ANNUAL REPORT
2018-2019
The Centre for Higher Education and Equity Research (CHEER)
CHEER ANNUAL REPORT 2018-2019
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It has been another busy and creative year for CHEER, with our international work taking place on five continents. Our project *Higher Education, Knowledge Exchange and Policy Learning in the Asian Century: A UK/Japanese Partnership* concluded this July with an Experts’ Knowledge Exchange Seminar: *Internationalising Higher Education in Japan*. We have enjoyed close collaboration with Chile this year for the project *Chilean Higher Education: Interrogating Knowledge, Internationalisation and Gender*.

CHEER enjoys a reputation for its original and thought-provoking publications. In 2020, *The Roma in European Higher Education: Recasting Identities, Re-Imagining Futures* will be published by the Bloomsbury Press. This publication from the HEIM Project (Higher Education, Internationalisation and Mobilities) will be the first published book on the Roma in higher education with chapters by Roma and non-Roma academics, policymakers and activists from across the globe. We are also working on a Special Issue of *Discourse* 42(1), for publication in 2021 from the 2017 CHEER 10th Anniversary celebratory seminar: *Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education*.

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 heteronormativity in higher education; the gig economy and increasing precarity of employment regimes and digital pedagogies.

Our website has recordings of most of our events and a wealth of resources on higher education. This year, the CHEER website attracted an average of 1,072 total page views per month, and 350 new visitors per month (in addition to the same people returning). The most visited page was the training module *Internationalisation in Higher Education: Practical Guidance* (in English, Japanese and Spanish) ([http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule](http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule)). The highest number of hits this year came from the UK, the USA, Botswana, Canada, and Hungary.
Social Media is an important part of our communications and the CHEER Twitter account and Facebook Page provide spaces for members globally to exchange information and debate current and often controversial topics.

CHEER members continue to be in demand as provocative and original speakers and have disseminated their research at events including the Gender and Education and SRHE (Society for Research into Higher Education), WERA (World Education Research Association) conferences, and have also spoken at seminars, workshops and conferences in countries including Australia, Chile, Denmark, Finland, Japan, South Africa, Sri Lanka, USA and Sweden.

CHEER doctoral researchers continue to flourish via their participation in research projects, reading groups, CHEER symposia, and work-in-progress seminars. This academic year, congratulations go to Boon Seong Woo who was awarded his International EdD for his study: *The Subterranean World of Digital Pedagogy in a Polytechnic in Singapore*? and to Daniel Leyton who gained his PhD for his study: *Affective Governmentality, Ordo-liberalism, and the Affirmative Action Policy in Higher Education in Chile*, and to Tanja Jovanovic who was awarded her PhD for her study: *Roma Student Access to Higher Education in Serbia: Challenges and Promises*.

CHEER wished Professor John Pryor a very happy retirement in January 2019, and welcomed Professor Kelly Coate as our new Co-Director in July 2018. Kelly is also Pro Vice-Chancellor for Education and Students with a wealth of experience in higher education research.

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
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 research activities continue to have an impact on the landscape of higher education in UK and globally. CHEER project Higher Education, Knowledge Exchange and Policy Learning in the Asian Century: A UK/Japanese Partnership concluded this July.

CHEER’s research on Women in Higher Education Leadership continues to be of interest to networks and organisations including the Aurora Programme, The Women in Organizations in the MENA Region Think Tank, and the European Women Rectors’ Association (EWORA).

This year was the start for the project Chilean Higher Education: Interrogating Knowledge, Internationalisation and Gender (http://www.sussex.ac.uk/education/cheer/researchprojects/chileanhe).

“As an early-career academic focussed on higher education inequities, the intellectual stimulation and support on offer through the Centre for Higher Education and Equity Research (CHEER) is vital”

Dr. Charlotte Morris, University of Sussex 2019

In June 2019, CHEER welcomed academics from Japan, UK and Chile.
WOMEN IN HIGHER EDUCATION LEADERSHIP

In 2013, Louise Morley presented recommendations to the Leadership Foundation for Higher Education (LFHE), now part of AdvanceHE. As a result they established the Aurora Training Programme for women, now a core part of the LFHE/AdvanceHE open programme.

5,895 women from over 175 institutions in the UK and Ireland have participated in Aurora, benefitting individuals and gender equality in institutions. Louise Morley also worked with Barbara Crossouard to investigate the topic in South Asia in 2015.

CHEER’s research shows that women remain underrepresented in Higher Education (HE) leadership positions globally, and highlighted the pressing need for a national women’s leadership development programme.

Research findings indicate that not only are women underrepresented on pathways to leadership in higher education (e.g. as research leaders, the professoriate), they are rarely encouraged or supported to aspire to seniority.

A lack of transparency in recruitment, selection and research opportunities contributes to gender discrimination and a paucity of comparable, statistical data about gender, employment and promotion in higher education establishments helps facilitate this lack of accountability.

MEDIA COVERAGE

Women in Organizations in the MENA Region Think Tank

Louise Morley was an invited participant at the Women in Organizations in the MENA Region Think Thank at the American University of Sharjah, United Arab Emirates.

Louise was invited based on her extensive research on gender in higher education and in leadership. She is now in discussion with Think Tank participants from around the globe about possible follow up projects in the region.

The Think Tank brought together international scholars to focus on the following objectives:
1. **Developing** a comprehensive research strategy for the exploration and investigation of issues surrounding women in organizations across the MENA region
2. **Prioritize** theoretical and research needs to address the research strategy developed for the above
3. **Connect** researchers and research centers wishing to collaborate; engaging stakeholders and raising awareness.
CHEER was delighted to host an Experts’ Knowledge Exchange Seminar: Internationalising Higher Education in Japan in June 2019.

Experts from MEXT, the OECD, and the UUK and scholars, university leaders, members of professional services, and doctoral researchers participated in discussions on the findings from the CHEER Research Project.

CHEER welcomed our research partners from Japan - Professor Yumiko Hada and Dr Ryo Sasaki and was also honoured that other colleagues from around the globe joined us for the event including Professor Greg Poole, from Doshisha University, Japan, Dr Carolina Guzman from the University of Chile, and Ms Shizuka Kato from the OECD, Paris, and our CHEER Associates Professor Carole Leathwood and Dr Terri Kim.

Professor Hiroshi Ota from Hitotsubashi University made the keynote presentation Internationalization and International Students in Japan.

This was followed by a presentation on the findings from the research on migrant academics by Louise Morley, Daniel Leyton and Yumiko Hada The Affective Economy of Internationalisation: Migrant. Academics in and out of Japanese Higher Education.

Paul Roberts and Mariam Attia presented their findings on international doctoral researchers in Japan Internationalisation of Doctoral Education in Japan: Implications for Researcher Development.

“CHEER – to me – is the launching pad of my academic career, and I couldn’t be more proud to be part of this global community”

YASSE KOSEBAR
Research Fellow and Doctoral Researcher at CHEER - University of Sussex.
Participants worked in groups to identify the following Impact Action Points:

1. **Deep or Surface Internationalisation?**
   - To adopt a vocabulary of mainstreaming internationalisation and encourage higher education institutions and agencies to review all services and practices in relation to the aims of internationalisation e.g. the curriculum, pedagogies, communications, mentoring, practical matters, the built environment, recruitment and selection.
   - This process could draw on the work on internationalisation undertaken by some Japanese universities e.g. Ritsumeikan Asia Pacific University, and the extensive global documentation produced for gender mainstreaming by the United Nations; the European Commission; the Gender Secretariat in Sweden e.g. toolkits, guidelines for good practice.

2. **Language**
   - To provide on-line pre-arrival courses in the Japanese language for international students and faculty.
   - These courses could potentially be a requirement of mobility funding for doctoral researchers from the Japanese government.

3. **Doctoral Researchers**
   - Japanese universities/ MEXT to review/produce documentation that codifies entitlements, aims, rights and responsibilities for doctoral researchers. In the case of those supported by scholarships, this could also include expectations of future connection and activity. The documentation to be made available in Japanese and English.
   - To set up fora in which Japan and the UK could exchange best practices to support doctoral researchers and their wellbeing e.g. supervision; skill development; infrastructures for people in crisis. This could involve work with the Japan Association of National Universities, the UK Council for Graduate Education, and UUK.

4. **Supporting Migrant Academics**
   - To utilise the Training Module *Internationalisation in Higher Education: Practical Guidance* to support work with migrant academics. This module is available in English [here](http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule), and Japanese [here](https://www.sussex.ac.uk/webteam/gateway/file.php?name=trainingmodulejapanese-29may2019.pdf&site=41)
   - To support the UUK in the development of a UK-Japan Mobility Guide to support UK and Japanese universities to exchange students.

5. **Higher Education Pedagogy**
   - To develop courses in higher education pedagogies in Japanese universities.

These Action Points will be taken up with the following Stakeholders:

1. UUK
2. MEXT
3. OECD
4. Japan Association of National Universities
5. The UK Council for Graduate Education

A film of the event is available on: [www.sussex.ac.uk/cheer](http://www.sussex.ac.uk/cheer)
CHEER’S RESEARCH INTERNATIONALLY

Gender and University Leadership International Seminar,
University of Aarhus, Denmark

Louise Morley was one of the international guests invited to speak at the Women and University Leadership seminar organised by the Centre for Higher Education Futures (CHEF), Danish School of Education, University of Aarhus, Copenhagen, Denmark.

She presented her research to academics from around the globe, including Professor Sandra Acker (OISE, Canada), Professor Jill Blackmore (Deakin, Australia), Professor Liisa Husu (Orebro, Sweden), Dr Julie Rowlands (Deakin, Australia), Dr Kirsten Locke (Auckland, New Zealand), and Dr Rebecca Lund, Tampere, Finland.

The seminar was also attended by CHEF’s doctoral and masters' scholars of gender in higher education.

Louise in Finland

Louise Morley was a Visiting Professor in the Department of Gender Studies at the University of Tampere, Finland in October, 2018 and June 2019. In October, Louise made the keynote presentation Entangling Gender and Neoliberalism in the Global Academy at the Gender Studies Seminar, lectured to an undergraduate Gender Studies cohort on Lost Leaders: Women in the Global Academy, and participated in a range of research and networking meetings. In June, Louise worked with Dr Rebecca Lund to collect and analyse data on women and leadership for a journal article and papers for the 2019 ECER and SRHE Conferences. She also worked with Professor Rebecca Boden to initiate new research on migrant academics in Finland, and a new partnership between CHEER and the Centre for New Social Research (https://www.tuni.fi/en/research/new-social-research-nsr). CHEER looks forward to future collaboration with the excellent scholars from Tampere.
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 HEIM 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 2019 and included as a book chapter in the HEIM publication. See [http://www.sussex.ac.uk/education/cheer/researchprojects/rise/capacitybuilding](http://www.sussex.ac.uk/education/cheer/researchprojects/rise/capacitybuilding).

Louise Morley made a keynote address *Thinking Differently about the Roma in Higher Education: Beyond Sex, Slums and Special Schools, and Towards Epistemic inclusion!* at the Universities UK Access to Higher Education and Student Success Conference, London, November, 2018. The conference focussed on hard- to -reach social groups in relation to policy initiatives for widening participation and was attended by policymakers from the Office for Students, for example, and Widening Participation professionals from across the UK.

The HEIM team in Sussex designed a Training Module entitled ‘*Internationalisation in Higher Education: Practical Guidance*’. It has been translated into Spanish and Japanese and is being used in the University of Seville and Japanese universities in the *Higher Education, Knowledge Exchange and Policy Learning in the Asian Century* project. (See [http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule](http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule)).

The HEIM team made a film *Gypsy, Roma and Traveller (GTR) in Higher Education* that is available in English and also with Spanish sub-titles: [https://vimeo.com/178814562/d55f3a1b55](https://vimeo.com/178814562/d55f3a1b55).
Louise Morley is a Scientific Advisor to EWORA based on her expertise in research on gender and higher education leadership.

Louise Morley's research on women and leadership has been recognised as an important contribution to the European Women Rectors' Association (EWORA). Louise is a member of the Scientific Advisory Board for EWORA and was also invited to run the workshop 'Is Academic Leadership all about Implementing Neoliberalism? Can Women Make a Difference?' at the annual conference in Malmo, Sweden.

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

The workshop explored Louise's research findings and concluded that leadership itself needs to be re-visioned, rather than focussing on simply counting more women in to existing highly gendered systems.

At the conference, an honorary award was made to the Spanish Government for their successful inclusion of more women ministers.

Pictures of the workshop are available on the EWORA website (https://www.ewora.org/6th-ewora-conference--amp--ewora-honarary-award-2019), and a video of conference highlights can be seen on YouTube (https://www.youtube.com/watch?v=93jhI_ufEq4&t=18s).

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

Left photo: Prof. Louise Morley speaks at the last conference.
SHARING AND DISSEMINATING RESEARCH FINDINGS

Gender Recognition Act

In August 2018 Rosa Marvell acted as a Research Associate for the Institute for Employment Studies. In the capacity of this role, Rosa led a response to the UK Government’s consultation, Reform of the Gender Recognition Act 2004.

This drew from research Rosa had previously managed for the Advice, Conciliation and Arbitration Service (Acas) on how trans and intersex employees can be better supported in the workplace.

Sussex hosts the Foundation Years Network Annual Conference 2019.

This year, Wendy Ashall headed a team of Foundation Faculty, which successfully bid to host the 2019 Foundation Years’ Network Annual Conference. The two-day event in July encouraged critical engagement with the deficit model and its tendency to unwittingly underpin Foundation teaching practice and rear its head in students' self-perceptions, as well as its diffusion among the widening participation, student transitions and teaching and learning literatures.

The conference invited practitioner contributions which critically examine the deficit model and its effects upon educators and learners and/or which offer strategies for a more inclusive pedagogy, across the disciplines, when working with very diverse groups of Foundation Year students. More information about the Foundation Year Network and the conference can be found at https://foundationyear.ac.uk/

Doctoral Writing

Emily Danvers, Tamsin Hinton-Smith and Rebecca Webb have continued to take Writing into Meaning, their doctoral writing support group, into diverse writing spaces this year. Through the Sussex Doctoral School they have run three researcher development sessions with a focus on different aspects of doctoral writing, including creativity and academic writing; voice, audience and reflexivity.

All sessions have been well-attended with doctoral researchers from across, all disciplines including arts, humanities social sciences and sciences and mathematics. Comments about the workshops have included, ‘inspiring, ‘fantastic’, ‘thought-provoking’ and perhaps my favourite comment of all, ‘oddly good’.

The trio have also taken Writing into Meaning once again to Free University of Brighton (FUB) which continues as an critical and dynamic space for creating alternative education accessible to all, regardless of income.

This year, This year, Writing into Meaning has also travelled internationally to Nigeria; Cambodia and Germany. It was also nominated and then shortlisted for a University of Sussex Teaching Award in the ‘Teaching to Disrupt category. The team presented a paper at the Gender & Education conference in June 2019: Power, pedagogy and the personal: feminist ethics in facilitating a doctoral writing group.
As an early-career academic focussed on higher education inequities, the intellectual stimulation and support on offer through the Centre for Higher Education and Equity Research (CHEER) is vital. Alongside teaching in the Department of Education at the University of Sussex and publishing PhD research, I have several emerging research areas in which I am supported by CHEER colleagues and which I outline as I reflect on the year’s highlights.

The academic year began on a positive note with the honour of being invited to Chair a panel session at the CHEER and Centre for Teaching and Learning Research joint conference on Critical Perspectives on Transitions Into, Through and Beyond Higher Education https://www.sussex.ac.uk/webteam/gateway/file.php?name=critical-perspectives-promo.pdf&site=41

It was a pleasure working closely with CHEER Doctoral researchers Wendy Ashall, Rosa Marvell and Yasser Kosbar in developing and delivering this session which shared emergent findings from their research, raising pertinent questions about who is and is not positioned as ‘typical’ in the academy and how we can disrupt deficit discourses surrounding those labelled as ‘non-traditional’. The session was well-received and sparked lively discussions among attendees from across the sector.
A further highlight this year was working with Yasser Kosbar to initiate and develop a CHEER panel session as part of LGBTQ+ History month celebrations. We invited Dominic Smithies from Student Minds, Dr Paul Boyce from the School of Global Studies and Professor Sally Munt from the School of Media, Film and Music to reflect and converse on the theme of heteronormativity in higher education.

This event was a great success, being very well-attended by a highly engaged group of staff and students from around the university and inviting important and stimulating conversations which are ongoing.

A key highlight this year was a wonderfully rewarding week in Abuja, Nigeria, delivering an intensive week-long workshop to academics from across the country on the theme of Transforming Higher Education Pedagogies. The team included CHEER members Professor Simon Thompson, Dr Tamsin Hinton-Smith and Dr Rebecca Webb. We received a warm welcome and overwhelmingly positive feedback but most importantly of all, developed meaningful and enduring connections with participants. We initiated a network of women academics from our two countries who have remained in contact, identifying shared research interests around gender; this led to a research collaboration with colleagues at Alex Ekwueme Federal University around investigating support for women students in Nigerian universities.

“We initiated a network of women academics from our two countries who have remained in contact, identifying shared research interests around gender; this led to a research collaboration with colleagues at Alex Ekwueme Federal University around investigating support for women students in Nigerian universities.”

Dr Charlotte Morris, 2019

Postgraduate mental health and wellbeing is a priority in the sector and a key theme of the work of CHEER [http://www.sussex.ac.uk/internal/doctoralschool/wellbeing/mentalhealth](http://www.sussex.ac.uk/internal/doctoralschool/wellbeing/mentalhealth) This is an area where I previously undertook research during my time as a Researcher with the Centre for Learning and Teaching, University of Brighton; Higher Education Academy funded research involved collaboration between the Universities of Brighton, Durham and Strathclyde. It investigated links between wellbeing and learning with a focus on personal and contextual factors. I have recently, in the light of renewed concerns, been revisiting this data with a view to publication.
It was a privilege to be invited to speak on this subject, firstly at an event at Queen Mary’s (University of London) where I spoke on the theme of mental wellbeing in relation to structural inequities and more recently at the University of Brighton Research and Enterprise conference with a paper entitled *Understanding Postgraduate wellbeing in context*. I sat on the conference panel for the recent International conference on Doctoral Mental Health [http://www.ukcge.ac.uk/events/mhconference19-134.aspx](http://www.ukcge.ac.uk/events/mhconference19-134.aspx)

My own paper was entitled *Peering through the window looking in: postgraduate wellbeing, isolation and belonging* and engaged with intersections of inequity, precarity and vulnerability.

Further research, building on this area, explores intersections of academic precarity and gender; I am undertaking an institutional study in support of the work of Athena Swan to identify ways of supporting the career development of precariously employed women academics. Emergent findings will be shared at the Gender and Education Association conference 2019, Society for Social Studies of Science conference (USA) in September and the Society for Research in Higher Education conference later this year, as part of a CHEER symposium.

CHEER continues to support the *Liberatory Pedagogies* reading group on feminist, decolonial, critical and alternative pedagogies, which I initiated during my spell as Research Fellow and is an opportunity for colleagues to make links between texts and pedagogical practices, leading to rich discussions.

I had the pleasure of speaking on this theme with CHEER’s visiting Chilean delegates, as well as enjoying their papers in November 2018 [http://www.sussex.ac.uk/education/cheer/events](http://www.sussex.ac.uk/education/cheer/events). An exciting opportunity arose to deliver a paper on reflections on my own practice in relation to the challenging political climate in which we currently teach, entitled *Working with discomfort: reciprocity, recognition and reflexivity in feminist teaching* at the GEA conference in December 2018 at the University of Newcastle, Australia.

The year ended by having the honour of working with Professor Louise Morley in delivering an MSc course on the theme of ‘Social Inclusion’. Now, with a number of publications underway, I am looking forward to a relaxing and collegial CHEER summer writing retreat. Altogether it has been an eventful year, full of opportunities and new experiences, and I am looking forward to further conversations, connections and collaborations in the next.

CHEER provided the opportunity to invite leading scholars in this field, Professor Carole Leathwood and Dr Barbara Read, to share their work in a seminar [http://www.sussex.ac.uk/education/cheer/events](http://www.sussex.ac.uk/education/cheer/events) which was informative, insightful and invaluable for my thinking on this topic.

Ongoing interests in feminist pedagogies have involved me in a project looking at practices around teaching gender led by Drs Tamsin Hinton-Smith and Kimberley Brayson (Law) and working alongside CHEER doctoral researcher Rosa Marvell.
As a doctoral researcher at CHEER, I was engaged with the centre’s activities at the early stages of my PhD study. As my research interrogates internationalisation and academic mobility in higher education, Prof. Louise Morley kindly proposed to include me in the research team working on internationalisation in Japan’s higher education as part of the project *Higher Education, Knowledge Exchange and Policy Learning in The Asian Century: A UK/Japanese Partnership*.

This opportunity was a great learning experience and has allowed me to work closely with senior, more experienced academics such as Prof. Louise Morley. My feelings at the beginning were a mixture of excitement, apprehension, anticipation and anxiety to be part of research team of such high calibre colleagues (Dr. Mariam Attia and Paul Roberts). However, my sincere thanks go to Prof. Morley’s constant encouragement and support that made me overcome my anxious thoughts and fears and made my first time visit to Japan and my first fieldwork abroad memorable experiences.

The visit to Japan was perhaps the best training I have received before starting fieldwork for my own PhD research. The opportunity allowed me to support the research team in the participants’ recruitment process and to conduct some interviews with migrant academics and international PhD students in Japanese Universities.
Furthermore, because my PhD research is concerned with gender and mobility, learning about the gender regime in Japanese higher education and the challenges facing LGBTQ+ academics and non-academics in Japan was tremendously beneficial.

Perhaps one of the most memorable moments for me was the chance to give a small lecture on gender to undergraduate students in Kansai Gaidai University, Osaka, Japan. The conversations I had with students and our discussions highlighted that Japan indeed faces many challenges in closing the gender gap and norms enforced by traditions.

In November, 2018, CHEER received a delegation from Chile. The objective of the visit was to facilitate knowledge exchange between Chile and UK higher education and to share the latest trends and policies on higher education and internationalisation with colleagues from CHEER. As co-organizer of the visit with Prof. Morley, I enjoyed the tremendous responsibilities given to me to oversee all the logistical details of their visit and to facilitate the seminar.

I was invited to visit Chile in April 2019 and met with other Chilean academics and doctoral researchers, and participated in a week’s activities of conferences, seminars and research meetings.

Another highlight of my year with CHEER was working with Paul Roberts on the *Understanding Mental Health for Doctoral Students* project and participating in the first international mental health conference organised in collaboration between the University of Sussex, Portsmouth University and the UK Council for Graduate Education (UKCGE), May 2019.

I concluded this academic year with the successful organisation of the Experts’ Knowledge Exchange Seminar *Internationalising Higher Education in Japan*, June, 2019, which was attended by more than 25 experts from around the globe.
CHEER

Research Projects
In celebration of the successful implementation of the research project, CHEER hosted Experts’ Knowledge Exchange Seminar - Internationalising Higher Education in Japan on 28 June.

BACKGROUND TO THE PROJECT:
The Japanese government adopted the 300,000 International Students Plan in 2008 (Increase the number of international students studying in Japan to 300,000 by 2020), and there were 298,980 international students in Japan as of May 1, 2018. It seems that the government’s target has been attained two years earlier than they planned.

While this may appear to be an admirable achievement as far as the number is concerned, a closer analysis would cast doubt on what the government’s plan accomplished. It must be noted that while about 138,000 of the international students are enrolled at universities, the remaining 158,000 attend Japanese-language schools and vocational schools. When the numerical target of 300,000 international students was set, the government assumed that they would mainly study at higher education institutions rather than the majority of them enrolled at language and vocational schools.

This year marks the end of the 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).
Even though the original aim of the 300,000 International Students Plan was to secure highly-skilled human resources from overseas, the actual situation is that they, particularly those who study at language and vocational schools, are currently being utilized to make up for a shortage of less-skilled workers. In other words, Japan has a high demand for less skilled workers compared with highly skilled workers and the system of hosting international student are abused by unethical schools, companies (employers), and overseas youths wishing to work in Japan. However, Japan’s working-age population is set to decline sharply in the near future due to a low birthrate and ageing society.
Therefore, proactively and continuously attracting high-quality human resources from overseas to sustain Japan’s society and economy is an urgent issue. This seminar was an opportunity to share the findings from the research project *Higher Education, Knowledge Exchange and Policy Learning in The Asian Century: A UK/Japanese Partnership* ([http://www.sussex.ac.uk/education/cheer/researchprojects/japan](http://www.sussex.ac.uk/education/cheer/researchprojects/japan)) with policymakers and relevant higher education professionals and stakeholders.

The project investigated how internationalisation in Japan was experienced by migrant academics and doctoral researchers. The seminar invited participants to identify possible future actions to strengthen internationalisation policies and practices.
UNDERSTANDING THE MENTAL HEALTH OF DOCTORAL RESEARCHERS

The overarching aim of the wider Office for Students funded project is to provide a sustainable best practice model for the sector to address the challenge of doctoral researcher (PhD student) mental health.

With limited existing research on the prevalence of mental health problems amongst doctoral researchers, the research package seeks to improve our understandings relating to two central questions:

1. What are the mental health needs of doctoral researchers studying in the UK?
2. What factors may influence and be influenced by doctoral researcher mental health?

The research package is currently underway and is being conducted by University of Sussex researchers Dr Clio Berry (Research Fellow, School of Psychology) and Associate Researcher Dr Cassie Hazell.

The research package is a mixed methods exploration of doctoral researcher mental health and associated problems. It includes:

I. A systematic review of the existing research literature around doctoral researcher mental health
II. A short, anonymous online survey, Understanding the mental health of doctoral researchers (U-DOC), which any doctoral researcher studying at a UK university is eligible to complete.
III. Focus groups conducted with doctoral researchers at the University of Sussex.

The research package is currently underway and is being conducted by University of Sussex researchers Dr Clio Berry (Research Fellow, School of Psychology) and Associate Researcher Dr Cassie Hazell.
CHEER members, Dr Jane Creaton and Paul Roberts, served on the steering group for the UK Council for Graduate Education's largest ever conference addressing the challenge of postgraduate researcher mental health and wellbeing.

The genesis of the conference arose from research Paul carried out as part of his Doctorate in Education wherein Graduate School Managers identified the mental health and wellbeing of doctoral researchers as a key challenge.

In addition to the conference, both Paul and Jane - together with CHEER Research Fellow, Yasser Kosbar - are working on Research England/Office for Students funded projects on postgraduate mental health within their own institutions and are planning to present at the Society for Higher Education Conference in December 2019. The UK Council for Graduate Education conference, which has just sold out, was recently featured by Nature (International journal of science).

Dr Charlotte Morris talked about her research on doctoral learner mental health and equity concerns.
GRT are a vastly under-represented group in higher education, with estimates suggesting that less than 1% of young people go on to university in the UK. A key factor to this educational trajectory is a lack of progression through compulsory schooling with GRT pupils having higher overall and persistent absence rates than any other ethnic group in England and the lowest average attainment score at key stage four.

Some of the main contributing issues cited for this education ‘achievement gap’ include experiences of racism and bullying, a lack of understanding of GRT culture by teachers, as well as cultural and historical valuing of particular forms of work. This project aims to understand and address some of these issues faced by GRT young people as they progress through their secondary education in Sussex.

Funded by the Sussex Learning Network’s ‘Innovation Fund’ Dr Emily Danvers and Dr Tamsin Hinton-Smith are leading a project around access to higher education for Gypsy, Roma and Traveller (GRT) young people. The project is a collaboration between CHEER/CTLR, Widening Participation at the University of Sussex and Friends, Families and Travellers.

LEFT
CHEER Members, Tanja Jovanovic, Louise Morley and Terri Kim welcome scholars from the Roma Education Fund: Ion Goracel, Imre Balogh, Tom Bass, and Dezso Mate.
The first stage of the project is the design and delivery of a ‘visualising your futures’ workshop aimed at GRT young people in Hailsham Community College.

This workshop will explore pupils’ perspectives on education, specifically higher education, and what they feel some of the barriers and opportunities offered by this educational trajectory might be. We will then organise a targeted visit to a local higher education provider, facilitated by a former GRT university graduate.

This represents a unique pilot for Sussex and the sector in offering an outreach initiative specifically targeting GRT learners, for which access to higher education is substantially lower than other ethnic groups. The project will conclude with a networking meeting where young people, community organisations, schools and university representatives will discuss how best GRT young people could be supported through their educational transitions. This will generate co-produced guidelines on inclusion and progression for schools, universities and community organisations.
Louise Morley is a Co-Investigator on the three-year research project, Higher Education, Inequality and the Public Good in four African Countries - South Africa, Kenya, Nigeria and Ghana, located in the Centre for Researching Education and Labour (REAL), University of the Witwatersrand, and the Centre for Education and International Development (CEID) at the UCL Institute of Education, UK.

Higher Education, Inequality and the Public Good in four African countries (South Africa, Kenya, Nigeria and Ghana) is a three-year research project located in the Centre for Researching Education and Labour (REAL), University of the Witwatersrand and the Centre for Education and International Development (CEID) at the UCL Institute of Education (IOE).

The project emerges in the context of extensive debate concerning higher education and its value to society. Expanded higher education provision worldwide occurs in the context of highly stratified and unequal education systems in South Africa, Kenya, Nigeria and Ghana.

In the four African countries, which are the focus of this study, high levels of poverty and intersecting inequalities, strongly framed by their colonial histories, raise questions about how much the expansion of higher education exacerbates or reduces the problems of hierarchies, exclusion and
violence associated with historical and contemporary injustices.

The project aims to:

I. **explore** what views and debates exist about higher education and the public good within key constituencies participating in and directly affected by higher education in the four African countries participating in the study.

II. **enable** the development of a nuanced understanding of higher education and the public good within the different country contexts, facilitating a consideration of similarities and differences, and allowing for insight into how contextual factors shape how meanings are constituted and changed.

III. **consider** what indicators are presently used to assess the relationship of higher education and public good, and to what extent these are sensitive to the patterns of inequality that exist

IV. **develop** an indicator of higher education and the public good that can be used by governments and institutions to evaluate policy and practice, drawing on measures that are relevant to the complexities of context.

Louise Morley visited the University of Witwatersrand, Johannesburg, South Africa in March 2019, for a Dissemination Seminar and Team Meeting to exchange knowledge with policymakers and NGOs, and to confirm the publications and impact strategy for the project. She worked with Principal Investigators: Professors Stephanie Allais and Elaine Unterhalter, and Co-Investigators and colleagues: from Ghana, Dr Christine Adu-Yeboah, from Kenya, Mark Obonyo, from Nigeria, Emmanuel Ojo, from South Africa, Dr Siphele Ngcwangu, Dr Sam Fongwa, Palea Molebatsi, Lerato Posholi, Mthobisi Ndaba and Cecilia Selepe, and from the UK, Professors Moses Oketch, Tristan McCowan and Dr Colleen Howell.
The visit to CHEER took place 26–30th November. Delegates from Chile shared the latest trends and policies on higher education and internationalisation with colleagues from CHEER.
The programme officially kicked-off with a meeting with Prof. Louise Morley, Director of Centre for Higher Education and Equity Research (CHEER) and the visitors from Chile: Dr Carolina Guzman-Valenzuela, Associate Professor at the Institute of Education, University of Chile, Dr Juan Pablo Queupil, Center for Research in Inclusive Education, Pontificia Universidad Católica de Valparaíso and Dr Ana Luisa Muñoz-García, Center for the Study of Policies and Practices in Education, Pontificia Universidad Católica de Chile.

Participants agreed on the importance of producing knowledge that critically examines and reviews systems, structures, cultures, experiences and consequences of inequities within higher education in UK and Chile. Participants also agreed on the importance of having a shared vision towards an informed social change through 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.

The visit was organized as part of the new research network between CHEER, three Chilean Universities (Universidad de Chile, Pontificia Universidad Católica de Valparaíso and Pontificia Universidad Católica de Chile), and the Centre for Higher Education Futures, Denmark. The objective of the visit was to exchange knowledge on internationalisation in English and Chilean Higher Education. The three days' visit was concluded with a research seminar: Interrogating Knowledge, Internationalization and Gender in Chilean Higher Education.
The meeting with Dr. Charlotte Morris, CHEER, tackled topics of discussion on decolonized research on sex, gender and sexuality. Dr. Morris shared with visitors the University of Sussex efforts on decolonizing the curriculum, and creating ‘safe space’ for students to learn and foster their knowledge.

Dr. Morris also mentioned the newly formed Education and Social Work committee on Equality and Diversity. She elaborated on the University’s commitment towards making the learning environment ‘safer’ for students and staff, especially the LGBTQI. She also discussed with visitors the importance of disrupting the heteronormative colonial discourse of constructing what constitutes as legitimate academic knowledge.

The meeting with Dr. Marcos Delprato was an excellent opportunity for visitors to get acquainted with the latest thinking on the application of quantitative methods to the study of internationalisation.

“In Chile, in the neo-liberal gig economy, the rising phenomena of ‘taxi teachers’ is causing tremendous complications for students and academic alike.”

Dr. Carolina Guzman-Valenzuela
The welcome lunch to exchange research interests was attended by:

- **Prof. Louise Morley**, Director of CHEER,
- **Dr Barbara Crossward**, Reader in Education
- **Prof. John Pryor**, Professor of Education and Social Research
- **Dr Charlotte Morris**, Teaching Fellow
- **Dr Mariam Attia**, Lecturer in Higher Education
- **Dr Tamsin Hinton-Smith**, Senior Lecturer in Higher Education
- **Paul Roberts**, CHEER Doctoral Researcher and Head of Business Engagement Research and Enterprise Services, University of Sussex
- **Dr Marcos Delprato**, Lecturer in International Education
- **Yasser Kosbar**, CHEER Doctoral Researcher and Research Fellow
In a meeting with Prof. Kelly Coate, Pro Vice-Chancellor for Education and Students and Co-Director of CHEER, visitors from Chile discussed the challenges facing Chilean and British higher education institutions towards enhancing the student experience.

Prof. Coate explained to visitors the tools used in the UK to evaluate and assess universities’ performance in providing a fulfilling and rewarding students experience e.g. the National Students Survey which collects undergraduate students’ feedback biannually.

During the day, visitors took a guided tour of the University of Sussex Library. They were shown the services provided for students, including the Hive Research Room and the nursery for scholars with caring responsibilities.

**DAY 2 : 27 NOVEMBER**

In the UK and Chile, universities are making tremendous efforts to improve students' experiences and the successful and enjoyable completion of their degrees.

In a meeting with Prof. Kelly Coate, Pro Vice-Chancellor for Education and Students and Co-Director of CHEER, visitors from Chile discussed the challenges facing Chilean and British higher education institutions towards enhancing the student experience.

LEFT
Meeting with Prof. Kelly Coate, Pro Vice-Chancellor for Education and Students and Co-Director of CHEER.

BELOW
Visitors during a tour at the Library of University of Sussex.
Based on an analysis of patterns of publication of papers in higher education in Latin America, the geopolitics of academic collaboration in the construction of knowledge were examined. It was suggested that international academic collaboration and the construction of knowledge in the social sciences require spaces to think critically.

Furthermore, studies show that Social Network Analysis can provide insightful information towards the extension of collaboration networks in educational research. In studying patterns of successful co-authored articles from Web of Science dataset, Chile was discovered to be collaborating with more countries from the Global North than within its own region.

Moreover, in understanding gender dynamics and knowledge regulations within universities in Chile, women scholars are executing an important role. Studies on research policies and the contemporary feminist movement in Chilean higher education suggest gender policies in the construction of knowledge should be theorized from a feminist perspective.

**DAY 3: 28 NOVEMBER**

**Chilean Higher Education: Interrogating Knowledge, Internationalization and Gender.**

LEFT
Prof. Louise Morley introducing speakers from Chile.

BELOW
Professor John Pryor, Dr Charlotte Morris, Aisling Tiernan and Dr Liz Sage listened as speakers presented on internationalization in Chilean Higher Education.
In this presentation, international collaboration between Latin American scholars and academics from universities in the Global North was scrutinized by examining the publication patterns in journals in the Web of Science (WoS), SCOPUS and the Scientific Electronic Library Online (SciELO) datasets between 2000 and 2015. This presentation offered critical reflections about how to conceptualise and put into practice international academic collaborations.

The presentation drew from the Web of Science (WoS) dataset to investigate the way Chilean scholars have a major role in the collaborative network, taking into account their SNA indicators, while the case of educational collaboration in Chile shows that Chile is collaborating more with the US, Spain and England, showing a strong South-North dialogue.

A feminist theorizing articulated from new materialisms provided the tools to analyze the material conditions of doing knowledge in academia, and decolonial feminism the tools for understanding how knowledge construction occurs within the framework of racial and colonial logics.

Ana Luisa argued that these two theorizations allow us to better understand the gendered nature of institutional walls as well as question both our understanding of knowledge and the category of woman.

The presentation was based on a paper with Andrea Lira, from Teachers College, Columbia University.
CHEER Director, Louise Morley, and CHEER Research Fellow, Yasser Kosbar, visited Chile for a week in April, 2019, for a range of activities connected with the Chilean Higher Education: Interrogating Knowledge, Internationalization and Gender project.
CHEER in Chile

CHEER spent a week long visiting Chilean universities in April 2019.

CHEER Director, Louise Morley, and CHEER Research Fellow, Yasser Kosbar, visited Chile for a week in April, 2019, for a range of activities connected with the Chilean Higher Education: Interrogating Knowledge, Internationalization and Gender project.

Louise made the keynote presentation *Entangling Gender and Research in the Neoliberal Global Knowledge Economy* at the Re-imagining Futures in Higher Education Conference at the Pontificia Universidad Católica de Chile.

She also presented *Women and Higher Education Leadership: An Object of Desire or Something to be Avoided?* at the Higher Education seminar at the Universidad de Chile. Yasser presented his doctoral research at a seminar with other doctoral researchers at the University of Valparaiso: *Re-imagining Research with a Gendered Standpoint: Dialogues on Epistemology and Methodology.*

The visit attracted media attention ([http://www.ciae.uchile.cl/index.php](http://www.ciae.uchile.cl/index.php))
CHEER 2019

CHEER EVENTS
On 17 September 2018, Professor Blackmore presented a seminar in which she explored how universities globally are being reconfigured by the pressures of massification, internationalisation, commercialisation, digitalisation and accountability, and how the gift economy is being replaced with the gig economy.

Professor Blackmore is an impressively productive researcher and 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, and investigates and maps shifts in relations between the state, ‘family’, work, civil society and the individual through education with particular regard to equity.
Critical Perspectives on Transitions Into, Through and Beyond Higher Education

This conference was jointly organised by the Centre for Higher Education and Equity Research (CHEER) and the Centre for Teaching and Learning Research (CTLR) at the University of Sussex.

On 15th October, researchers, teachers and practitioners from further and higher education came together in Brighton to think critically about key moments of transition into and beyond higher education. This event was organised by CHEER doctoral researchers Rosa Marvell, Wendy Ashall and Yasser Kosbar with guidance from Dr Tamsin Hinton-Smith and Dr Emily Danvers.

The conference offered a critical interrogation of key moments of transition into through and beyond higher education. Key themes covered included identities, pedagogies and academic practices; UK and international policy imperatives; elite spaces and identities in transition and re-thinking the role of the ‘social’ in moments of transition.

Session One focused on Re-thinking the Role of the Social in Transition. Stephane Farenga from the University of Hertfordshire drew on arts-based methods to explore the powerful role of peers for students negotiating their way through the neoliberal academy. This was followed by Jane Creaton and Rachel Moss from the University of Portsmouth who presented a project exploring the transitions faced by doctoral students and the impacts of these on their mental health, with mentoring circles suggested as an important tool for mediating complex lives. Lastly, Jacqui Shepherd from the University of Sussex, highlighted some of the challenges faced by autistic students transitioning to further education and the implications of these findings for higher education institutions wishing to support such students inclusively.

The day began with a powerful address by Dr Sarah O’Shea from the University of Wollongong, Australia. She spoke of the specific challenges faced by first generation students who are also mature, highlighting in particular the important role of the ‘guide on the side’ in shaping someone’s ability to access and succeed in their educational trajectory. It also revealed the critical task of looking outside narrow institutional, regional or national policy contexts and to understand transition and educational inequalities as a global concern.
**Session Two** focused on Elite Spaces in Transition. Steve Dixon-Smith from the University of London drew attention to the crucial role that discursive processes play in (re)forming identity affiliations through analysis of initial interviews with black, Asian and minority ethnic (BAME) architecture students. Next, Carli Rowell from the University of Glasgow shared insight from her ethnography of working-class, first generation students at a highly-selective English university, highlighting the disenfranchising embodiments of racism and classism which pervasively shape the social and pedagogical experiences of minoritised students on campus. Lastly, Anne-Sofie Nyström from Uppsala University considered the competitive environment of intensive programmes at two highly-selective universities, exploring how this produces (gendered) anxieties and self-doubt amongst students who had previously been the ‘big fish’ in educational environments.

**Session Three** looked at Identities, Pedagogies and Academic Practices. Deirdre McKenna from the University of Sussex, focused on the shift for tutors from teaching English for Academic purposes to international students to teaching study skills to home students. She explored how academic staff negotiate transitions into new professional spaces alongside their students in a continually shifting academy. Sue Robbins from the University of Sussex examined ‘threshold concepts’ as a way to consider how students might transition through different relationships to knowledge and their disciplines.

Finally, Rebecca Webb (co-authored with Emily Danvers and Tamsin Hinton-Smith) spoke of the transitions encountered by international doctoral students in their writing practices, highlighting how higher educations’ ‘rules of the game’ often reveal themselves through moments of translation into new ways of thinking and being. **Session Four** focussed on UK and International Policy Imperatives. Jon Rainford from Staffordshire University used comics to highlight how transitions to university are shaped by different types of institutions and individuals, revealing the powerful role of institutional and policy contexts in how transitions might be understood and supported.

Alex Blower from the University of Wolverhampton on research with white working-class males at a school in the West Midland to consider how broader societal discourse of ‘success’ shape and mediate their trajectories and lived experiences as students.
In drawing the conference together, Tamsin Hinton-Smith and Emily Danvers (CHEER) spoke of the emerging themes from the day. The idea of deficit and where this lies; the persistent attribution of blame and responsibility for success or failure in higher education as lying with students rather than HEIs themselves; and as Sarah O’Shea identified, the ‘invisible additional work’ that non-traditional students must do as they make their way through the individual (and highly classed) higher education journeys described by Richard Waller.

CHEER was delighted to welcome Dr Sarah O’Shea from the University of Wollongong, Australia where she is an Associate Professor in Adult, Vocational and Higher Education in the School of Education, Faculty of Social Sciences. Sarah has over 20 years’ experience teaching in universities as well as the VET and Adult Education sector, she has also published widely on issues related to educational access and equity. Her publication record includes 27 peer reviewed journal articles, three scholarly books and five book chapters - this work has also featured in The Conversation, University World News and The Australian.

The day was funded by CHEER and CTLR and organised by Dr Tamsin Hinton-Smith, Dr Emily Danvers, Rosa Marvell, Wendy Ashall and Yasser Kosbar.

Dr Richard Waller from the University of the West of England presented a stimulating account of how students’ social class shapes their ability to transition into, through and beyond higher education.

After a space for a facilitated discussion, the final keynote was by Dr Richard Waller from the University of the West of England who presented a stimulating account of how students’ social class shapes their ability to transition into, through and beyond higher education. Drawing on the longitudinal Paired Peers project, he described how significant inequalities were established and maintained through practices including extra-curricular, work opportunities and volunteering.
Progress for Women in the Middle East: From Education through Organisations to Leadership

Associate Professor, American University of Sharjah, United Arab Emirates.

Studies on the progress of women from higher education, through organisations, and to leadership are, as yet, at a nascent stage globally. In particular, there is comparatively little scholarship and heightened media attention on women’s rights in the Middle East region. Contributing to an emergent body of academic knowledge, Dr Kemp presented her own and others’ findings from various studies - particularly from the Arab Gulf states.

The influences on women from socio-cultural and organisational factors were explored to enable sense-making in context. A story emerged of women’s (in)equality and gender uniformity bounded by beliefs and behaviours in society and the workplace.

A virtual centre was constructed from this research to support academics and practitioners (http://wil.insightsme.net), along with multi-media teaching and training resources and an ‘Expert Woman List’ to improve equality and gender diversity on conference platforms and in the media.

The Women and Leadership centre is dedicated to women empowerment by providing a platform with quality research information and a unique expert database available for students, scholars, organizations, and the general public.

Doctoral researchers from University of Sussex attended this event and engaged in lively discussion with Dr. Kemp on how to improve the status quo of women in leadership across MENA and globally.

Members of CHEER attended the event and exchanged views on women in leadership.
Prof. Louise Morley presented the closing keynote address *Changing the Shape of Higher Education: Troubling Neoliberalism and Imagining Alternativity* at the Annual Conference 2018 of Society for Research into Higher Education (SRHE).
CHEER presented the following papers:

1. **The Affective Economy of Internationalisation: Migrant Academics in and out of Japanese Higher Education**
   Louise Morley, Daniel Leyton, and Yasser Kosbar, CHEER, and Yumiko Hada, Kansai Gadai University, Japan

2. **The Hidden Narratives of Higher Education Internationalisation: Can Excellence and Inclusion Cohabit?**
   The case of East Asian mobile Academics in UK Universities
   Terri Kim, University of East London and CHEER Associate

3. **Exploring International Student Responses to Surveillance within the UK Student Visa System**
   Aisling Tiernan, Doctoral Researcher, CHEER

4. **The Hidden Narratives of International Doctoral Students in Japan: How are Japanese Government’s Internationalisation Policy Initiatives being Experienced at the Micro Level?**
   Paul Roberts, Doctoral Researcher, CHEER and Ryo Sasaki, Shimane University, Japan.

CHEER presented a successful symposium as part of the 2018 Conference of the Society for Research into Higher Education (SRHE). It was attended by academics, policymakers and representatives from civil societies working on internationalisation in higher education.

**Professor Kelly Coate,** the Co-Director of CHEER and pro Vice-Chancellor of Education and Students at the University of Sussex was the discussant.
This paper explored the lived experiences and hidden narratives of international doctoral students in Japan drawing upon interview data gathered in 3 private and 3 national universities in Japan with 10 participants. How do their diverse experiences interact with policy intentions to internationalise Japan’s higher education system?

Aisling Tiernan presented Exploring International Student Responses to Surveillance within the UK Student Visa System.

Aisling’s paper argued that surveillance mechanisms within the UK student visa system result in a negative positioning of international students with a consequential impact on international students’ identity. Drawing on the experiences of 29 international students who successfully navigated the UK Tier 4 visa between 2012 and 2017, an analysis of interview data shows that the UK student visa process encompasses many forms of surveillance; surveillance which results in feelings of uncertainty, distrust, anger and disbelief within the international student community. The surveillance mechanisms discussed are embedded throughout the visa process from the application form and interviews prior to arrival, through to police registration and attendance monitoring while registered at a university in the UK. The results show that international students’ identity is affected not only by their individual experience of the Tier 4 visa but also by the differentiated rules applied to students according to their country of citizenship.
Disrupting Heteronormativity in Higher Education

In celebration of LGBTQI+ History Month, CHEER hosted this special panel to discuss how heteronormativity operates in higher education institutions, what its effects are on students, faculty and staff and how we can challenge and disrupt it.

The session started with Dominic Smithies from Student Minds presenting the key findings of study on LGBTQ+ Student Mental Health: The Challenges and Needs of Gender, Sexual and Romantic Minorities in Higher Education. The survey was completed by 353 current university students, 44 recent graduates and 70 members of University/Students’ Union staff. The data presented here addressed involvement in the local and University LGBTQ+ community, perceptions of peer support, experiences of mental health difficulties, attitudes and intentions towards help-seeking and perceptions of services and care. This was followed by Prof. Sally Munt who shared some reflections from her paper Some Unpalatable Thoughts on Shame, Envy, and Hate in Institutional Cultures about the presence of destructive emotions such as shame, envy and hate in Lesbian/Queer Studies, and by extension also, institutional life. The session concluded with Dr Paul Boyce’s reflections on how to disrupt constant heteronormative practices.

The session was chaired by Prof Kate O’Riordan, Head of School (School of Media, Film and Music), University of Sussex. The panel included; Dominic Smithies, Student Minds, Prof. Sally Munt, Cultural/Gender Studies, Sussex Centre for Migration Research, Sussex Centre for Cultural Studies and Dr Paul Boyce, Senior Lecturer in Anthropology and International Development.

Dr. Charlotte Morris, University of Sussex and Prof Kate O’Riordan, Head of School (School of Media, Film and Music), University of Sussex.
Being a Migrant Academic in Japan

On 5th of March, CHEER hosted Professor Robert W. Aspinall from Doshisha University, Kyoto, Japan to present key findings from his research on migrant academics in Japan.

Professor Aspinall argued that, in the Japanese University system, the strong impression remains that Japanese employees are permanent and foreign employees are temporary. This was traditionally justified by the view that foreign academic staff have two functions: to be involved in specific research projects that are time limited; and to act as ‘native speakers’ i.e. living, breathing embodiments of their own culture and language (something which, by definition, cannot be done by a Japanese national).

However, many foreign nationals, especially those who specialise in Japanese Studies, the teaching of English as a foreign language, or related fields, have been able to build long-lasting careers there. This presentation drew on ethnographic studies of non-Japanese staff and introduced some of the strategies adopted by those academics who have a long experience in Japan.
Just Google It: Digital Literacy and the Epistemology of Ignorance

On 25 March, CHEER hosted Dr Ibrar Bhatt, Queen’s University, Belfast to present his paper on digital literacy and how it relates to the philosophical study of ignorance.

Ignorance of how digital technologies work (e.g. how users’ online activities can be used to the advantage of platform owners without the users’ knowledge, and how browsing can be confined) is still not well understood from the perspective of user practice.

Building on work in Literacy Studies - which has often examined ‘knowledge production’ – Dr Bhatt argued that a social practice approach to digital literacy can also help examine how epistemologies of ignorance may be produced, reproduced and sustained. Using data from a study exploring the knowledge producing work of undergraduate students through interviews and recorded observations of assignment writing, Dr Bhatt also argued that particular digital literacy practices pave the way for the construction of certain forms of ignorance, and that this kind of literacy inquiry is a vital step in better understanding the implications of online practices.

Professor Simon Thompson and Abdullah Alsenafi.
Professor Kelly Coate was delighted to host a visit from a group who are studying for a professional doctorate in higher education at Maryville University, USA. The trip was a week-long ‘study visit’ in which they visited various UK universities.

Guests from Maryville and CHEER members discussed their research interests and current comparative policy issues in the UK and USA e.g. student fees, internationalisation and equity and diversity.

The visit provided a very positive opportunity to exchange knowledge about higher education research in the two countries.
In this seminar, Carole and Barbara drew on a qualitative study with 20 UK-based academics on casualised contracts to consider the implications of the short-term nature of such employment arrangements for teaching and pedagogy. They came to this with a temporal perspective, in part in response to Felt’s (2016) call for a chrono-political analysis of the changing temporalities of academia.

‘Short-termism’ can be seen as one aspect of the temporal reordering of higher education in the context of fast capitalism and the commodification of knowledge, evident not only in the increase in academics on casualised contracts but also in modularised, outcome-based learning and ‘bite-sized’ knowledge.

They discussed how short-term temporal logics marked by last-minute or ‘just-in-time’ modalities can be seen to impact negatively on teaching preparation and pedagogical relationships, raising questions about innovation and criticality, power and in/security, continuity and care.

Dr Barbara Read presenting key findings of the paper.
The Japanese guests visited and admired the Library, and enquired about dedicated areas for students with caring responsibilities. They were impressed to see gender neutral spaces accessible to all students.

After the campus tour, the research teams from Japan and CHEER discussed their research findings and strategies for impact. Some key points included:

- The challenges of auditing universities as it may conflict with Japan’s ideology of protecting academic freedom.
- The longstanding relationship between industry and academia e.g. the STEM disciplines have close links with industry, unlike the humanities and social sciences.
- The good practices identified in Japan for supervising doctoral students and how these might be developed via the codification of information about entitlements and expectations.

On 27 June, CHEER welcomed guests from Japan; Prof. Hiroshi Ota, Hitostubashi University, Tokyo, Prof. Yumiko Hada, Director Research Institute between Japan, UK and Europe, Dr Sasaki Ryo, Sacred Heart University, Tokyo and Toshinori Sano, First Secretary (Education and Sport) Embassy of Japan in the UK. The meeting was to discuss impact strategies in relation to the findings from the research project: *Higher Education, Knowledge Exchange and Policy Learning in the Asian Century: A UK/Japanese Partnership.*
Prof. Hiroshi Ota, Hitotsubashi University - Tokyo

Session 1: Internationalisation and International Students in Japan: Policy, Practice, and Social issues.

Prof. Ota questioned Japanese higher education institutions’ ability to work effectively with the government and industry in order to recruit and host international students as a part of their internationalisation efforts. His presentation discussed Japan’s readiness to open its doors to the world and be a multicultural society.

Prof. Louise Morley, CHEER, University of Sussex

Session 2: The Affective Economy of Internationalisation: Migrant Academics in and out of Japanese Higher Education.

Prof. Morley presented findings of research based on interviews gathered in (2017+2018) in 15 private, 5 national and 8 public universities in Japan with 34 migrant academics (10 women and 24 men). 25 were incoming from Australia, China, France, Germany, India, Nigeria, the Philippines, South Korea, the UK, and the USA, and 9 were Japanese who had worked in Canada, Germany, the UK, and the USA. Her presentation focused on 4 areas of affective intensity reported by migrant academics:

- Navigating Gender Regimes
- Linguistic Imperialism
- Contractual Precarity
- Orientalism/ Being ‘Other’.

Participants discuss their views with Prof. Ota after his Presentation.
Session 3: Internationalisation of Doctoral Education in Japan: Implications for Researcher Development

In photos: Mariam Attia (above) and Paul Roberts (left).

The research study findings are based on interview data gathered in 2 private and 6 national universities in Japan with 13 doctoral researchers (5 women and 8 men). Participants in the research study were from Bangladesh, China, Ghana, Nepal, Philippines, South Korea, Syria, Taiwan, USA and Vietnam.

Participants were also from different disciplines; 5 Scientists; 6 Social Scientists; 2 Arts & Humanities researchers. According to the OECD Education at a Glance report of 2018, 18% of all doctoral researchers in Japan are international students. This compares to Australia 34%, USA 40%, and the UK 43%.

The presentation focused on:
I. Supervisors
II. Scholarships
III. Language
IV. Psycho-social support.
CHEER performed extremely well in the 2014 Research Excellence Framework (REF), a national measurement of research quality in the UK, and was highly commended for its international work on gender, equity and widening participation in higher education. CHEER is planning a strong portfolio of entries for REF 2021.

CHEER Members
ARTICLES:


**Past and Current Visiting Professors**

**Miriam E. David**


**Heather Eggins**


**CHEER Member Initiates a New Journal**

At the 2018 summer conference of the ESRC consortium, SeNSS (the South-east Network for the Social Sciences), CHEER Doctoral Researcher Rosa Marvell joined forces with a group of other SeNSS-funded students to create and edit a new student-led, interdisciplinary journal: *Sentio*. Translating to 'I sense', *Sentio* was conceived as a forum for conversation and exchange across the social sciences, with a firm commitment to anti-racist, trans-inclusive, queer, and feminist politics. It is structured to allow researchers to contribute a range of scholarly outputs: short articles which act as a 'stepping' stone to longer peer-reviewed papers, reflections on (often obfuscated) aspects of the research process and features, which look outward to established scholars and topical debates. The theme chosen for the inaugural issue, launched at the SeNSS summer conference 2019, was validity. This was chosen as a key discourse which shapes our work: a goal that some of us seek, and that others among us choose to critique and diverge from. The final issue brings together pieces which offer varied and fertile perspectives on this topic, presenting views from a range of ontological, disciplinary and national contexts. For more information about the journal, please visit https://sentiojournal.wordpress.com/
CONFERENCE KEYNOTES AND PRESENTATIONS

Prof. Louise Morley

- Entangling Gender and Research in the Neoliberalised Global Knowledge Economy. Re-imagining Futures in Higher Education Conference at the Pontificia Universidad Católica de Chile, April, 2019.


- Entangling Gender and Neoliberalism in the Global Academy, University of The Arctic Congress, University of Oulu, Finland, September, 2018.


Dr. Charlotte Morris


- Mind the Gap? identifying and responding to mental wellbeing needs of foundation year students, National Foundation Network Annual conference, University of Sussex, July 2019.


- Equity Concerns and Doctoral Wellbeing, ESRC seminar, Queen Mary’s University of London, January 2019.

- Working with Discomfort: Reciprocity, Recognition and Reflexivity in Feminist Teaching, Gender and Education Association Conference, University of Newcastle, Australia, December 2018.

Rosa Marvell

- if nobody's been to university in your family, how are you meant to figure these things out? First generation students’ journeys into postgraduate taught (PGT) education in England Forum for Access and Continuing Education (FACE) Annual Conference, Sheffield, July 2019 (Received the Early Career Researcher Scholarship Award).
CHEER welcomes Visiting Research Fellow

CHEER was delighted to welcome Dr Ana Luisa Muñoz-Garcia as Visiting Research Fellow for one month from 1 October 2018.

She is currently leading a project on research policies in higher education, and another International Network Project on issues of internationalisation, knowledge and gender in academia - both funded by the National Commission of Science and Technology (CONICYT) in Chile. She is also the President of the Chilean Educational Research Network (RIECH).

Ana Luisa visited CHEER in the framework of her International Network Project for Early Researchers focused on a comparative dialogue on research policies knowledge construction in Higher Education from a Gender Perspective with Denmark and England.

The project involved five partner institutions - three in Chile and two in Europe. The main Chilean research centre is the Centre of Study for Policies and Practices in Education (CEPPE) of the Pontifical Catholic University of Chile. CEPPE will work closely 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).

The international institutions involved are the Centre for Higher Education and Equity Research (CHEER) and the Centre for Higher Education Futures (CHEF).

Ana Luisa is a Doctor in Educational Culture, Policy and Society from the State University of New York at Buffalo. She is an Assistant Professor in the Faculty of Education at the Pontifical Catholic University of Chile. Her research focus has been educational research and construction of knowledge in academia within the framework of internationalisation policies.
PLANS FOR NEXT YEAR
A contemporary definition of diaspora points to communities that are transnationally dispersed but connected to their place of origin. Accordingly, diaspora do not have an objective existence but are forged through a variety of means, involving multiple agencies and sites of formation. One of these sites is higher education. Based on interviews conducted with Indian and Chinese students in Australia, Professor Rizvi will argue that recent policies and practices of internationalisation of higher education, shaped by a market rationality, have steered international students towards particular forms of diaspora, aligned to a range of beliefs about the importance of their participation within the global economy and in particular their role in facilitating transnational regimes of business activities.

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

On 16 October, CHEER will host Professor Fazal Rizvi, Melbourne University, Australia to present key findings of his research higher education and diaspora.

Also in 2019/2020: CHEER will contribute 1 seminar per term to the ESW Seminar Series on Wednesday lunchtimes.

Autumn Term - International Higher Education and Diaspora - organised by Louise Morley

Spring Term - Scholars at Risk/ Refugees/ Forced Mobility - organised by Yasser Kosbar, Charlotte Morris and Wendy Ashall

Summer Term - Looked After Children and Higher Education - a joint seminar with CIRCY organised by Rebecca Webb

CHEER will be producing a Special Issue of Discourse, 42(1), February 2021 based on the publications from the CHEER 10th Anniversary Seminar Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education. Contents will include:

Introduction to CHEER’s 10th Anniversary Seminar
- Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education. Louise Morley, Centre for Higher Education and Equity Research (CHEER), University of Sussex.
- The Un/methodology of ‘Theoretical Intuitions’: “Resources of Generations Gone Before”: Thinking and Feeling Class. Valerie Hey, CHEER, University of Sussex, Daniel Leyton, Alberto Hurtado University, Chile, and Sarah Leaney, University of Brighton, UK.
- The Still-Moving Position of the ‘Working Class’ Feminist Academic: Dealing with Disloyalty, Dislocation and Discomfort. Annabel Wilson, Cardiff University, Diane Reay, University of Cambridge, Kirsty Morrin, University of Liverpool, and Jessie Abrahams, University of Surrey.
- Investing Ourselves: the Role of Space and Place in Being a Working- Class Female Academic: Lisa Jones, University of Hull, and Meg Maguire, King’s College, London.
- What’s Class Got to Do With It?. Valerie Walkerdine, Cardiff University.
- Mopping up Tears in the Academy’ - Discourse from Working Class, Female Lecturers Talk around Emotional Labour and Belonging in Contemporary UK Higher Education. Bridgette Rickett, Leeds Beckett University, UK.
Louise Morley is currently co-editing the first book of its kind on the Roma in Higher Education with members of the Roma Education Fund, Budapest-Andrzej Mirga and Nadir Redzepi. Many of the chapters are co-authored between policymakers, academics and activists from Roma communities. *The Roma in European Higher Education: Recasting Identities, Re-Imagining Futures* will be published by Bloomsbury Press in 2020 and will include:

**Section One:** Theories, Resources, Policy and Professional Interventions for Challenging Roma Exclusion from Higher Education

Chapter One: Thinking Differently about the Roma in Higher Education: Beyond Sex, Slums and Special Schools, and Towards Epistemic Inclusion Louise Morley, CHEER, University of Sussex, UK

Chapter Two: The Roma Education Fund and Higher Education among Roma: Lessons Learned and Future Priorities Andrzej Mirga and Nadir Redzepi, Roma Education Fund, Budapest, Hungary


Chapter Four: Social Class Strategies and the Global Race for Talent Spyros Themelis, University of East Anglia, UK

Chapter Five: Capacity-strengthening: Roma as Knowledge Producers Magareta Matache, FXB Center for Health and Human Rights at Harvard University and Paul Roberts, CHEER, University of Sussex, UK.


**Section Two:** Focus on Europe: Examples of What is Going on in Greece, the Nordic Countries, Serbia, Spain, and the UK?


Chapter Eight: Roma, Travellers and Higher Education in Nordic Policies and Practices Jenni Helakorpi, University of Helsinki, Finland.


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Congratulations to our completions this year. Three doctoral scholars graduated having created new and original knowledge from three continents.

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

DR. BOON SEONG WOO:
Subterranean World of Digital Pedagogy in a Polytechnic in Singapore.
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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