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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).
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:

- **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, FLACSO, Argentina faucibus.

"[insert quote]"
Tanja (Perhaps), 2018
During 2017/2018 CHEER has made progress on a range of pathways to impact and 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 (EWRA)
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 2017. It had over 3477 participants from 139 universities in the UK and Ireland.

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 HR 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](http://www.sussex.ac.uk/education/cheer/researchprojects/RISE/trainingmodule)

Discussions are underway about the possibility of getting the HEIM Training Module translated into Japanese for use 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](http://www.sussex.ac.uk/education/cheer/researchprojects/RISE/trainingmodule)

Pathways to Impact

During 2017/18 CHEER have 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 24 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 at the end of 2018. See [http://www.sussex.ac.uk/education/cheer/researchprojects/RISE/capacitybuilding](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 Ebden, 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 Widening Participation at the University of Sussex presented at the NEON conference on ‘Bringing greater inclusion for non-typical 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. The National Education Opportunities Network (NEON) is the professional organisation supporting those involved in widening access to higher education and was attended by academics, professional services and policy makers.

Ongoing plans for GRT policy impacts identified during the Expert’s 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.

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

DEZSO MATE
Junior Research Fellow at the Institute for Minority Studies at the Hungarian Academy of Sciences (MTA TK KI).
PATHWAYS TO IMPACT 3: RAISING AWARENESS OF CHEER RESEARCH

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

The newspaper published a sensitive article, about raising 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’).

The HEIM project was also reported in Spain’s El Correo de Andalucia: Un estudio de la Hispalense cuestiona la oposición de la cultura gitana hacia lose studios superiors.

In January 2018 Anne Gold (UCL) was a guest at a Five Day Workshop on Women in Leadership and Management: Opportunities and Challenges, at Fatima Jinnah Women University in Rawalpindi, Pakistan, supported by the ACU, the Punjabi Higher Education Commission and Fatima Jinnah Women University.

The HEIM project was also reported in Spain’s El Correo de Andalucia: Un estudio de la Hispalense cuestiona la oposición de la cultura gitana hacia lose studios superiors.

Anne was asked to provide an overview about Women in Leadership in higher education, and used Louise Morley’s 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 said that she was going to take the paper back to her university and use it with her students.

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Prof. Louise Morley, who is Scientific Advisor to EWORA (https://www.ewora.org) based on her expertise in research on gender and higher education leadership, attended the meeting of the Scientific Advisory Board. During the meeting EWORA committed to a series of proposals with the aim of supporting women to enter higher education leadership positions, including:

1. a Summer School for women aspiring to senior leadership positions- possibly in conjunction with the Godess Institute, Hanken Institute, Helsinki, Finland.
2. 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. an annotated bibliography of research on gender and higher education.
4. establish national links to promote its work with key policy and professional organisations.

Louise also made a presentation at the EWORA conference on Change Management and Resistance held in Lisbon, Portugal and ran a workshop for women rectors on Imagining the Gender-Free University of the Future drawing on her international research findings about the of promotion women in leadership positions. The event was attended by women rectors (vice-chancellors) and vice-rectors (pro vice-chancellors) from around Europe including Armenia, Belgium, Finland, Georgia, Germany, Greece, Iceland, Portugal, Spain, Sweden, Turkey, the UK.
On 23rd November 2017 Dr Mayte Padilla-Carmona and Dr José González-Monteagudo (Intercambio de Personas Expertas Sobre la Equidad en la Educación Superior) organised a highly successful meeting 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 and Radoslav Kuzmanov.

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.

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.

The HEIM project team agreed to submit a book proposal to Bloomsbury Press for an edited collection including chapters co-authored by academics and members of the Roma Education Fund. The publication, with the proposed title: The Roma in Higher Education: What’s Going On? Louise Morley, Andrzezej Mirga, and Nadire Redzipi (eds) will be the only text on the market that specifically addresses the Roma in Higher Education.

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CHEER ANNIVERSARY: 10 YEARS OF GLOBAL KNOWLEDGE NETWORK

This academic year witnessed the 10th Anniversary of CHEER. To mark this event, CHEER organized one all-day seminar *Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education* on 15 November. It is hoped that CHEER will continue to thrive for at least a further 10 years, and that we will all be celebrating its 20th Anniversary in 2027.
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 Zmoczek’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.
Late and early career researchers came together for creative, regenerative and productive inter-generational conversations about social class, feminisms and identities in - and about - the academy. The programme included three conversations around issues of class, persistant inequalities in access to higher education and the way forward.

[summary of the events is required]

Conversation One

Professor Valerie Hey, Emerita Professor, CHEER, University of Sussex
Dr Sarah Leaney, University of Brighton
Daniel Leyton, Doctoral Researcher, CHEER, University of Sussex

Participants and speakers engaged in intensive conversations around each topics. The conversations often started with a question on the topics.

Conversation Two

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque consequat, eros et congue tincidunt, neque leo facilisis turpis, at pellentesque ligula magna dictum libero.

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 cutting edge insights, questions and reflections provided a fitting tribute to the centre’s 10 years of groundbreaking research, education,

Conversation Three

Eros et congue tincidunt, neque leo facilisis turpis, at pellentesque ligula magna dictum

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque consequat, eros et congue tincidunt, neque leo facilisis turpis, at pellentesque ligula magna dictum libero. Sed massa mi, mollis in leo non, semper molestie eros. Sed placerat cursus luctus. Vestibulum et

From left to right:
Professor Gloria Bonder, FLACSO, Argentina
Professor Rosemary Deem, Royal Holloway
Dr Terri Kim, University of East London
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’s researchers 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 participants in questioning and critiquing and even sharing in some of the discomforts of the neoliberal university.

December saw the conclusion of European Union’s Horizon 2020 grant 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

Paul Roberts is Doctoral Researcher in CHEER. Here he reflects on his year as a CHEER researcher and the opportunities that working in CHEER has opened up to him.
chapter on capability building for early stage Roma researchers. 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, 2018

“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
Here John reflects on ten years as a member of CHEER: 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. At the interview we were interrogated by people whose questions suggested that they had had at best a cursory reading of what we had written. 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 Traveler community. Indeed, organizing events has

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**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. He is a member of the British Education Research Association (formerly Higher Education Special Interest Group (SIG) convenor); American Education Research Association; British Association for Comparative and International Education; Comparative and International Education Society; the British Sociology Association and the Society for Research in Higher Education.

Here John reflects on ten years as a member of CHEER: 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.

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been something that CHEER has excelled at. Some, such as the symposium on Imagining the University of the Future, 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 two conferences put on with and for Umeå University.

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.”

“\textit{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
Almost 65 per cent of journal articles, chapters and books submitted for review by the REF panel were judged to be world-leading or internationally excellent in terms of originality, significance and rigor.

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, as follows (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:**


*Silencing youth sexuality in Senegal: intersections of medicine and morality.* Crossouard, Barbara, Dunne, Máiréad and Durrani, Naureen (2017). Gender and Education.


*Who is the critical thinker in higher education? A feminist re-thinking.* Danvers, Emily (2018). Teaching in Higher Education.


*Classed formations of shame in white, British single mothers.* Morris, Charlotte and Munt, Sally R (2018). Feminism & Psychology. (Accepted).
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.

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

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


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

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


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

Putting refugees at the centre of resettlement in the UK.

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

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

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


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

Inclusivity for student carers in Higher Education.

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

The experiences of individuals in the gig economy.

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

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

BOOK SECTIONS:

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

Researching sex and sexualities.

Senegal: Muslim youth identities in a secular nation.

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

Transnational migration, everyday pedagogies and cultural destabilization.
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.
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.

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.

In 2017, Work Packages 1 and 6 were completed. The focus of this secondment will include 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 Anasztátzia aim to produce research-informed guidelines for higher education institutions on reflexive internationalisation equity in their employment practices and treatment of international staff.
Emily Danvers and Tamsin Hinton-Smith have been seconded to the Sussex Learning Network (a regional consortia of universities, schools, colleges and community organisations) to conduct an evaluation of a £3.5million Office for Students funded widening participation project. This project – NCOP – seeks to increase the numbers of young people accessing higher education from postcodes 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.
Emily Danvers, Tamsin Hinton-Smith and Rebecca Webb have run 3 writing workshops on Saturday afternoons in October, January and May for the community, drawing on their ‘Writing into Meaning’ 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.

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 boarders to let the EUF participate in what Rebecca, Tamsin and Emily have developed. I am very thankful for the WiM that EUF was the first University abroad, where WiM has taken place (after the extension of WiM from the environs of Brighton, at the University of Sussex, and as part of the Free University Brighton series of workshops, and then to London, to Goldsmiths University).
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.

SUMMARY

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.

Together, these papers represented a
Teaching in Turbulent Times: Challenges and Responses

A CHEER and TaLES event
Sponsored by ADQE, CHEER, Centre for Gender Studies and Global Studies

Key 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 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.

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.
Transformative Pedagogy Course for the Nigerian Universities Congress (NUC)

Colleagues 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). They delivered a week-long intensive professional development course for 82 Nigerian university lecturers entitled ‘Transformative Higher Education Pedagogy’. 

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 an incredibly rich experience for Sussex colleagues in being attuned to the challenges of higher education pedagogies in different international contexts and we hope to form a lasting collaboration with the NUC and with our Nigerian colleagues from the Department of Education.

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/.
Entangling Gender in Virginia

Louise Morley was one of the keynote speakers presenting 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.

Highlights

CHEER was represented with Professor Louise Morley talk on current neoliberal era in higher education.

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
Effective Gender Equality in Research and Academia

Louise Morley was one of the keynote speakers presenting Entangling Gender and Neoliberalism in the Global Academy at the Exclusionary Legacies: Women, Gender, and Race seminar.

She presented Entangling Gender and Neoliberalism in the Global Academy to scholars, researchers and policymakers from around Europe, including Marie Skłodowska-Curie's granddaughter - Hélène Langevin-Jolliot - who was at the seminar to pay tribute to Marie Skłodowska-Curie, on the occasion of her 150th anniversary with Marion Augustin and Nathalie Pigeard.

Read more: http://www.egera.eu
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.

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.

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
This past month was exceptional. 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 and I am hopeful that discussions at the conference will continue (keep an eye on the CHEER website for more news!). 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 were 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.

Prof. Louise Morley made the keynote presentation Women and Higher Education Leadership 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 postgraduate 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/doctoralschool/wellbeing/mentalhealth/understanding-mental-health-pgrs
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.

The event was attended by women rectors (vice-chancellors) and vice-rectors (pro vice-chancellors) from around Europe.

Highlights

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.
Emily Danvers was an invited keynote speaker at an event on '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.
Capacity Building in Coaching, Mentoring and Pedagogic Practice

Key Highlights

In March 2018, I designed and delivered an intensive five-day training to 22 senior teachers and researchers.

In March 2018, I 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.

Findings

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Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque consequat, eros et congue tincidunt, neque leo facilisis turpis, at pellentesque ligula magna.
CONTRIBUTION TO HIGHER EDUCATION STUDIES

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.
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 Studies in Higher Education (Morley), Higher Education Research and Development (Hinton-Smith, Morley), Teaching in Higher Education (Morley, Pryor, Morrice), Studies in the Education of Adults (Morrice), International Journal of Lifelong Education (Morrice), 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.

Emily Danvers, Tamsin Hinton-Smith and 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 Rebecca Webb achieved a Higher Education Postgraduate Certificate and received a Fellowship to the Higher Education Academy.

Doctoral researcher Wendy Ashall, was awarded a teaching award by her Foundation students, and contributed to a two-day Model UN at Cardinal Newman College as their UN Refugee and Asylum expert.
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 senior fellowship of the higher education academy for her work leading pedagogic change in the UK and internationally.

Dr Emily Danvers has been awarded a Society for Research into Higher Education Prize for Newer Researchers 2018. The award brings a prize of £3000 for Emily to pursue her research on 'Prevent/ing criticality? The pedagogical impact of Prevent in UK universities.'

Wendy Ashall won teachers-led initiative this year for her role as associate tutor.
COMPLETED AND ON-GOING RESEARCH
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.

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.

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 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?
Secondees: 1 ER and 1 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.

Outputs

Research-informed guidelines for higher education institutions on reflexive internationalisation aimed at embedding equity in their employment practices and treatment of international staff.

Two members of the Roma Education Fund: Beate Olahova a (from 1 September) 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.
Work Package 2

Title: Debating and Designing a Module to Encourage Reflexive Accounts of Internationalisation
Dates: 4th September 2016 to 31st October 2016
Secondees: Professor Louise Morley (Sussex), Professor Nafsika Alexiadou (Umea); Dr José González Monteagudo (Sevilla)

Under the lead of Professor Louise Morley, ER from each AP to go 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.

Progress

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

This data collection was funded by CHEER. Data was used to inform an academic paper entitled ‘Internationalisation and Migrant Academics: The Hidden Narratives of Mobility’. This was collaboratively written with Dr Marius Taba and Dr Stela Garaz from REF and HEIM academic partners Professor Louise Morley, Professor Nafsika Alexiadou and Dr José González Monteagudo. The paper was published in 2018. See section on new publications.

Deliverables

1. One co-authored journal paper - between colleagues from Seville, Umeå, Sussex and the REF.
2. A training module ‘Internationalisation for All?’ for beneficiaries’ organisations. The HEIM team in Sussex designed a training module entitled ‘Internationalisation in Higher Education: Practical Guidance’. This is currently being piloted with the Department of Human Resources, equality and diversity personnel and managers responsible for internationalisation at the University of Sussex.

The training module entitled ‘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
Secondees: ER: Professor John Pryor (Sussex); ESRs: Daniel Leyton (Sussex); Caterina Mazzilli (Sussex);
REF 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 REF online network of ESRs from Roma backgrounds across the EU.
2. One ER from Sussex seconded to 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 will involve:
   • Mapping of Roma ESRs in higher education across the EU.
   • 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 will be linked to the CHEER website.

Work Programme

Phase 1 – Reconnaissance: this involved making contact with Roma research students across Europe both those supported by the Roma Education Fund and those that are not. This phase will also investigate what is already available by way of support for these people including the existing Facebook group.

Phase 2 – Ways of enhancing the network and the resources to support research in the social sciences and humanities by Roma graduate students were formulated and the relevant resources accumulated.

Phase 3 – The Facebook Group was relaunched (https://www.facebook.com/groups/REFScholarshipProgramRomaResearchNetwork/#_=_), reaching out to widen the network.

Deliverables

1. A Facebook Group to support the Roma ESR community, linked to CHEER web communications. It has 109 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.
2. An established network on which to base applications for further funding e.g. to the Horizon 2020 Programme and the Open Society Foundation.
3. CHEER has populated the HEIM website with related literature, reports, news and links to relevant Roma organisations with the aim of developing an intellectual resource for use by the Roma ESR community.
4. A third ESR, Antonio Marquez from the University of Seville, was appointed to take part in the secondment but withdrew at the last moment having been offered an employment opportunity with the Spanish Government.
Work Package 4

Title: Supporting Roma Students in Higher Education
Start date: 8th March – 30th September 2015
Secondees: 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.

Activities
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. 3 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
Work Package 5

Title: Researching Marginalised Minorities in Higher Education Institutions: Policies and Practice
Dates: 16th September – 31st December 2015
Secondees: Seville secondment: Dr Stela Garaz (ER) and Ilona Notar (ESR); Umeå 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-Smit 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.

Activities
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

Outputs
1. A series of three country-specific (Sweden, Spain, UK) research-informed briefing papers to be led by REF on issues for Roma people in accessing higher educational opportunities in European countries. (see 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
Secondee: Mihaela Velicu, Gabriela Petre, Dănuț Dumitru, Máté Dezső, Szilvia Pallaghy, Radoslav Kuzmanov, Marsela Taho, Ljubica Tomić, Dragana Radoman, Albena Velcheva.
Lead: Paul Roberts and Emily Danvers

Objectives
The team has set to:
1. Share expertise in research methodologies between Sussex and the REF.
2. To build capacity for ESRs to undertake innovative studies in their communities.
3. To develop online resources for researching Equality and Diversity that can be used by the Roma and wider research communities.

Activities
10 ESRs from the REF to attend Sussex for intensive training for research methodologies at the beginning (June 2015). The first visit introduced them to basic principles of critical methodologies to explore issues of Equality and Diversity. The second visit will consolidate and enhance the ESRs’ research competencies and communications skills. They will design, organise and conduct a dissemination event in which to showcase their research.

Outputs
A training programme in research methodologies for 10 Roma ESRs took place in June/July 2015, as reported in detail in the May 2016 report.

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.

The programme for the second visit has been designed to focus on the development of research communication competencies with our 10 Roma scholars. This visit to the University of Sussex has been scheduled for 28th June-25th July and we are in the process of confirming participants. The visit will involve participants contributing to an Impact Seminar entitled ‘Marginalised Minorities in Higher Education: The Case of Gypsy, Roma and Traveller Communities’ as well as presenting at a CHEER Conference entitled ‘Disrupting Internationalisation Discourses: Discussing Equity and Inclusion’. It will also include opportunities to write reflections on equality, diversity and internationalisation which will be published on the CHEER website in the form of blogs. These reflections will become an online resource to be used by the Roma and wider research communities.
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.

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.
Visit to Japan 2018

The aim of this year's visit was to gather data with international PhD students and incoming 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 aimed to exchange knowledge with partners about best practices for supporting international PhD students and staff on the hidden narratives of internationalisation.

Activities

For the doctoral researchers' theme, we are planning to conduct 15 semi-structured interviews. Fifteen international doctoral researchers in any year of study in the Arts, Social Sciences and Humanities (ASSH). A mix of public and private universities For the migrant academic theme, we are planning to conduct 15 semi-structured interviews of approximately 30-40 minutes each.

Output

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque consequat, eros et congue tincidunt, neque leo facilisis turpis, at pellentesque ligula magna dictum libero.

[louise]

Gender in International Higher Education

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.

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. 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. (see https://www.ucl.ac.uk/ioe/departments-centres/education-and-international-development/poverty-education-inequalities/higher-education-inequality-public-good-four-african-countries)

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.

In March 2018, I 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 eu est. Nunc.
CHEER website visitor activity in the six month period from Jan-June 2018. Over the period, CHEER has achieved an average of approx. 900 total page views per month, 258 visitors per month, and approx. 158 new visitors per month (as opposed to the same people returning). Visitor activity is in line with previous years, although total views are slightly down (by 996 views) and visits and new visits slightly up (by 49 and 289 respectively). There were peaks of activity on 11 Feb (nearly 200 visits) and 11 June (approx. 180 visits).

The following are the most visited pages over the period. Comparing the most popular pages with the same period last year, 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’. Having said that, 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.
Blog

[EMILY]

Social Media

[Emily]
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 Emily Danvers, Dr Tamsin Hinton-Smith, Dr Simon Thompson** and **Dr Mariam Attia** designed a new Inclusive Higher Education MA course which was validated in May 2017. The course is intended to support higher education teachers to reflect critically on their own practice and how it could be made more inclusive, drawing on the latest research. This MA will include input by CHEER colleagues and builds on the CHEER core module Critical Higher Education.

2. **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’.

3. **Dr Emily Danvers** teaches on the Childhood and Youth BA Year 1 module ‘Childhood, Youth & Transition: Developing Critical Approaches’ and convened and taught the Advanced MSc module, Social Inclusion in Education and Social Care in 2017.

4. **Dr Tamsin Hinton-Smith** convenes 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.

5. **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.

6. **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.

7. **Professor John Pryor** teaches on a range of courses on the Social Research Methods MSc, including social research methods, education and social theory.

8. **Dr Rebecca Webb** is Course Leader for the Early Years Education MA. She specialises in teaching topics such as research methodologies, early years curricula, emotionality and well-being and gender.

9. **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.
SEMINARS AT CHEER
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

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 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 demonised. A further dimension to external...
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)

silencing is silence by exclusion: for example, a lack of women in the most senior ranks and leadership 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. 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 silencing of academic women is a move towards that which cannot be named.
PLANS FOR NEXT YEAR
2018 - 2019

1. **Professor Kelly Coate** will join the CHEER team. 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.

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. **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.

6. **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.

7. Please add the title for Linzi Kemp’s seminar: Progress for Women in the Middle East: From Education, through Organisations to Leadership.

8. **November 2018**- Visit of the Chilean Delegation to CHEER.


Papers will include:

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

II. **The Hidden Narratives of Higher Education Internationalisation:** Can Excellence and Inclusion Cohabit? 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.

The project 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.
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 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

[anything else?]
MEBERS
OF CHEER


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PROFESSOR LOUISE MORLEY
International higher education policy, gender and feminism, leadership, internationalisation, equality, quality and power, micropolitics.

DR. SIMON THOMPSON
Teaching and learning, teacher education, history education, life histories.

DR. EMILY DANVERS
Critical thinking, student identities, inclusive higher education pedagogies, sociological feminist theory.

PROFESSOR KELLY COATE
Vestibulum sapien ipsum, molestie eu consequat gravida, rhoncus nec enim. In fringilla lorem vitae consectetur faucibus.

DR. LINDA MORRICE
Higher and adult education policy and practice, identities, equity, migration.

DR. BARBARA CROSSOUARD
International higher education policy and practice, doctoral education, gender, citizenship.
DR. MARIAM ATTIA
International higher education, coaching and mentoring, nonjudgemental communication, wellbeing.

PAUL ROBERTS
Doctoral education and issues of power and identity in higher education management.

DR. REBECCA WEBB
Discourses of citizenship, equality and diversity, politics, rights, postgraduate teaching and learning.

PROFESSOR ALISON PHIPPS
Gender and sexuality, higher education, laddism, sexual Harrassment, sexual violence, sex work.

DR. TAMISIN HINTON-SMITH
Widening participation, nontraditional students, gender, equality, qualitative research.

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YASSER KOSBAR
Internationalization, gender, .

HELEN MURRAY
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JENNY JOMAFUVWE AGBAIRE
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WENDY ASHALL
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TANJA JONANOVIC
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DANIEL LEYTON ATENAS
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