy stereotype: between the internal struggle and the danger of ‘shutting down’). See http://m.eldiario.es/andalucia/cultura-gitana_0735277223.html

The HEIM project was also reported in Spain’s El Correo de Andalucía in an article Un estudio de la Hispalense cuestiona la oposición de la cultura gitana hacia los estudios superiores. (A Spanish study questioned the opposition of gypsy culture to higher education) (<https://www.20minutos.es/noticia/3229416/0/estudio-hispalense-cuestiona-oposicion-cultura-gitana-hacia-estudios-superiores/>

In January 2018 Anne Gold (UCL Institute of Education) was a guest speaker at a Five-day Workshop on *Women in Leadership and Management: Opportunities and Challenges*, Fatima Jinnah Women’s University, Rawalpindi, Pakistan, supported by the Association of Commonwealth Universities, the Punjabi Higher Education Commission and Fatima Jinnah Women’s University.

The participants were women academics from seven state universities in Pakistan. Anne was asked to provide an overview about Women in Leadership in higher education, and used Louise Morley’s and Barbara Crossouard’s report *Women in Higher Education Leadership in South Asia: Rejection, Refusal, Reluctance, Revisioning* to show exactly what the position of women academics was in South Asia in 2014.

An assistant professor at Lahore College for Women University, Institute of Education said that she was going to take the paper back to her university and use it with her students.

https://www.britishcouncil.org/sites/default/files/morley_crossouard_final_report_22_dec2014.pdf

CHEER is on many international academics’ UK itineraries for example:

On 29th May Dr Alison Kearney from Massey University, New Zealand visited CHEER for the day. Alison co-directs the *Centre for Equity Through Education* and has research interests in inclusive education, children’s rights, school exclusion, social justice and teaching and learning. Alison met with Emily Danvers, John Pryor, Louise Gazeley and Rebecca Webb. Together, they discussed how questions of equity compare across geographic and sector contexts and shared together our perspectives on the value of research centres focusing on this topic. As a result of this meeting, CHEER is now in talks with the *Centre for Equity Through Education* to develop future collaborations together.

Maximising the Power of Tertiary Education: Strengthening Partnerships for Global Impact.
Wilton Park. 26 - 27 March, 2018.

Yasser Kosbar was a rapporteur for this high level conference, funded by the *British Council* and the *Association of Commonwealth Universities*. The meeting sought to investigate the impact tertiary education can have through international partnerships. By bringing together a variety of stakeholders, including representatives from governments and the tertiary education sector, the meeting provided an opportunity for informal discussion to explore ways to maximise the opportunities for new international collaborations and the policies and strategies needed to achieve this goal.



European Women Rectors' Association Conference (EWORA), Lisbon, Portugal

Louise Morley is a Scientific Advisor to EWORA based on her expertise in research on gender and higher education leadership.

Prof. Morley attended a meeting of the Scientific Advisory Board, made a presentation, and ran the workshop *Imagining the Gender-Free University of the Future* for women rectors on her international research findings at the conference on *Change Management and Resistance* held in Lisbon, Portugal in May 2018. The event was attended by women rectors (vice chancellors) and vice-rectors (pro vice-chancellors) from around Europe.

Impact

The event was attended by women rectors from Armenia, Belgium, Finland, Georgia, Germany, Greece, Iceland, Portugal, Spain, Sweden, Turkey and the UK.

Some key proposals for change included:

1. EWORA to run a Summer School for women aspiring to senior leadership positions- possibly in conjunction with the Goddess Institute, Hanken Institute, Helsinki, Finland.
2. EWORA to produce an impact document for use in national locations e.g. with Higher Education Councils, UUK etc. This document would provide at-a-glance key messages that EWORA is asking them to consider in relation to the promotion and support of more women in senior leadership positions.
3. EWORA to produce an annotated bibliography of research on gender and higher education.
4. EWORA to establish national links to promote its work with key policy and professional organisations.

In the photo from left to right: Louise Morley with Professor Gulsun Saglam, Chair of EWORA, and Professor Liisa Husu, Orebo University, Sweden.

PATHWAYS TO IMPACT 4: SHARING AND DISSEMINATING RESEARCH FINDINGS FROM HEIM IN SPAIN

On 23rd November 2017 Dr Mayte Padilla-Carmona and Dr José González Monteagudo organised a highly successful meeting (Intercambio de Personas Expertas Sobre la Equidad en la Educación Superior) in which experts from the University of Seville, NGOs, ministries and civil society were briefed about the aims and findings from the HEIM project - with particular reference to the Spanish context.

The meeting was attended by international HEIM team members Louise Morley, Paul Roberts, Daniel Leyton from CHEER and Radoslav Kuzmanov and Anasztázia Nagy from the Roma Education Fund. The meeting included a screening of the HEIM film, *Gypsy Roma Traveller (GTR) Communities: Accessing Higher Education*, which was translated into Spanish by the HEIM team in Seville.

The resulting discussions highlighted the need to forge stronger links between universities and Roma organisations, and to investigate what structured support could be provided to encourage and enable Roma students to enter and succeed in higher education in Spain, e.g. affirmative action programmes.

HEIM Book

The HEIM project team agreed to submit a book proposal to Bloomsbury Press for an edited collection including chapters coauthored by international academics and members of the Roma Education Fund. The publication, with the proposed title: *The Roma in European Higher Education: Recasting Identities, Re-Imagining Futures*. Edited by Louise Morley, Andrzej Mirga, and Nadir Redzepi, this collection will be the only text on the market that specifically addresses the Roma in Higher Education.



The HEIM team at the University of Seville will keep in touch with attendees and support the instigation of changes to promote access to and the achievement of Roma students in higher education.

Other planned activities include:

1. **Organising meetings with Roma students** in the University to deepen trajectories and identify the difficulties or barriers they experience. This information could inform guidance plans in every school or faculty.
2. **Promoting case studies of Roma students** and graduates to raise aspirations for young people who might be considering attending higher education. This would entail involvement with Roma families and children from the nursery stage, and should have a particular focus on marginalised and disadvantaged communities.
3. **Designing specific measures** within guidance plans to target Roma students at university in collaboration with pro-Roma associations.
4. **Integrating new actions carried out** by NGOs targeting Roma students in already-existing programmes for the promotion of co-existence in secondary schools.
5. **Developing joint projects** between academics and pro-Roma associations, eg. under the current funding scheme for cooperative actions.
6. **University of Seville to get involved** in a programme for Roma women carried out in a secondary school in a disadvantaged area of Seville.
7. **Requesting the establishment** of a special quota from regional government for Roma students wanting to access higher education using HEIM findings for reference.

CHEER'S ANNIVERSARY: 10 YEARS OF GLOBAL KNOWLEDGE

This academic year witnessed the 10th Anniversary of CHEER. To mark this event, CHEER organized a one-day seminar *Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education* on 15 November, 2017.



Does Class Matter?

On **15 November**, CHEER celebrated its **10th anniversary** with a seminar entitled **Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education**.

As the anniversary coincided with the 20th anniversary of the publication of Pat Mahony and Christine Zmroczek's edited collection of essays: **Class Matters: "Working Class" Women's Perspectives On Social Class**, CHEER celebrated the two events by bringing together late and early

career researchers for creative, regenerative and productive inter-generational conversations about social class, feminisms and identities in the academy by way of 'conversations'.

The conversations were broad ranging, encompassing the wider neoliberal context of higher education; persistent institutional barrier; precarity; personal life histories; intersectional academic identities; classed language and everyday experiences of the academy.

Participants and speakers engaged in intensive conversations around each topic. The conversations often started with a question on the topics. The seminar was attended by academics, doctoral researchers, community organisations, professional associations and



policymakers – many of whom had been associated with CHEER since its beginning. It also received media coverage: Morley, L. (2018) Working-class academics still face discrimination <https://www.timeshighereducation.com/blog/working-class-academics-still-face-discrimination>. The papers from the CHEER 10th Anniversary seminar will be published, alongside papers by eminent scholars of social class including Professor Valerie Walkerdine, in a special issue of *Discourse* 42 (1) in 2021.



Conversation One

The first session was a discussion between **Professor Valerie Hey**, Emerita Professor, CHEER, University of Sussex, **Dr. Sarah Leaney**, University of Brighton and **Daniel Leyton**, Doctoral Researcher, CHEER, University of Sussex.

Together they explored whether class might still matter and in what way(s) that might be felt and theorised. It drew on themes including re-futing class as reification, embodiment and affect and the un/methodology of 'theoretical intuitions'.



Conversation Two

The second session was a panel discussion between **Professor Diane Reay**, University of Cambridge, **Dr Kirsty Morrin**, University of Liverpool, **Dr Jessie Abrahams**, University of Surrey and **Annabel Wilson**, University of Cardiff.

They each spoke of their experience of class and being classified in the academy and how this has shifted inter-generationally through the lens of neo-liberalism.

They spoke of their deep connections to activism and collective forms of resistance to confront their intersectional experiences of classed exclusion.

Recordings of the conversations are available on:

<http://www.sussex.ac.uk/education/cheer/events/doesclassmatter>

Conversation Three

The third session was a discussion between **Professor Meg Maguire**, King's College, London and **Dr Lisa Jones**, University of Hull.

Together, they theorised the construction of class and how this might be thought through using an intersectional framing.

They shared their experience of, and reflections on, higher education inequalities and how the 'classed' academy might reveal itself.

To read more about the event please visit: <http://www.sussex.ac.uk/education/cheer/events/doesclassmatter>

Conclusions

The day ended with an in-depth group discussion considering ways forward.

Actions suggested included forging local, national and international alliances; working to strengthen the unions; linking more closely with wider communities; learning from national and educational contexts; challenging current funding regimes; developing more inclusive curricula; encouraging more diverse staff in HEIs; raising further questions about the value of higher education and disrupting inequitable power structures.



The thoughtful and erudite insights, questions and reflections provided a fitting tribute to the centre's 10 years of original research on higher education. The papers from the seminar will be published in a special issue of *Discourse* 42 (1) in 2021.



Top:
Rebecca Webb in conversation with Valerie Hey

Left:
Gloria Bonder, FLACSO, Argentina,
Rosemary Deem, Royal Holloway,
Terri Kim, University of East London



Paul Roberts presenting at CHEER Seminar *Current Challenges/ Desired Futures for Higher Education in Japan and the UK*.

MY YEAR WITH CHEER

Paul Roberts is a Doctoral Researcher in CHEER. Here he reflects on his year as a CHEER researcher and the opportunities that working in CHEER has opened up for him.

The academic year started with a symposium held as part of the BERA (British Educational Research Association) conference on 6 September 2017, where I had the pleasure of joining fellow CHEER researchers (Coate, Danvers, Leyton, Morley, Morris) in presenting my research.

My paper explored the neoliberal demands on higher education policy, focusing on the rise of Graduate Schools in the UK in response to reform of the doctorate. I explored, the extent to which the values of neoliberalism have been internalised by Graduate School Managers. The paper asked whether Graduate School Managers, often depicted as the 'agents' of neoliberalism, are 'captured minds' or whether they can also be seen as active partici-

pants in questioning and critiquing and even sharing in some of the discomforts of the neo-liberal university. December saw the conclusion of European Union's Horizon 2020 funded research project on *Higher Education, Internationalisation and Mobility* (HEIM).

The final HEIM international team meeting in Seville discussed plans for publications, impact and follow up research. The team has submitted a book proposal on Roma in Higher Education and should it be successful I am looking to co-author a chapter on capability building for early stage Roma researchers.

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“It was, quite frankly, an unbelievable year of opportunity. CHEER presents an incredibly dynamic and international research environment. The year has included, two conference presentations, a book proposal, working on four continents and a successful grant”.

Paul Roberts, 2018

During December, I was part of the successful bid team that secured one of only 17 bids funded by Research England on *Supporting Mental Health and Wellbeing for Postgraduate Research Students*. The project, which was formally launched at the University of Sussex’s Festival of Doctoral Research (26–28 June), focuses on both prevention and early intervention in relation to the mental health of doctoral researchers. The grant will run until 31 January 2020.

The respect and reach of CHEER were really brought home to me during March and February 2018. I had the pleasure of presenting in India at an *International Seminar on Quality and Excellence in Higher Education 22–23 February 2018* organised by the Centre for Policy Research in Higher Education of the National Institute of Educational Planning and Administration (NIEPA) and the British Council of India. The seminar was convened by Dr Anupam Pachauri, a University of Sussex PhD alum. The event provided a fascinating insight into India’s rapidly growing higher education system. The trip to India was followed by an invitation from Universities UK International to be part of a delegation to South Africa for a doctoral training workshop from 7–9 March. Again, there was a series of stimulating conversations and presentations on re-imagining doctoral education in South Africa.

The support and guidance of CHEER colleagues has given me the confidence and knowledge required to contribute to such events.

Finally, in June I completed my overseas research visits, by spending an incredible two weeks in Japan undertaking research on international PhD students experiences for the CHEER project *Higher Education, Knowledge Exchange and Policy Learning in the Asian Century*. The intellectual stimulation and support I have received from CHEER has been exceptional. There is already a pipeline of opportunities for the next academic year to get involved in... ***I just need to make sure the thesis is actually submitted!***

Paul Roberts and CHEER members during visit to Japan in June 2018.





John Pryor in discussion with Yumiko Hada, Research Institute of Japan, UK and Europe (RIJUE).

SPOTLIGHT

John Pryor is Professor of Education and Social Research. Within the field of Higher Education his research interests are internationalization, doctoral education and doctoral pedagogies and assessment. Here John reflects on ten years as a member of CHEER.

John is a member of the *British Education Research Association* (formerly Higher Education Special Interest Group (SIG) convener); *American Education Research Association*; *British Association for Comparative and International Education*; *Comparative and International Education Society*; and the *British Sociology Association* and the *Society for Research in Higher Education*. CHEER has always been concerned with all the letters that make up its acronym, with equity and social justice even when not overtly the focus of inquiry always prominent. The possible exception to this is the first letter – ‘centre’ gives the expectation of a separate building when in fact cohesion comes from shared intellectual and theoretical rather than physical resources. The impression of grandeur has sometimes been reinforced by the visibility of CHEER research especially in several SRHE conferences where the number and

depth of contributions by CHEER members has belied our true size.

Over the years within CHEER there have been many highlights and inevitably some lowlights. One of the latter was the interview for an ambitious ESRC project on internationalization. We worked for over a year, encouraged by the sponsor to elaborate our proposal ever more through several stages. In the end, not only did we miss out on the bid, but so did our competitors, as the opportunity disappeared when the research council decided to allocate all the funds to another competition. Such are the vagaries of research funding.

However, the work we did in preparing that bid led directly to the HEIM project. Within it I have learned a great deal from working with our partners in the Roma Education Fund, and giving a new sightline for considering exclusion and inclusion. As well as the actual research this project has been notable for the events that where researchers have come together with the Gypsy, Roma and Traveller Communities. Indeed, organizing events has been something that CHEER has excelled at.

Some, such as the ESRC Seminar Series *Imagining the University of the Future*

(<http://www.sussex.ac.uk/education/cheer/events/esrcseminars>), have brought in big names whose words have inspired us. But what sticks in my mind particularly as highlights are those where early career researchers were able to present their work alongside established and researchers such as the the two conferences put on with and for Umeå University (See <http://www.sussex.ac.uk/education/cheer/events/umea>)

Looking to the future, higher education is globally in flux, with the way that universities are financed and organized, with the technologies and the pedagogies they embrace presenting new challenges to equity and social justice. Research which aims to understand the systems, cultures and practices of higher education from this perspective is an ever-stronger imperative.

I shall be retiring at the end of 2018, but there are younger colleagues in CHEER whose innovative ideas and creative intellect are well placed to do this.

However, encouraged by the home that ***CHEER has provided for some notable emeritae there may be more to come from me too.***

”

“I joined CHEER as an original member. I had been doing research with Barbara Crossouard on postgraduate education which challenged received understandings of the interaction of academics with postgraduate researchers and of the role of formative assessment. Although research in higher education was not the major part of my research, I was attracted by CHEER’s ambition to question current thinking, an aspiration that has been realized in the ensuing ten years, both in the research produced and in the discussions that have shaped it”.

John Pryor, 2018

John in discussion with CHEER doctoral researcher Boon Seong Woo



NEW PUBLICATIONS

CHEER performed extremely well in the 2014 Research Excellence Framework (REF), a national measurement of research quality in the UK, and is planning a strong portfolio of entries for REF 2021.

CHEER research was highly commended by the 2014 REF panel—especially its international work on gender, equity and widening participation in higher education.

Prominent among these was work in the area of widening participation and access to higher education, gender issues in higher education and international education development work. CHEER colleagues are now publishing quality high-impact research-informed work for submission to REF 2020/2012, (with more work in preparation and under review). We should have a wealth of potential submissions, based on the extent and quality of the publications below:

ARTICLES:

Jordan's primary curriculum and its propensity for student-centred teaching and learning.

Sabella, Taline and Crossouard, Barbara (2017).

Compare: A Journal of Comparative and International Education.

<http://dx.doi.org/10.1080/03057925.2017.1340828>

Silencing youth sexuality in Senegal: intersections of medicine and morality.

Crossouard, Barbara, Dunne, Máiréad and Durrani, Naureen (2017). *Gender and Education*.

<https://doi.org/10.1080/09540253.2017.1296115>

Re-purposing fika: rest, recreation or regulation in the neoliberalized Swedish university?.

Morley, Louise, Angervall, Petra, Berggren, Caroline and Dodillet, Susanne (2018) *European Journal of Higher Education*.

<https://www.tandfonline.com/doi/abs/10.1080/21568235.2018.1458637>

Internationalisation and migrant academics: the hidden narratives of mobility.

Morley, Louise, Alexiadou, Nafsika, Garaz, Stela, González-Monteagudo, José and Taba, Marius (2018). *Higher Education*.

<https://link.springer.com/article/10.1007/s10734-017-0224-z>

Power, pedagogy and the personal: feminist ethics in facilitating a doctoral writing group.

Danvers, Emily, Hinton-Smith, Tamsin and Webb, Rebecca (2018). *Teaching in Higher Education*.

<https://doi.org/10.1080/13562517.2018.1456423>

Who is the critical thinker in higher education? A feminist re-thinking.

Danvers, Emily (2018). *Teaching in Higher Education*. 23 (5). pp. 548-562.

Roma women's higher education participation: whose responsibility?

Hinton-Smith, Tamsin, Danvers, Emily and Jovanovic, Tanja (2017). *Gender and Education*. pp. 1-18.

<https://doi.org/10.1080/09540253.2016.1274386>

Classed formations of shame in white, British single mothers.

Morris, Charlotte and Munt, Sally R (2018). *Feminism & Psychology*. (Accepted). DOI: 10.1080/00131911.2018.1457011

Deploying teaching assistants to support learning: from models to typologies.

Slater, Edwina and Gazeley, Louise (2018) Deploying teaching assistants to support learning: from models to typologies. *Educational Review*. DOI: 10.1080/00131911.2018.1469468

Unpacking 'disadvantage' and 'potential' in the context of fair access policies in England.

Gazeley, Louise (2018). *Educational Review*. DOI: 10.1080/00131911.2018.1469468

Under-tapped potential: practitioner research as a vehicle for widening participation.

Gazeley, Louise, Loft, Fay, Longman, Penny and Squire, Ruth (2018). *Journal of Further and Higher Education*.

<https://doi.org/10.1080/0309877X.2018.1441386>

The 'success' of looked after children in Higher Education in England: near peer coaching, 'small steps' and future thinking.

Gazeley, Louise and Hinton-Smith, Tamsin (2018). *Higher Education Research and Development*.

<https://doi.org/10.1080/07294360.2018.1467384>

Performativity, border-crossings and ethics in a prison-based creative writing class.

Hinton-Smith, Tamsin (2018). *Qualitative Research*.

<http://journals.sagepub.com/doi/10.1177/1468794118778975>

Power, pedagogy and the personal: feminist ethics in facilitating a doctoral writing group.

Danvers, Emily, Hinton-Smith, Tamsin and Webb, Rebecca (2018). *Teaching in Higher Education*.

<https://doi.org/10.1080/13562517.2018.1456423>

[Editorial] Migration, adult education and learning.

Morrice, Linda, Shan, Hongxia and Spring, Annette (2018). *Studies in the Education of Adults*, 49 (2). pp. 129-135.

Improving refugee well-being with better language skills and more intergroup contact.

Tip, Linda, Brown, Rupert, Morrice, Linda, Collyer, Michael and Easterbrook, Matthew (2017). *Social Psychological and Personality Science*.

<https://doi.org/10.1177/1948550617752062>

Putting refugees at the centre of resettlement in the UK.

Collyer, Michael, Brown, Rupert, Morrice, Linda and Tip, Linda (2017). *Forced Migration Review* (54). pp. 16-19. journals.sagepub.com/doi/abs/10.1177/1464700117722001

Sex wars revisited: a rhetorical economy of sex industry opposition.

Phipps, Alison (2017). *Journal of International Women's Studies*, 18 (4). pp. 306-320.

<https://api.excellencegateway.org.uk/resource/etf:2801>

Speaking up for what's right: politics, markets and violence in higher education.

Phipps, Alison (2017). *Feminist Theory*, 18 (3). pp. 357-361. ISSN 1464-7001

<https://www.employment-studies.co.uk/resource/experiences-individuals-gig-economy>

Rape culture, lad culture and everyday sexism: researching, conceptualizing and politicizing new mediations of gender and sexual violence.

Phipps, Alison, Ringrose, Jessica, Renold, Emma and Jackson, Carolyn (2017). *Journal of Gender Studies*, 27 (1). pp. 1-8.

[Review] Melanie Nind, Alicia Curtin and Kathy Hall

(2016) Research methods for pedagogy.

Webb, Rebecca (2018). *Journal of Education for Teaching*, 44 (3). pp. 407-409.

The significance of friendship in heterosexual single mothers' intimate lives.

Morris, C. (2018). *Families, Relationships and Society*. (In press).

Inclusivity for student carers in Higher Education.

Morris, C. (2018) 'in Krcmar, K. (editor) *The Inclusivity Gap (e-book), Inspired by Learning, UK*. (In press).

Understanding the role of advanced practitioners in English Further Education Education and Training.

Tyler E, Marvell R, Green M, Martin A, Williams J & Huxley C (2017) *Foundation Research Report*, October 2017.

The experiences of individuals in the gig economy.

Broughton, A, Gloster, R, Marvell, R, Green, M, Langley, J and Martin, A (2018). Project Report. *Department for Business, Energy and Industrial Strategy*.

Evaluation of the Carers in Employment (CiE) project: final report.

Wilson, S, Marvell, R, Cox, A and Teeman, D (2018) Project Report. *Social Care Institute for Excellence*. <https://www.employment-studies.co.uk/resource/evaluation-carers-employment-cie-project-final-report>

Supporting trans employees in the workplace. Project Report.

Marvell, R, Broughton, A, Breese, E and Tyler, E (2017). *Advisory, Conciliation and Arbitration Service (Acas)*

Online teacher training in a context for forced immobility: the Case of Gaza, Palestine.

Fassetta, G., Imperiale, M. G., Frimberger, K., Attia, M. and Al-Masri, N. (2017). *European Education*, 49 (2-3). pp. 133-150.

pacts. Springer VS, Wiesbaden, pp. 15-40. ISBN 9783658198527

Researching sex and sexualities.

Morris, Charlotte, Boyce, Paul, Cornwall, Andrea, Frith, Hannah, Harvey, Laura and Huang, Yingying, eds. (2018). ISBN 9781786993199

Senegal: Muslim youth identities in a secular nation.

Crossouard, Barbara, Dunne, Mairead, Durrani, Naureen and Fincham, Kathleen (2017). In: Dunne, Mairead, Durrani, Naureen, Fincham, Kathleen and Crossouard, Barbara (eds.) *Troubling Muslim Youth Identities: Nation, Religion, Gender*. Palgrave MacMillan, London, pp. 127-173. ISBN 9780230348370

Sociology, inequality and teaching in higher education: a need to reorient our critical gaze closer to home?.

Hinton-Smith, Tamsin (2018). In: Matthews, Christopher R, Edgington, Ursula and Channon, Alex (eds.) *Teaching with Sociological Imagination in Higher and Further Education*. Springer, New York, pp. 75-90. ISBN 9789811067242

Transnational migration, everyday pedagogies and cultural destabilization.

Morrice, Linda (2017). In: Milana, M, Holford, J, Webb, S, Jarvis, P and Waller, R (eds.) *The Palgrave International Handbook of Adult and Lifelong Education and Learning*. Palgrave Macmillan, London, pp. 649-665. ISBN 9781137557834

BOOK SECTIONS:

Gender in the neo-liberal research economy: an enervating and exclusionary entanglement?.

Morley, Louise (2018). In: Kahlert, Heike (ed.) *Gender studies and the new academic governance: global challenges, global dynamics and local im-*

KNOWLEDGE EXCHANGE & PUBLIC ENGAGEMENT

Continuing the achievements of previous years, CHEER members have presented their work at conferences, seminars, workshops and meetings across the globe. Their work has discussed the policy and practice implications of research with policymakers, academics, and community organisations in the UK, India, Japan, Portugal, Romania, Sweden, Taiwan, and Gulf Council Countries, placing CHEER at the forefront of research informed change in higher education policy.

Higher Education Internationalisation and Mobility

This year marks the end of the *Higher Education Internationalisation and Mobility (HEIM)* project. This research/innovation project (January 2015 – December 2017) received funding from the European Union's Horizon 2020 research and innovation programme under the Marie Skłodowska-Curie grant agreement number: 643739. It focused on how principles of equity and inclusion can be applied to internationalisation strategies and programmes in higher education, as well as on developing research and innovation capacity in this field. The HEIM Project was composed of 6 Work Packages. In 2017, Work Packages 1 and 6 were completed.



In photo: Imre Balog, University of Pécs, Hungary, Radu Lacatus, Babes-Bolyai University, Romania, Tom Bass, Roma Education Fund, Dezso Máté, Eötvös Loránd University, Hungary.

SECONDMENT

In July 2017, five researchers and professionals spent a month in the HEIM summer school at the University of Sussex as Part 2 of Work Package 6. They developed research and presentation skills to promote Roma inclusion in higher education.

CHEER members: Tanja Jovanovic, Louise Morley, and Emily Danvers with HEIM secondees from the Roma Education Fund: Gabriela Petre, Danut Dumitru, and Alben Velcheva



Work Package 1: Internationalisation with Equity and Diversity?

Two members of the Roma Education Fund: Beate Olahova and Anasztázia Nagy were on secondment at the University of Seville for two months each September-November 2017.

The focus of this secondment included exploring the University of Seville's Strategy for Internationalisation and Documentation from the Ministry of Education, interviewing 4-5 people in the International Office, and interviewing 6-8 international students. Beate and Anasztázia produced research-informed guidelines for higher education institutions on reflexive internationalisation equity in their employment practices and treatment of international staff.

See Work Package 1 Report: February 2018 [DOCX 75.31KB]
<http://www.sussex.ac.uk/education/cheer/researchprojects/rise/outputs>



Sussex Learning Network

Emily Danvers and Tamsin Hinton-Smith have been seconded to the *Sussex Learning Network* (a regional consortium of universities, schools, colleges and community organisations) to conduct an evaluation of a £3.5 million Office for Students funded widening participation project. This project – NCOP – seeks to increase the numbers of young people accessing higher education from post codes where participation is lower than expected.

As part of this work, Emily and Tamsin have held a number of knowledge exchange and public engagement events in the local community including:

1. **Three regional forums** in March 2018 to discuss how to engage parents and young people in widening participation outreach activities. The audience included teachers in schools and further education colleges, community groups, local authority representatives, university widening participation professionals, parent ambassadors and student union representatives.
2. **CPD events** in February and April 2018. These were aimed at colleagues working in schools and further education colleges and offered research training in methods for evaluating widening participation.
3. **Teacher forums** March 2018, alongside Louise Gazeley, where we updated higher education leads in local schools on current practice in widening participation and how to support their young people's progression.



Collage made by participants during the second event hosted by *Free University of Brighton* on Saturday January 13th, 2018.

WRITING INTO MEANING

WRITING GROUP FOR DOCTORAL AND EARLY CAREER RESEARCHERS.

The concept of 'translation' has become an issue for WiM through the question of culture and differences as a dynamic of assumptions we make in writing practices. It also emerged as an implicit issue, when Rebecca and WiM crossed national and cultural borders to let the Europa-Universität Flensburg (EUF) participate in what Rebecca, Tamsin and Emily have developed. EUF was the first University abroad for WiM. Rebecca has been invited back to EUF to develop and extend doctoral writing provision for PhD and early career researchers in January 2019.

Emily Danvers, Tamsin Hinton-Smith and Rebecca Webb have run 3 writing workshops on Saturday afternoons in October, January and May for the community, as part of their 'environment' contribution to *Free University Brighton*. They have drawn upon their 'Writing into Meaning' (WIM) research with doctoral students.

These free workshops attracted a broad audience and covered topics such as creative techniques to get started with writing, how to develop a confident authorial voice and how writing can be used as a methodology to think through and produce ideas.



CHEER @ BERA 2017

CHEER at BERA: *Disrupting and Disturbing Dominant Discourses in Higher Education.*

In this symposium held as part of the BERA (British Educational Research Association) conference on 6 September, CHEER's researchers critically examined dominant values, vocabularies and hegemonic analyses and concepts used in higher education policy, practices and processes.



CHEER SYMPOSIUM

The symposium was chaired by Dr Kelly Coate, formerly of King's College London, and now the Pro-Vice Chancellor of Education and Students at the University of Sussex.

Five papers were included:

Paper 1: Troubling Intra-actions: Gender, Neoliberalism and Research in the Global Academy - Professor Louise Morley,

Paper 2: Embodying Critically: Who Gets to be a Critical Thinker in Higher Education? - Dr Emily Danvers

Paper 3 : Rethinking the Student Experience: Student Careers, Belonging and Inclusion - Dr Charlotte Morris,

Paper 4: Desirable Subjectivities in Chilean Widening Participation Narratives - Daniel Leyton,

Paper 5: Captured Minds? Graduate School Managers and the UK Doctorate - Paul Roberts

Highlights

Louise Morley opened the symposium, discussing how academic research is aligned with the political economy of neoliberalism. That is, how research is valued for its commercial, market, and financial benefits. She argued that higher education's pedagogical practices and policy discourses often take as their subject an unspecified body, failing to interrogate who these bodies are (and are not) in relation to categories of social difference, and their differentiated access to power, privilege, and opportunity structures.

Emily Danvers' paper interrogated who occupies a 'legitimate' critical subjectivity as a higher education student and how such bodies are re-shaped by dominant discourses about power, authority and legitimacy.

Charlotte Morris, in her paper, spoke back to reductionist tropes around 'the student experience' and linked discourses of 'belonging' and 'inclusion'.

Addressing the dominant discourses of higher education in an international context, **Daniel Leyton** analysed the assumptions and limits of affirmative action policies in neoliberal Chile.

Continuing the theme of neoliberal demands on higher education policy, **Paul Roberts'** paper focused on the rise of Graduate Schools in the UK in response to reform of the doctorate.

CHEER members: Paul Roberts, Daniel Leyton, Charlotte Morris, Louise Morley, Kelly Coate and Emily Danvers during SRHE 2017.



Teaching in Turbulent Times: Challenges and Responses

A CHEER and Teaching and Learning Experience at Sussex (TaLES) event Sponsored by Academic Development and Quality Enhancement ADQE, CHEER, Centre for Gender Studies and Global Studies 19 September 201.

This day-long workshop was an outcome of university-wide teaching and learning projects led by **Dr Charlotte Morris**, **CHEER** Research Fellow and convenor of the Education for Diversity working group, and Dr Liz Sage, Teaching Fellow in Teaching, Learning and Assessment in Higher Education (Academic Development & Quality Enhancement) and convenor of the TaLES series.

Taking place at the *Attenborough Centre for the Creative Arts*, the event drew 40 attendees and brought together academic staff from local universities, the wider community and beyond to reflect on some of the current challenges facing higher education. (HE) and to imagine ways forward.

Highlights

The day opened with invited speakers sharing their experience and insights, leading into an open forum to identify common challenges and good practice.

Speakers included Professor Alison Phipps who spoke about her work on the *Changing University Cultures* project. Keith Smyth (University of Highlands and Islands) who discussed the concept of 'Third spaces' in HE; Grainne Gahan, Welfare Officer for the University of Sussex Student Union; Professor Andrea Cornwall, PVC Equality and Diversity; Imani Robinson (Sussex) who is currently supporting staff in their decolonising education initiatives; Dr Sindi Gordon, Research Fellow for the Centre for the Centre for Teaching and Learning Research and Equality and Diversity representative for the School of Education & Social Work; Dr Charlotte Morris on student mental health and wellbeing and Dr Liz Sage reflecting on challenges educators face in re-thinking HE practices, with particular concerns about current precarious working conditions for many teachers in the sector.

Two workshops were held in the afternoon, offering different ways of critically assessing and imagining what education can be: Charlotte Morris led a session reflecting on the values we bring to our work as educators and Liz Sage led a 'wandering workshop', aimed at enabling participants to think differently about teaching spaces.

Transformative Pedagogy Course for the Nigerian Universities Congress (NUC)

CHEER members from the Department of Education (Emily Danvers, Tamsin Hinton-Smith, Mariam Attia, Simon Thompson and Jennifer Agbaire) visited Abuja, Nigeria from 24-30th September by invitation of the Nigerian Universities Congress (NUC).



The National Universities Commission (NUC) has adopted pedagogical training as an alternative to postgraduate diploma in education (PGDE) for academics with PhDs.

They delivered a week-long intensive professional development course for 82 Nigerian university lecturers entitled 'Transformative Higher Education Pedagogy and Practice'. This was a rich and rewarding experience for Sussex colleagues in being attuned to the challenges of higher education pedagogies in international contexts. It is part of an on-going collaboration between CHEER members and the NUC.

CHEER members Emily Danvers, Tamsin Hinton-Smith, Mariam Attia, Simon Thompson and Jennifer Agbaire in Nigeria.



Highlights

Director of Research, Innovation and Information Technology in NUC, Suleiman Ramon-Yusuf, who made the disclosure in Abuja at the end of a weeklong training for lecturers on pedagogical skills, jointly organised by NUC and Nile University in collaboration with **University of Sussex** in the United Kingdom, said NUC does not believe university professors needed to acquire PGDE to be good lecturers, adding that though some opinion leaders have tried to force PGDE on the Nigerian University System (NUS), NUC has adopted Pedagogical training as an alternative route to PGDE.

Read more at:

<https://dailytimes.ng/nuc-scraps-pgde-training-lecturers-phds/>.



Louise Morley giving a keynote presentation in Virginia, USA.

Highlights

The three keynote speakers covered an expansive period, with Professor **Louise Morley** offering a transnational analyses of the current neoliberal era in higher education.

Professor Mary Kelley from Michigan University, USA, focused on gender and higher education in Early America, and Professor Mia Bay from Rutgers University drew attention to 19th and 20th century developments in the United States in relation to higher education and African American women.

The seminar was part of the Tyler Distinguished Lecture Series, and was funded by a generous gift from the Tyler family. It was attended by academics, doctoral researchers and members of local civic society.

Read more:

<https://www.wm.edu/as/history/news/tyler-lecture-2017.php>

Entangling Gender in Virginia

Louise Morley was a keynote speaker at the Entangling Gender and Neoliberalism in the Global Academy at the Exclusionary Legacies: Women, Gender, and Race.

This was part of 2017 Tyler Lecture Series, at College of William and Mary, Williamsburg, Virginia, USA.

During the next two years the College of William and Mary is celebrating the 50th anniversary of the admission of African Americans to the college (2017), and the 100 year anniversary of white women's acceptance as students (2018).

This prestigious seminar addressed both of these firsts and interrogated the desegregation of higher education as it relates to women.





Louise Morley with distinguished speakers during the seminar.

Effective Gender Equality in Research and Academia

was at the seminar to pay tribute to Marie Skłodowska-Curie, on the occasion of her 150th anniversary with Marion Augustin and Nathalie Pigéard whose new book *Marie Curie: Une Femme Dans Son Siècle* had just been published.

Read more:
<http://www.egea.eu>

Louise Morley was the keynote speaker at the *Effective Gender Equality in Research and Academia (EGERA)* Seminar, Sciences Po, Paris, 16 October.

She presented **Entangling Gender and Neo-liberalism in the Global Academy** to scholars, researchers and policymakers from around Europe, including Marie Skłodowska-Curie's granddaughter - Héléne Langevin-Jolliot - who

Héléne
Langevin-Jolliot



CHEER at SRHE

CHEER members presented four papers during the CHEER Symposium at the Annual Society for Research into Higher Education (SRHE) Conference 2017: Affect in Academia: Policy Shadows and Perplexing Subjectivities.

CHEER members presented four papers focusing on the affective economy of academia in relation to inclusion, equity and epistemic justice in higher education internationalisation (Morley), what it means to learn, as an international postgraduate student, and then power of learning to drive change (Webb), professional development in the form of coaching that attempts to engage with the 'whole person' in institutions dedicated to the life of the mind (Attia), and the affective

challenges of recalibrating one's academic identity through retirement – a major policy silence! (Hey). These topics were selected as they are largely under-researched in the field of higher education studies and suggest that more nuanced explorations of the affective consequences of dominant policies are required in order to ensure sustainability, well-being and regeneration in academia.



Four papers were presented:

Hidden Narratives of Internationalisation: Mobility and Migrant Academics Professor Louise Morley

Changing Learning: Learning To Change? Dr Rebecca Webb

Coaching in Higher Education Dr Mariam Attia

Retiring Subjectivities: The Affective Load of Becoming 'Retired': Shedding, Shredding or Recalibrating? Professor Valerie Hey

Institutional Change for Inclusion in Higher Education



Top: Louise Morley with Catalina Olteanu from *Agentia Impreuna*

Left: Rebecca Webb, Valerie Hey, Louise Morley and Mariam Attia

Louise Morley made the keynote presentation at the *ACCESS4ALL International Conference: Institutional Change for Inclusion in Higher Education*, Bucharest, Romania. She presented: *Thinking Differently about the Roma in Higher Education: Beyond Sex, Slums and Special Schools, and Towards Epistemic Inclusion!*

The conference marked the conclusion of an ERASMUS+ project and was attended by colleagues from across Europe including NGOs such as the influential Roma organisation *Agentia Impreuna*, Bucharest, teachers from schools and universities, researchers, university leaders and student organisations.



Capacity Building in Coaching, Mentoring and Pedagogic Practice.

In March 2018, Dr Mariam Attia designed and delivered an intensive five-day training to 22 senior teachers and researchers and the *Parliamentary Institute of Cambodia (PIC)* in Phnom Penh, Cambodia. The course was entitled *Capacity Building in Coaching, Mentoring and Pedagogic Practice*.



LEFT:

Mariam Attia during her visit to Cambodia.

Below:

Prof. Louise Morley in Bahrain



CHEER in BAHRAIN

Prof. Louise Morley made the keynote presentation *Women and Higher Education Leadership: An Object of Desire or Something to be Avoided?* at the Royal University for Women Conference *Women and Society: Empowering Women through Higher Education* in Bahrain in April 2018.

This international conference was under the patronage of the Minister of Education and Chair of the Higher Education Council, and was attended by policymakers, community organisations, students and academics from the Middle East and North Africa (MENA) region and beyond.



Entangling Gender and Neoliberalism in the Global Academy

Louise Morley made the keynote presentation: *Entangling Gender and Neoliberalism in the Global Academy* at the *STEM Gender Gap Symposium*, May 2018, New York University, Abu Dhabi.

The Symposium brought together researchers, activists, ministers and community organisations from across the globe to discuss and theorise why women are under-represented in the STEM disciplines globally, but well-represented in the Middle East and North African (MENA) region.

A range of practices and research findings were shared, and some major questions posed about why this topic is thought to be of importance.

Research Students' Mental Health and Wellbeing

Yasser Kosbar and **Paul Roberts** - are helping to steer one of only 17 bids funded by Research England on 'Supporting Mental Health and Wellbeing for Post-graduate Research Students'.

The project, which will be formally launched at the University of Sussex's Festival of Doctoral Research (26–28 June), will focus on prevention and early intervention in relation to the mental health of doctoral researchers at Sussex.

As part of the project, there is an online survey open to doctoral researchers across the UK, which will remain open until the end of July 2018.

The Doctoral School has more information about the project.

Contact Paul Roberts if you are interested in bidding or funding research projects in this area.

READ MORE:

<http://www.sussex.ac.uk/internal/doctoral-school/wellbeing/mentalhealth/understanding-mental-health-pgrs>

Top left :

Louise Morley during her keynote presentation in UAE.



Reflecting on Professional Pathways: The Case for Critical Thinking

Emily Danvers was a keynote speaker at an event Reflecting on Professional Pathways: The Case for Critical Thinking on 1 June 2018 at the Royal Northern College of Music (RNCM) in Manchester.

Her paper '*Writing Into Meaning: Critical thinking and research writing*' reflected on the emotion and identity work involved in processes of thinking critically.

It drew on her doctoral research as well as the *Writing into Meaning* research project which is a collaboration between Emily, Tamsin Hinton-Smith and Rebecca Webb.

Seminar participants created poems, did some reflective writing to photos and engaged in some role play – to stimulate more creative ways to think about, and develop confidence in, their critical perspectives on their research topics.

Emily Danvers during her presentation in Manchester.



CONTRIBUTION TO THE FIELD OF HIGHER EDUCATION

CHEER considers itself part of a global network of academic colleagues and across disciplines – from Sociology to Gender Studies – addressing important questions about higher education and equity. As a result, members contribute to the field of higher education studies through membership of journal editorial boards and through our membership of relevant professional and learned organisations.

Journal Editorial Membership

CHEER members continue to play an active and lively part in the development of the field of higher education studies- both nationally and internationally – supporting colleagues to publish through peer review.

For example, they are on the editorial boards of important journals including

1. *Studies in Higher Education* (Morley),
2. *Higher Education Research and Development* (Hinton-Smith, Morley),
3. *Teaching in Higher Education* (Morley, Pryor, Morrice),
4. *Studies in the Education of Adults* (Morrice),
5. *International Journal of Lifelong Education* (Morrice),
6. *Assessment in Education: Principles, Policy and Practice* (Crossouard).

Professor Louise Morley is also a member of *International Advisory Boards for Debate Feminista*, Mexico and the *Routledge series Critical Studies in Gender and Sexuality in Education*.

Professional Membership & Networks

Professor Louise Morley is a member of the Scientific Advisory Board of European Women Rectors Association (EWORA), Brussels, Belgium, the National Quality Assurance Agency (QAA) Postgraduate Advisory Committee, the Equality Challenge Unit National Academic Round Table, the SRHE Research Awards Committee, a Board Member of GEXcel International Collegium for Advanced Transdisciplinary Gender Studies, Sweden, and an Academic Reviewer for the ESRC Peer Review College.

Dr Linda Morrice is co-founder and co-convenor of the European Society for Research on the Education of Adults (ESREA) Network on Migration, Transnationalism and Racisms.

Professor John Pryor is a member of the British Education Research Association (formerly Special Interest Group (SIG) convenor); the American Education Research Association (formerly SIG Secretary); the British Association for International and Comparative Education; Comparative and International Education Society (US) and the Society for Research in Higher Education.

Dr. Mariam Attia is a member of the Society for Research into Higher Education (SRHE), International Network for Higher Education in Palestine (INHEP).

AWARDS



Dr Mariam Attia, Lecturer in Education, was awarded a senior fellowship of the Higher Education Academy for her work leading pedagogic change in the UK and internationally.



CHEER Doctoral Researcher, Wendy Ashall received a student-led teaching award this year.



Dr Emily Danvers has been awarded a Society for Research into Higher Education (SRHE) Prize for Newer Researchers 2018. The award of £3000 is for Emily to pursue her research on 'Prevent/ing criticality? The Pedagogical Impact of Prevent in UK Universities.

Dr Emily Danvers, Dr Tamsin Hinton-Smith and Dr Rebecca Webb were awarded £2,000 from the UK Council for International Student Affairs to run and evaluate a writing group focusing on researchers who are writing across cultures and languages. Further details on the project, including a pedagogic toolkit can be found on our website:

<https://writingintomeaninginternational.wordpress.com/>

Dr Jane Creaton was awarded a research grant of £150,000, HEFCE Catalyst Fund, for her bid on Improving postgraduate research student wellbeing by increasing mental health literacy and social support, 1 April 2018 - January 2020.



COMPLETED AND ON-GOING RESEARCH PROJECTS

Higher Education, Internationalization and Mobility

HEIM

December 2017 saw the end of the HEIM Project. However, impact and dissemination activities will continue. The main activities and secondments have all been completed and are summarised below.



Members of the HEIM international team met in Seville to consolidate plans for publications, impact and follow up research after the project ends in December 2017.

Mission

This project focuses on how principles of equity and inclusion can be applied to internationalisation strategies and programmes in higher education across Europe. We are interested in who is able to participate in, and benefit from, international staff and student mobility in higher education, and whether certain social groups are disadvantaged or excluded from the opportunities that mobility offers.

In particular, we focus on the Roma community in Europe as a critical example of a marginalised group. We consider the extent to which (and how) the Roma – at both staff and student levels - are excluded from international higher education opportunities. This project makes a significant contribution to understanding how access to studying and working in an increasingly internationalised higher education sector is marked by particular exclusions for marginalised groups.



Key Objectives

Since its inception in January 2015, the Higher Education Internationalisation and Mobility (HEIM) has set out to achieve the following objectives:

1. **Analyse** who is going where in terms of international mobility, their motivations and experiences and who might be excluded from such opportunities.
2. **Identify** how the Roma are excluded from international opportunities in higher education in and consider effective policies to support their inclusion in different national locations.
3. **Produce** training materials and guidelines, working papers and academic journal articles to investigate and provide recommendations on current internationalisation practices.
4. **Develop** the research capacity, networks and resources of Roma researchers and academics.

Work Package 1

Title: Internationalisation with Equity and Diversity?

Dates: 15th September to 15th November 2017.

Secondees: 1 Experienced Researcher (ER) and 1 Early-Stage Researcher (ESR) from Roma Education Fund with the support of 2 ERs from the University of Seville.

Under the lead of Dr Mayte Padilla-Carmona, two persons (1 ER and 1 ESR) from Roma Education Fund travel to Seville for 2 months to conduct a documentary analysis of the University of Seville's policies, practices and future plans for internationalisation and assess them against equity, equality and diversity principles.

Interviews with academic staff who have been internationally mobile about their experiences and recommendations about improving provision for international scholars.



Objectives

1. To examine the University of Seville's internationalisation strategy in the context of European policy on staff mobility, the innovation union and policies aimed at devising a highly flexible and competitive labour market.
2. To gather insight into the intentions and policy vocabulary of the University of Seville internationalisation documentation with a view to setting these aspirations against the actual experiences of diverse international scholars.

Left: Anasztázia Nagy and Mayte Padilla-Carmona.

Below: José González - Monteagudo.



Outputs

Two members of the Roma Education Fund: Beate Olahova and Anasztázia Nagy (from 1 October) were on secondment at the University of Seville for two months each.

The focus of this secondment was exploring the University of Seville's Strategy for Internationalisation and Documentation from the Ministry of Education, interviewing 4-5 people in the International Office, and interviewing 6-8 international students.

Beate and Anasztázia produced research-informed guidelines for higher education institutions on reflexive internationalisation aimed at embedding equity in their employment practices and treatment of international staff. See Work Package 1 Report: February 2018 <http://www.sussex.ac.uk/education/cheer/researchprojects/rise/outputs>.

Work Package 2

Title: Debating and Designing a Module to Encourage Reflexive Accounts of Internationalisation

Dates: 4th September 2016 to 31st October 2016

Secondes: Professor Louise Morley (Sussex), Professor Nafsika Alexiadou (Umea); Dr José González Monteagudo (Seville)

Under the lead of Professor Louise Morley, one Experienced Researcher from each Academic Partner went to the REF to:

1. Work with indigenous and migrant academics for 1 month.
2. To ascertain the research training needs of migrant academics through the use

of interviews and focus groups.

3. Devise and pilot a training module incorporating ethical, equitable participation in international research. national locations.



Output

Journal Paper

Data collection, funded by CHEER, was used to inform an academic paper Morley, L., Alexiadou, N. Garaz, S. González-Monteagudo, J. Taba, M. (2018) *Internationalisation and Migrant Academics: The Hidden Narratives of Mobility*. Higher Education. <http://dx.doi.org/10.1007/s10734-017-0224-z>



Above: José González - Monteagudo, Marius Taba, Louise Morley, Nadir Redzepi and Nafsika Alexiadou

Left: Nafsika Alexiadou, Louise Morley, José González-Monteagudo, and Stela Garaz

Outputs

14 interviews were conducted with migrant academics (including 4 members of the Roma community) exploring their experience of internationalisation.

Training Module

The Training Module *Internationalisation in Higher Education: Practical Guidance* is now available in English, Spanish and Japanese and is being piloted with Departments of Human Resources, equality and diversity personnel and managers in Sussex, Seville and Japanese universities.

Work Package 3

Title: Roma Early Stage Researcher (ESR) Network

Dates: 1st May to 30th June 2016

Secondes: Experienced Researchers: Professor John Pryor (Sussex); Early-Stage Researchers: Daniel Leyton (Sussex); Caterina Mazzilli (Sussex); Alejandro Soria-Vilchez (Seville)

Roma Education Fund Contacts: Dr Stela Garaz, Dan Pavel Doghi, Erszebet Bader

Under the lead of Prof. John Pryor, the team worked to:

1. Enhance and research the Roma Education Fund's (REF) online network of Early-Stage Researchers (ESRs) from Roma backgrounds across Europe.
2. One Experienced Researcher (ER) from Sussex seconded to the REF for one month to support 3 ESRs (Seville x1, Sussex x 2) in working with REF for two months to build on existing Facebook network facilitating communication between Roma ESRs. This involved:
 - Mapping of Roma ESRs in higher education across Europe.
 - A sample of interviews e.g. 10 with Roma ESRs to ascertain their needs.
 - A search of materials that are relevant to Roma ESRs e.g. support groups, NGOs, resources.
 - Organisation of these materials within a Facebook page that is linked to the CHEER website (see <http://www.sussex.ac.uk/education/cheer/research/projects/rise/resources>).
 - The Facebook Group was relaunched www.facebook.com/groups/REFScholarshipProgramRomaResearchNetwork/#_=_), reaching out to widen the network.

Outputs

A Facebook Group to support the Roma ESR community, linked to CHEER web communications. It has 203 current members from countries including Kosovo, Macedonia, Moldova, Romania, Serbia, Slovakia, Russia, Turkey, and Ukraine - all of which are linked to the Roma Education Fund (REF) Scholarship Programme and/or the HEIM project. See <https://www.facebook.com/groups/REFScholarshipProgramRomaResearchNetwork/>.



Work Package 4

Title: *Supporting Roma Students in Higher Education*

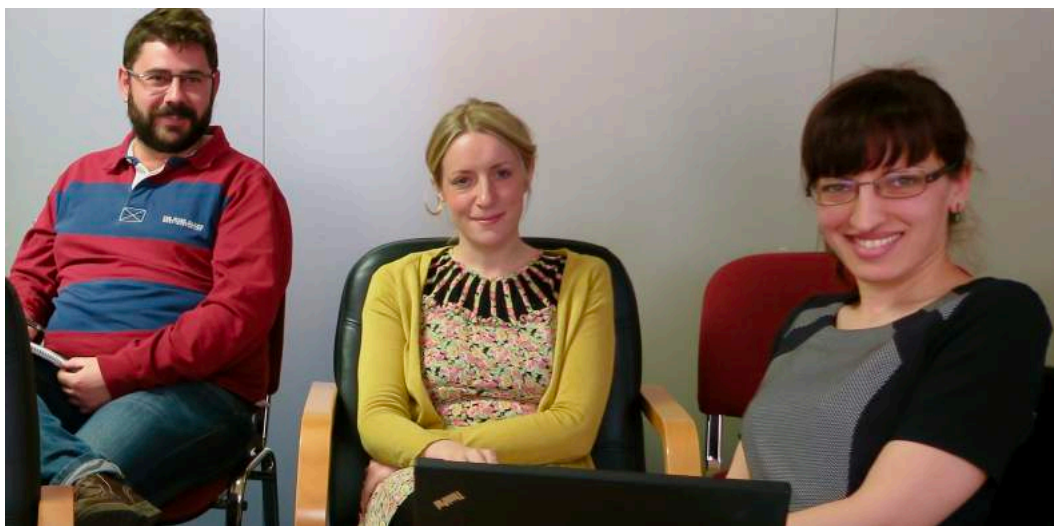
Start date: 8th March – 30th September 2015

Seconded: 1 month secondment of 1 ER and 1 ESR from each University partner (Seville, Sussex, Umea) to Roma Education Fund Headquarters, Budapest. Sussex: Dr Tamsin Hinton-Smith (ER) and Emily Danvers (ESR) Seville: Dr Mayte Padilla-Carmona (ER) and Alejandro Soria (ESR) Umea: Professor Nafsika Alexiadou (ER) and Anders Norberg (ESR).

Objectives

The main objective of this work package was :

1. To familiarise academic partners with Roma issues in accessing educational opportunities, developing sensitivity to barriers and enablers.
2. To produce guidelines for good practice in supporting Roma access to higher education in Europe.



Alejandro Soria-Vilchez, Emily Danvers and Stela Garaz

Outputs

1. One ER and one ESR from each of 3 academic partners seconded to the Roma Education Fund Head Office in Budapest for one month each.
2. Participation in training by REF experts.
3. Focus on developing understanding of Roma access and opportunities in Higher Education, in order for secondees to raise awareness and spread good practice in home higher education institutions.
4. Development of 3 country-based research reports including guidelines for good practice.

Outputs

1. **Three country-based Research Reports** produced collaboratively by each Universities ER and ESR team, relating to teach specific national contexts and containing guidelines for good practice. See <http://www.sussex.ac.uk/education/cheer/researchprojects/rise/outputs>

2. Publications:

Alexiadou, N. & Norberg, A. (2017) Sweden's double decade for Roma inclusion: An examination of education policy in context, *European Education*, 49(1), 36-55.

Alexiadou, N. (2017). Equality and education policy in the European Union - An example from the case of Roma. In, Gale, T. & Gulson, K. (Eds) *Policy and Inequality in Education*. Book series Education Policy and Social Inequality. Dordrecht: Springer.

Hinton-Smith, T., Danvers, E. & Jovanovic, T. (2017): 'Roma women's higher education participation: whose responsibility?' *Gender and Education*, DOI:10.1080/09540253.2016.1274386

Hinton-Smith, T., and Danvers, E. (2017): 'Exploring Identity and Belonging for Roma Women Students in *International Higher Education*'. In, Morley, L. (ed) *The Europa World of Learning Essays 2017: Gender and Access to and Participation in Higher Education*. London: Routledge.

Padilla Carmona, M. González Monteaudo, J., and Soria-Vilchez, A. (2017): 'Roma in higher education: A case study of successful trajectories at the University of Seville', *Revista de Educacion* (No.377, July-September)

Work Package 5

Title: Researching Marginalised Minorities in Higher Education Institutions: Policies and Practice

Dates: 16th September – 31st December 2015

Secondment: Seville secondment: Dr Stela Garaz (ER) and Ilona Notar (ESR); Umea secondment: Dr Merziha Idrizi (ESR) and Lubjica Tomic (ESR); Sussex secondment: Dr Stela Garaz (ER) and Gabriela Petre (ESR).

Objectives

Under the lead of Dr Tamsin Hinton-Smith the team worked

1. To develop REF expertise on barriers and enablers for marginalised minorities in European higher education through visiting and exchanging knowledge with Seville, Umeå and Sussex.
2. To apply REF's specialist knowledge to specific country contexts.



Outputs

Above: Stela Garaz
Left: Tamsin Hinton-Smith

1. Secondment of three teams (each 1ER and 1 ESR) from Roma Education Fund to academic partners.
2. Conducting of empirical research of institutional policy, practices and experience of the inclusion of marginalised minorities in HE participation through interviews and documentary analysis.
3. Identification of future initiatives to support widening participation of Roma students in European higher education.



Outputs

A series of three country-specific (Sweden, Spain, UK) research informed briefing papers led by REF on issues for Roma people in accessing higher educational opportunities in European countries.

1. Garaz, S. & Petre, G. (2016). *Researching Marginalized Minorities in the UK Higher Education and the Case of Roma: Policies and Practice*.
2. Garaz, S. & Notar, I. (2016). *Marginalized Minorities in Higher Education in Spain: Policies and Practice*.
3. Idrizi, M. & Tomic, L. (2016). *Researching Marginalized Minorities in Higher Education in Sweden and the Case of Roma: Policies and Practice*.

<http://www.sussex.ac.uk/education/cheer/researchprojects/rise/outputs>

Work Package 6

Title: Research Methodologies Training for Equality and Diversity

Dates: June 2015 – November 2017

Seconded:

- Imre Balog, University of Pécs, Hungary
- Tom Bass, Roma Education Fund
- Dănuț Dumitru, Roma Education Fund
- Ion Goracel, Western University of Timisoara, Romania
- Radu Lacatus, Babes- Bolyai University, Romania
- Dezső Máté, Eötvös Loránd University, Hungary
- Radoslav Kuzmanov, Roma Education Fund
- Szilvia Pallaghy, Roma Education Fund
- Gabriela Petre, University of Bucharest, Romania
- Dragana Vukcevic Radoman, Roma Education Fund
- Marsela Taho, Roma Education Fund
- Ljubica Tomic, University of Florence, Italy
- Alben Velcheva, University of Sofia, Bulgaria
- Mihaela Velicu, Roma Education Fund



Outputs

A training programme in research methodologies for 10 Roma ESRs took place in June/July 2015. In November 2016, 3 participants who could not complete the full 30- day secondment in 2015, returned to the University of Sussex. During the visit they met with colleagues from the Widening Participation in Higher Education team at Sussex to share best practice and ideas for supporting marginalised groups to access higher education opportunities across Europe. Part 2 took place in June/July 2017. The visit involved participants presenting at the CHEER Conference *Disrupting*

Outputs

Internationalisation Discourses: Discussing Equity and Inclusion. It

also included opportunities to write reflections on equality, diversity and internationalisation which are published on the CHEER website in the form of blogs (<http://www.sussex.ac.uk/education/cheer/researchprojects/rise/outputs>).

- *The first sparks of Romani LGBTQ* (Dezso Mate)
- *Do “National Roma Integration Strategies: a first step in the implementation of the EU Framework” achieve goals in Housing of Roma in Hungary?* (Imre Balog)
- *Mind the Gap: Promoting Social Inclusion in Higher Education at the International Level* (Radu Lacatus)
- *Go After the World - Creating a Roma education movement* (Tom Bass)
- *The Impacts of Internationalisation on Roma Civil Society in Romania* (Ion Goracel)

These reflections are an online resource to be used by the Roma and wider research communities.

Left:

Radu Lacatus, Ion Goracel, Imre Balog, Tanja Jovanovic, Dezső Máté, Louise Morley and Terri Kim



Higher Education, Knowledge Exchange and Policy Learning in the Asian Century

A bi-lateral research partnership between the Centre for Higher Education and Equity Research (CHEER), University of Sussex, and the new Research Institute for Japan, the UK and Europe (RIJUE).

The partnership is developing original comparative higher education research on current policy priorities in the two countries on the topic of internationalisation.

A paper "*The Affective Economy of Internationalisation: Migrant Academics in and out of Japanese Higher Education*" By Louise Morley, Daniel Leyton and Yumiko Hada is currently under review in *Policy Reviews in Higher Education*.

Objectives

1. To **establish** a new institutional framework for bi-lateral research collaboration, policy learning and knowledge exchange about current challenges, policy discourses and strategic priorities in higher education in Japan and the UK.
2. To **develop** original comparative higher education research on internationalisation, equity and inclusion, leadership, teaching and learning, privatisation, and the future of doctoral education in Japan and the UK.
3. To **interrogate** the concept of the Asian Century in higher education.
4. To **enhance** the global profile of the Centre for Higher Education and Equity Research (CHEER), through a partnership with RIJUE - a major player in higher education in the Asian Century and the Global Knowledge Economy.
5. To **build capacity** and **sustainability** of early career researchers in the field of international higher education research via the inclusion of Sussex doctoral scholars in the project.
6. To **support** the internationalisation and mobility of Sussex academic staff and doctoral scholars through secondments to the RIJUE.

Photo left: Yasser Kosbar, Paul Roberts and Mariam Attia in Kyoto, June 2018.

Visit to Japan 2018

The aim of this year's visit was to gather data with international

PhD students and migrant academics about their experiences of working, studying and living in Japan with particular reference to issues of wellbeing, thriving and gender perspectives. Furthermore, the study also aims to exchange knowledge with partners about best practices for supporting international PhD students and staff on the hidden narratives of internationalisation.



Activities

During the visit, **13** interviews with international doctoral researchers and **21** interviews with migrant academics in a mix of public and private universities were conducted. The CHEER team (Morley, Kosbar, Attia and Roberts) was based in Tokyo where they visited a range of public and private universities, Kansai Gaidai University in Osaka, Doshisha University, Kyoto, and Shimane University. They presented lectures to Japanese students, doctoral researchers and staff about research findings from the project to date and policy and practice issues including the reform of doctoral education, gender and internationalisation and teacher cognition. They met directors of internationalisation and scholars of Japanese higher education.

Top left: Yasser Kosbar, Robert Aspinall, Louise Morley and Paul Roberts.

Down left: Louise Morley after her lecture at Kansai Gaidai University

Top right: Mariam Attia, Yumiko Hada, Louise Morley and Paul Roberts.

Middle right: Louise Morley and Hiroshi Ota, Hitotsubashi University

Bottom left: Paul Roberts, Reiko Kuroda and Louise Morley, Tokyo University of Science.

Higher Education, Inequality and the Public Good

Professor Louise Morley is a Co-Investigator (Professor Elaine Unterhalter, UCL IoE is the Principal Investigator) on the project Higher Education, Inequality and the Public Good in four African countries: South Africa, Kenya, Nigeria and Ghana: Exploring understandings of higher education and the public good in contemporary African contexts.

This is a three-year research project located in the Centre for Researching Education and Labour (REAL), University of the Witwatersrand, South Africa and the Centre for Education and International Development (CEID) at the UCL Institute of Education, UK.

It is funded jointly by the UK's ESRC Newton Fund and the National Research Foundation in South Africa. The project brings together

researchers from UCL and the four participating countries to interrogate how the concept of the public good is being applied to higher education in the four countries. (see <https://https://ucl.ac.uk/ioe/departmentscentres/+centres/educationandinternationaldevelopment/+poverty-educationinequalities/+highereducationinequality-+publicgood-+four-africancountries&ie=UTF-8&oe=UTF-8>

<https://https://ucl.ac.uk/ioe/departmentscentres/+centres/educationandinternationaldevelopment/+poverty-educationinequalities/+highereducationinequality-+publicgood-+four-africancountries&ie=UTF-8&oe=UTF-8>



Top: UCL IoE Meeting with international research teams, June 2018.

Bottom: Susanne Dodillet, Caroline Berggren, and Petra Angervall, University of Gothenburg

The Neoliberalisation of Universities in Sweden

Professor Louise Morley completed research funded by the Waernska Guest Professorship, University of Gothenburg with Dr Petra Angervall, Dr Caroline Berggren and Dr Susanne Dodillet. See: Louise Morley, Petra Angervall, Caroline Berggren & Susanne Dodillet (2018): *Re-purposing fika: rest, recreation or regulation in the neoliberalized Swedish University? European Journal of Higher Education*, DOI: 10.1080/21568235.2018.1458637eget pulvinar aliquet.





CHEER ONLINE

The CHEER website (www.sussex.ac.uk/education/cheer) is an important resource for CHEER members and colleagues around the world to access information about our CHEER activities.

CHEER website visitor activity in the six month period from Jan-June 2018 has achieved an average of 900 total page views per month, 258 visitors per month, and 158 new visitors per month (as opposed to the same people returning). Visitor activity is in line with previous years, and visits and new visits slightly up (by 49 and 289 respectively). There were peaks of activity on 11 Feb (200 visits) and 11 June (180 visits). The HEIM homepage is the second highest viewed page with 423 visits – strangely exactly the same number of visits as last year in the same

period. However, the HEIM homepage ranked in fourth place last year behind CHEER's general 'Events' and 'Research Projects' web pages.

Unlike last year when HEIM and CHEER's Japan projects dominated the rankings, this year shows a more even spread of visits across the websites main navigation tabs, namely 'Events', 'News', 'Members' and 'Publications'. Seven of CHEER's 20 most viewed pages still relate to HEIM.

The UK remains the region from where most of CHEER's online visitors (4,007) come from.

The next largest regions in terms of visitor numbers are South Korea (382), Spain (274), Romania (250) and France (238). This is a completely different list to last year's which had Sri Lanka and Japan following the UK.



Social Media

CHEER has an active Facebook group (165 members) and Twitter page (571 followers) where we share relevant higher education news and opinion pieces, as well as publicise events, calls for papers and conferences.

This is an emerging and exciting space for vibrant discussions of cutting edge issues, as well as a way to connect with researchers across the globe interested in higher education equity.

Please join us!

https://www.facebook.com/groups/CHEERSussex/?multi_permlinks=412292725940345¬if_id=1531847092293502¬if_t=group_activity

Blog

CHEER has launched the (In)Equitable Academy blog

<http://equityhe.wordpress.com/>.

The purpose of this blog is to enable a space for CHEER colleagues, visitors and guests to reflect on, critique and discuss the systems, structures, cultures, experiences and consequences of inequities within higher education. This year we have had some insightful posts from CHEER associates, visiting speakers, faculty and doctoral students on topics including theorising higher education, neoliberalism and higher education choice making and the impact of caring responsibilities conference participation.

We welcome new submissions. We ask for contributors to write 800-1000 words in a research-informed but accessible style. Subjects can include reflections on completed research or that which is still in development or commentary on higher education news or policy.



Louise Morley lecturing Japanese students in Kansai Gaidai (Osaka).

TEACHING

CHEER members are also actively involved in a range of teaching in the Department of Education at undergraduate, Masters and doctoral level. CHEER members are also all actively involved in doctoral supervision.

Teaching duties outlined as following.

1. **Dr Barbara Crossouard** convenes the Education Doctorate, teaches on the International Education and Development MA and the Education MA on topics including citizenship, gender, poststructural theory and methodology. She also convenes two undergraduate modules – Year 2 Education Pathway module on ‘Knowledge and Society in Late Modernity’ and Year 3 module on the Childhood and Youth BA on ‘Communities, Institutions and Societies’.
2. **Dr Emily Danvers** teaches on the Childhood and Youth BA Year 1 module ‘Childhood, Youth & Transition: Developing Critical Approaches’. She also contributes to other teaching on the MA in Education, the PGCert in Teaching and Learning in Higher Education and the MSc module in Social Inclusion.
3. **Dr Tamsin Hinton-Smith** is course leader the Childhood and Youth BA Year 1 module ‘Childhood, Youth & Transition: Developing Critical Approaches’ and is Course Leader for the University's Higher Education Postgraduate Certificate which supports new lecturers to develop research informed and engaging pedagogical practices.
4. **Professor Louise Morley** supervises essays and dissertations, and teaches on topics including gender and leadership, equity and equality, feminist research methodologies and international higher education to undergraduate students on the Childhood and Youth BA, the International Education and Development MA and the Education

MA. She also convenes the MSc module on Social Inclusion in Education and Social Care.

5. **Dr Linda Morrice** is Director of Doctoral Studies for the School of Education and Social Work. She teaches on the Childhood and Youth BA and teaches and supervises dissertation students on the International Education and Development MA on topics including migration, gender, refugee education and social identities.
6. **Professor John Pryor** teaches on a range of courses on the Social Research Methods MSc, including social research methods, education and social theory.
7. **Dr Rebecca Webb** is co-course leader (research) for the Early Years MA. She specializes teaching: research methodologies and approaches; critical and de-constructive analyses; the production of the modern subject of early years education discourse. This year she gained a university Teaching Excellence award.
8. **Wendy Ashall** is module convener, lecturer and seminar tutor for the Foundation Module Global Issues, Local Lives. She also delivered seminars for the first year undergraduate module Anthropological Imagination.
9. **Dr. Mariam Attia** is the convenor of the MA in Education module Critical Reflection: professional and Context-bound Learning.
10. **Rosa Marvell** taught 'Gendering the Lifecourse' from February - June (it was a two term module). Here is the link for the course: <http://www.sussex.ac.uk/modules/2018/L3093-gendering-the-life-course>
11. **Dr Charlotte Morris** convenes modules: The body: current controversies and debates. MA Gender Studies, and Dissertation Cradle to the Grave (Education & Social Work foundation year).



SEMINARS AT CHEER

In Two Places at Once: Time, Subjectivity and the Academic Profession - Caring Responsibilities and Conference Participation

Dr Emily Henderson, University of Warwick (30 April 2018)



Emily Henderson during her presentation.

Although higher education institutions have in some ways adapted to counter this limited notion of what it is to be an academic, certain defining practices of the academic profession are resistant to change. Conferences are an example of one of these practices, because the expectation of sporadic, short-term travel to different locations implicitly suggests a lack of ongoing responsibilities.

While it is commonly asserted that attending conferences is not essential to progressing in an academic career, parallel discourses exist about the benefits that conferences bring, such as accessing developments in the discipline, making international contacts and disseminating research. Conferences are an under-researched area in which inequalities of access remain largely unaddressed.

The 'In Two Places at Once' research project explored issues of access to and participation in national and international conferences; in addition to exploring obstacles and facilitating factors affecting access to conferences, the project investigated academics' practices of managing the often conflicting roles of carer and conference delegate while at conferences. This seminar focused on the theorisation of time, subjectivity and academia that underpinned the project, and presented findings and analysis.

The Silence/ ing of Academic Women

by Dr Sarah Jane Aiston,
University of Birmingham (5
February 2018)

In her riveting presentation, Dr Sarah Jane Aiston put forward a new two-part conceptual framework to help us to understand this enduring issue: the silence and silencing of academic women.

Part A of the framework refers to what she calls **internal silencing** – the inner voice. Here she argues that socialisation and gender stereotyping has a silencing effect for women in the academy. This inner voice can manifest itself in a myriad of ways; **an unease in saying no, a lack of confidence, a lack of assertiveness** and a sense that women **should remain quiet**.

She also suggests another dimension to internal silencing - silence and conformity as a strategy. In her views, gendered societal clues guide our behaviour and decisions on how to negotiate the

”

“The underrepresentation of women in the most senior ranks and leadership positions in higher education is a global phenomenon. How and why this academic gender gap remains is complex.”

academic ‘space’. Internal silencing relates to silence as an ‘inner’ strategy. Academic women are consciously making the decision to remain silent, even when subjected to discriminatory comments and behaviour, so as not to jeopardise future career prospects.

Part B refers to what she calls **external silencing** - the consequences of speaking out. When academic women do not remain silent they are in turn silenced. Examples include women not being allowed to express their views, being interrupted, having their views ‘attacked’ and having their ideas attributed to male colleagues. Women who are not silent are positioned as aggressive, ‘bitches’, which is why asking academic women to ‘lean in’ is problematic.

When women exhibit those highly prized masculine characteristics they are demonized. A further dimension to external silencing is silence by exclusion: for example, a lack of women in the most senior ranks and leadership



Sarah Jane Aiston.



”

“We would like to think that universities are at the forefront of demonstrating a commitment to social justice and inclusivity. But they remain ‘bastions of male power and prestige’”

(Hansard Society Commission, 1990)

Micropolitics focuses on the ways in which power is exhibited, and is otherwise pertinent, in daily practices.

She concludes that the study of micro-inequities and micro-politics provides us with an insight into why legislation, policies and initiatives are not as successful as they might be. As Morley (2006) writes, there is an elusive sense that something is going on which cannot be satisfactorily named or described. The conceptual framework of the silenc/ing of academic women is a move towards that which cannot be named.

positions, and a lack of representation on key committees and panels, particularly those related to recruitment, promotion, research, and the allocation of resources.

Micro-inequities - that is small events which are hard-to-prove, covert and often unintentional - are central to our understanding of why academic women remain silent and how academic women are silenced. The study of micropolitics is relatedly important.



PLANS FOR NEXT YEAR

2018 - 2019

1. **Professor Kelly Coate** will join CHEER as its new Co-Director. She has recently been appointed as the new Pro Vice- Chancellor of Education and Students at the University of Sussex and has been a long-time supporter and Associate of CHEER.
2. **Professor Louise Morley** will make the keynote presentation at the National Symposium on Gender in Higher Education, Sri Lanka in August 2018, and at the Gender (In-)Equality In Higher Education Conference, University of Oulu, Finland, September, 2018.
3. **Professor Jill Blackmore** will visit CHEER and present a seminar on 17 September.
4. **Boon Woo** will have his doctoral viva on 18 September. His examiners will be Professor Martin Oliver from UCL IoE and Dr Barbara Crossouard.
5. **15th October: CHEER/CTLR conference** '*Critical Perspectives on Transitions into, through and beyond Higher Education*'. Keynote speakers Dr Sarah O'Shea, Associate Professor in Adult, Vocational and Higher Education University of Wollongong and Dr Richard Waller, Associate Professor in Sociology of Education, University of the West of England
6. **Daniel Leyton** will have his doctoral viva on 17 October. His examiners will be Professor Maria Tamboukou from the University of East London and Dr Rebecca Webb.
7. **Louise Morley** will be a Guest Professor in the Faculty of Social Sciences at the University of Tampere, Finland for one week in October 2018 and a further week in 2019. Her work will involve developing research links, working with postgraduate students on feminist theory, gender and higher education and building new networks.
8. **Dr Linzi J Kemp**, Associate Professor, American University of Sharjah, United Arab Emirates will be presenting a seminar on 12 November 2018, 5-6.30pm *Progress for Women in the Middle East: From Education, Through Organisations to Leadership*.
9. **Dr Ana Luisa Munoz-Garcia** from the Pontifical Catholic University, Chile will be a Visiting Research Fellow in CHEER for one month in October 2018 as part of the new network Internationalization and Knowledge Construction in Higher Education from a Gender Perspective.
10. **Yasser Kosbar**, CHEER Doctoral Researcher, will be collecting data on migrant academics and internationalisation in universities in Malaysia as part of the research project *Higher Education, Knowledge Exchange and Policy Learning in the Asian Century*.
11. December 2018- SRHE Symposium proposal *The Hidden Narratives of Internationalisation*. Papers will include:
 - I. *The Affective Economy of Internationalisation: Migrant Academics in and out of Japanese Higher Education* by Louise Morley, Daniel Leyton and Yasser Kosbar, CHEER Doctoral Researchers, and Yumiko Hada, Kansai Gaidai University, Japan.
 - II. *The Hidden Narratives of Higher Education Internationalisation: Can Excellence and Inclusion Co-habit? The case of East Asian mobile academics in UK Universities* by Terri Kim, University of East London and CHEER Associate.
 - III. *Exploring International Student Responses to Surveillance within the UK Student Visa System* by Aisling Tiernan, Doctoral Researcher, CHEER.
 - IV. *The Hidden Narratives of International Doctoral Students in Japan: How are Japanese Government's Internationalisation Policy Initiatives being Experienced at the Micro Level?* By Paul Roberts, CHEER Doctoral Researcher and Ryo Sasaki, Shimane University, Japan.

New Research Network with Chile and Denmark

Internationalization and Knowledge Construction in Higher Education from a Gender Perspective is to be co-ordinated by Dr Ana Luisa Munoz-Garcia from the Pontifical Catholic University, Chile.

CHEER is delighted to be participating in a new research network with Chile and Denmark. It is to be co-ordinated by Dr Ana Luisa Munoz-Garcia from the Pontifical Catholic University, Chile, and will explore the relationships between internationalization, knowledge and gender issues in higher education within a comparative framework.

Five partner institutions are involved - three in Chile and two in Europe. The main Chilean research Centre involved is the Centre of Study for Policies and Practices in Education (CEPPE) of the Pontifical Catholic University of Chile. CEPPE will work with two colleagues: one based at the Centre of Advanced Research

in Education (CIAE) of the University of Chile (UCH) and another, in the EdInclusion Center at the Pontifical Catholic University of Valparaiso (PUCV).

Internationally, the Centres involved will be the Centre for Higher Education and Equity Research (CHEER) at the University of Sussex, UK, and the Centre for Higher Education Futures (CHEF), Aarhus University, Denmark.

The network will involve visits by the Chilean team to CHEER, and vice versa, with the aim of co-authoring research bids and publications.



CHEER is delighted to announce that Professor Jill Blackmore has become a Visiting Professor from Deakin from 2018-21. The Visiting Professorship will facilitate collaborative research and publications.

Professor Blackmore is an internationally acclaimed academic for her research and publications in the field of equity and education - especially in higher education. She is an impressively productive researcher and the author of a range of books, journal articles, book chapters and research reports. Her outstanding achievements were recognised in January 2017 when she was awarded the Order of Australia Medal.

Her research has an underlying historical and sociological programme of inquiry. Her programme of research investigates and maps shifts in relations between the state, 'family', work, civil society and the individual through education with particular regard to equity. Professor Blackmore draws from feminist and critical perspectives, which have led to a number of theoretical trajectories and empirical 'cases' across all education sectors – higher education, technical education and school education as well as community sites and workplaces.

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DOCTORAL RESEARCHERS



TANJA JOVANOVIC
Research title: *Roma Student Access to
Higher Education in Serbia: Challenges
and Promises.*

CHEER extends many congratulations to doctoral researcher, Tanja Jovanovic, who was recommended for the award of PhD on Thursday 5 July for her "highly original and engaging study", 'Roma Student Access to Higher Education in Serbia: Challenges and Promises' following a successful viva voce examination.

Her external examiner was Dr Aidan McGarry from Loughborough University and her internal examiner was Professor John Pryor.

Tanja's first supervisor was Professor Louise Morley and her second supervisor was Dr Linda Morrice.

Tanja is the first Roma woman from Serbia to gain a PhD in the UK. History has been made!



JENNY JOMAFUVWE AGBAIRE
Access to University in Nigeria: Exploring the impact of admission policy and practices.



WENDY ASHALL
Transitional Pedagogies.



DANIEL LEYTON ATENAS
Affective Governmentality, Ordo-liberalism and the Affirmative Action Policy in Higher Education in Chile.



LISA BLATCH
An Exploration of the Way that Entrepreneurship Theory is Reflected in Higher Education Teaching.



YASSER KOSBAR
Exploring the Impact of Transnational Academic Mobility through Narratives and Perspectives of Egyptian Female Academics.



ROSA MARVELL
Socioeconomic Disadvantage and Postgraduate Taught Course Decision-making Trajectories.



HELEN MURRAY

The Role of Higher Education in Societies Affected by Conflict, with a Specific Focus on the History of the Public University in Lebanon.



BOON SEONG WOO

Subterranean World of Digital Pedagogy in a Polytechnic in Singapore.

VISITING PROFESSORS

1. Professor Jill Blackmore, Deakin University, Australia.
2. Professor Miriam David, UCL, IoE, UK.
3. Professor Maithree Wickramasinghe, University of Kelaniya, Sri Lanka.

Thank you to Professor Gaby Weiner and Professor Heather Eggins whose periods of office as Visiting Professors ended this year. Their commitment, contribution and support were outstanding.

ASSOCIATES

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Location

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.

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