

ANNUAL REPORT 2016/17

CHEER

CENTRE FOR HIGHER EDUCATION AND EQUITY RESEARCH



US
UNIVERSITY
OF SUSSEX

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1. Overview

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

CHEER is committed to examining and reviewing the systems, structures, cultures, experiences, consequences and solutions to inequities within higher education. We are part of critically informed social change, bringing together new interdisciplinary understandings of the creation, exchange and transfer of knowledge, and its social justice purpose, distribution and impact on society, higher education policy, practices and processes.

Our research offers creative solutions to furthering inclusion and has highlighted considerable inequities experienced by marginalised academic staff and students. These include:

- 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).
- 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)
- 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).
- 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 futures.

2. CHEER in 2017



CHEER has had another creative and productive year, with new research projects and new members. We were delighted to welcome Dr Emily Danvers as a Lecturer in Higher Education and Co-Director of CHEER. Dr Charlotte Morris also joined us as our Research Fellow, with a doctorate in Gender Studies and research interests in inclusive practices in higher education. Dr Simon Thompson, the Head of the Department of Education at the University of Sussex, with interests in higher education pedagogy, also joined CHEER, as did new member of staff Dr Mariam Attia who has a wealth of international experience in higher education and is especially interested in executive coaching and well-being.

CHEER commenced work on its exciting new research partnership with the Research Institute of Japan, UK and Europe (RIJUE), at the University of Hiroshima. The project *Higher Education, Knowledge Exchange and Policy Learning in the Asian Century* is enabling CHEER staff and doctoral researchers to continue to internationalise their research through visits to Japan, international seminars and co-authored publications on the topics of internationalisation, higher education pedagogies and doctoral education. This 3-year project commenced with a joint CHEER/RIJUE seminar in Sussex in February 2017 *Current Challenges/Desired Futures for Higher Education in Japan and the UK*. The co-creativity continued in June 2017 when six CHEER members visited Japan to co-research and present work in international seminars and workshops.

CHEER has continued its highly original work in the Higher Education, Internationalisation and Mobility (HEIM) Project. Collaboration with the Universities of Seville and Umea and the Roma Education Fund, Budapest has produced a Training Module for Universities on Internationalisation in relation to migrant academics, a Facebook Group for Roma Researchers, a film *Gypsy, Roma*

and Traveller Communities in Higher Education, in addition to a range of reports and academic publications.

CHEER members are committed to scholarship on higher education and are producing original and highly regarded publications. We are also editorial and advisory board members on key journals in the field including *Teaching in Higher Education* and *Studies in Higher Education*.

Members recognise that it is important to achieve a balance between research and teaching and to ensure capacity building for newer members of the academy. To this end, Dr Tamsin Hinton-Smith led a team to develop a new MA in Inclusive Higher Education that will run from 2018, and is aimed at developing higher education teachers.

CHEER aims to provide an intellectual home to doctoral researchers of higher education. This academic year, Rose Kiishweko completed her PhD and on-going doctoral researchers presented their work in seminars and conferences, and have been highly successful in publishing their work in influential academic journals.

CHEER's quality research is continuing to have considerable impact in the UK and internationally. For example, the Leadership Foundation for Higher Education developed its Aurora programme in response to my 2013 research on women in higher education. Over the past three years more than 3477 women from 139 institutions across the UK and Ireland have participated. Dr Barbara Crossouard is developing impact internationally in her spin off from this research and is working with ministers and community organisations in Australia, India and the UK on women in STEMM subjects.

International work is flourishing in CHEER, with members presenting work at seminars and conferences on five continents, and maintaining links with research centres globally. This year, I had the honour to be a Guest Professor at the University of Gothenburg in Sweden, and this has led to a range of collaborations, including Paul Roberts' links with their doctoral education programme.

CHEER represents an important critical space for higher education scholars around the world for reflecting and theorising the rapid changes that the sector is experiencing. The next academic year will see the 10th Anniversary of CHEER, and we plan to mark this event with an important 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!

Louise Morley
CHEER Director

3. My Year with CHEER

3.1 Spotlight on Emily Danvers



Dr Emily Danvers is a Lecturer in the Department of Education and Co-Director of CHEER appointed in October 2016 after successfully completing her viva in April. Here she reflects on her year as a post-doctoral lecturer and the opportunities that working in CHEER has opened up to her.

“My doctoral thesis looked at what it means to be a student and a critical thinker in UK universities, how this is socially located and experienced differently by diverse student bodies, and how ideas around the ‘critical student’ clash with neoliberal demands to progress and perform. Further research interests of mine include equity and inclusion, students and their political engagements and marginalised students’ identities within higher education. This academic year, I have been focusing on developing publications out of my thesis. This has included having a book chapter on the pedagogical implications of my work being accepted into an edited collection on new materialist feminist pedagogy. I have also drafted two papers about how the idealised ‘critical thinker’ is imagined through particular privileged embodiments and how student critical thinking has been squeezed into a narrow space because of demands for students to ‘perform’ their learning in particular ways. It has been a real challenge to re-fashion my thesis to the specific demands of research papers, but I have been expertly supported in this by my research mentor, Dr Linda Morrice.

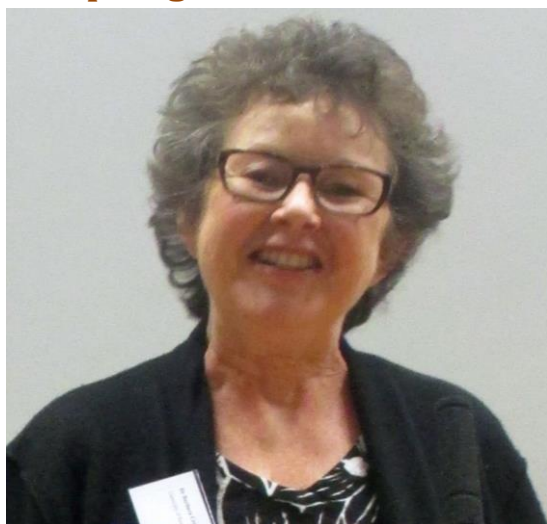
I was particularly proud this year to have been awarded a senior fellowship of the higher education academy in recognition of my leadership in teaching and learning - here at Sussex as well as in previous roles. A key task this year was working closely with Dr Tamsin Hinton-Smith, Dr Simon Thompson and Dr Mariam Attia to develop a new MA in Inclusive Higher Education which was successfully validated in May 2016 and will launch in 2018/19. The course includes a module on ‘Critical

Higher Education' for which students will have the opportunity to critically interrogate topics – from student engagement to research metrics – for what they make possible/exclude in relation to equity. I have also had the opportunity to run a summer school as part of the HEIM project [www.sussex.ac.uk/education/cheer/heim] for five visiting scholars studying Roma inclusion in higher education. We have been examining the topics of equity, inclusion and internationalisation.

In June 2017, I was one of six CHEER members to visit Japan as part of our *Higher Education, Knowledge Exchange and Policy Learning in the Asian Century*, and very much look forward to future collaborations with Japanese colleagues.

CHEER has been a stimulating and supportive place to spend what can be a very difficult first post-PhD year in an academic role. There are a lot of opportunities to get involved in, various international research projects, and potential to network with internationally esteemed academic colleagues via CHEER conferences and seminars.”

3.2 Spotlight on Barbara Crossouard



Dr Barbara Crossouard has recently been promoted to Reader of Education. Barbara's main research interests are assessment, doctoral education and doctoral pedagogies, including their development using digital technologies. She is a member of the British Education Research Association (formerly Higher Education Special Interest Group (SIG) convenor); the Society for Research in Higher Education; the British Sociology Association; the International Sociology Association and the Scottish Educational Research Association. Here Barbara reflects on her International work on women working in STEMM subjects linked to the Women in Higher Education Leadership project (see the section on this project 8.3).

“The under-representation of women in Science, Technology, Maths and Medicine (the STEMM subjects) has been a chronic problem since disciplinary fields first emerged. Despite sporadic interventions in different contexts, many STEMM subjects remain highly masculinised, male-dominated domains. The British Council India, in conjunction with the UK Science and Innovation Network, has been actively collaborating through the ministerial Indo-UK Science and Innovation Council to address these inequities. At a jointly organised workshop on Women in STEMM in New Delhi in February 2015 I gave a keynote address on UK perspectives. As an outcome of that meeting, both countries agreed to explore opportunities to develop future work through the Newton-Bhabha Fund to support Diversity in Science. More recently, in November 2016, I was invited to be a keynote speaker as part of the UK delegation at a Trilateral Workshop on Women in STEMM in New Delhi, this time involving the Australian Department of Industry, Innovation and Science (DIIS), the Ministry of Science and Technology, India, and the British High Commission (New Delhi).

In my opening address, I pointed to the many, rather scattergun interventions that had tried to improve women’s representation in STEMM over decades in the UK. I suggested it was important to engage in a deeper way with the masculinised, competitive cultures of contemporary academia, and pointed to ways that this had been approached within the Changing University Cultures (CHUCL) project, conducted recently at Imperial College and led by Professor Alison Phipps (University of Sussex).

In my second address, I drew on our Women in Higher Education Leadership in South Asia project (directed by Louise Morley) to highlight the lack of publically available data on women’s representation across all levels of higher education in much of the region, both in the sciences and in other disciplines. The follow-up activities from this workshop include a mapping of the different databases on Women in STEMM across our three contexts, which I have been asked to lead along with Dr Pavel Oseiko of Oxford University, as well as an exploration of the possibility of introducing a scheme based on the UK’s Athena Swan programme in India.”

4. New Publications

CHEER performed extremely well in the 2014 Research Excellence Framework (REF), a national measurement of research quality in the UK. 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 rigour. 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:

Attia, M. and Edge, J. (2017) Be(com)ing a reflexive researcher: a developmental approach to research methodology. *Open Review of Educational Research*, 4 (1). pp. 33-45. ISSN 2326-5507

Crossouard, B., Dunne, M. and Durrani, N. (2017): 'Silencing Youth Sexuality in Senegal: Intersections of medicine and morality'. *Gender and Education*. ISSN 0954-0253.

Dunne, M, Durrani, N, Fincham, B and **Crossouard, B.** (2017): *Troubling Muslim Youth Identities: Nation, religion, gender*. Palgrave Macmillan.

Hancock, S., Clegg, S., **Crossouard, B.**, Kahn, P. and Weller, S. (2016): 'Who is the Newer Researcher into Higher Education? Locating ourselves in shifting terrains'. *Higher Education Research and Development*, 35 (2). pp. 282-295. ISSN 0729-4360.

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

Hinton-Smith, T., **Danvers, E.** and **Jovanovic, T.** (2017): 'Roma Women's Higher Education Participation: Whose Responsibility?' *Gender and Education*. DOI:10.1080/09540253.2016.1274386.

Morley, L. (2016): (ed) *Gender and Access to and Participation in Higher Education: The Europa World of Learning Essays 2017*. London: Routledge.

Morley, L. and **Crossouard, B.** (2016): 'Women's leadership in the Asian Century: Does expansion mean inclusion?' *Studies in Higher Education*, 41 (5). pp. 801-814. ISSN 0307-5079.

- Morley, L.** and **Crossouard, B.** (2016): 'Gender in the Neoliberalised Global Academy: The Affective Economy of Women and Leadership in South Asia', *British Journal of Sociology of Education*, 37 (1), pp. 149-168.
- Morley, L.**, Berma, M. and Dato' Hj Abdul Hamid, B. (2016): 'Managing Modern Malaysia: Women in Higher Education Leadership'. In, Eggins, H. (Ed) *The Changing Academy – The Changing Academic Profession in International Comparative Perspective*. Dordrecht: Springer Publications: 137-154.
- Morley, L.** and **Crossouard, B.** (2016): 'Women in Higher Education Leadership in South Asia: Willfulness and Willingness'. In, Morley, L. (ed) *Europa World of Learning 2017 Essays on Gender Equality*. London: Routledge.
- Morley, L.** (2016): 'Financing Creativity in the Global Research Economy: Performance Management or Knowledge Construction?' In Barnett, R., Scott, P., and Temple, P. (eds) *Public and Private Benefits of Higher Education: An appreciation of the work of Gareth Williams*. London: IoE Press.
- Morley, L.** (2016): 'Researching Absences and Silences in Higher Education: Data for Democratisation'. In, Ball, S. *Education Policy: Major Themes in Education*. London: Routledge.
- Morley, L.** (2016): 'Institutional Micropolitics', In, N. Naples (ed) *The Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*. London: Wiley-Blackwell.
- Morley, L.** (2017): 'Gender in the Neoliberal Research Economy'. In, Kahlert, H. (ed) *Gender Studies and Gender Research in Times of the New Governance of Science*. Dordrecht: Springer Publications.
- Collyer, M., Brown, R., **Morrice, L.** and Tip, I. (2017): 'Putting Refugees at the Centre of Resettlement in the UK'. *Forced Migration Review* (54). pp. 16-19. ISSN 1460-9819.
- Morrice, L.** (2016): 'Cultural Values, Moral Sentiments and the Fashioning of Gendered Migrant Identities'. *Journal of Ethnic and Migration Studies*, 43 (3). pp. 400-417. ISSN 1369-183X.
- Morrice, L.** (2016): 'British Citizenship, Gender and Migration: The containment of cultural differences and the stratification of belonging'. *British Journal of Sociology of Education*, 30 (5). pp. 597-609. ISSN 0142-5692.
- Phipps, A.**, Ringrose, J., Renold, E. and Jackson, C. (2017): 'Rape Culture, Lad Culture and Everyday Sexism: Researching, conceptualizing and politicizing new mediations of gender and sexual violence'. *Journal of Gender Studies*. ISSN 0958-9236.
- Phipps, A.** (2017): 'Sex Wars Revisited: A rhetorical economy of sex industry opposition'. *Journal of International Women's Studies*. ISSN 1539-8706.

Phipps, A. (2016): 'Whose Personal is More Political? Experience in contemporary feminist politics'. *Feminist Theory*, 17 (3). pp. 303-321. ISSN 1741-2773.

Phipps, A. (2016): '(Re)theorising laddish masculinities in higher education'. *Gender and Education*. DOI: 10.1080/09540253.2016.1171298, pp. 1-16.

Mayes, E., Bakhshi, S., Wasner, V., Cook-Sather, A., Mohammad, M., Bishop, D. C., Groundwater-Smith, S., Prior, M., Nelson, E., McGregor, J., Carson, K., **Webb, R.**, Flashman, L., McLaughlin, C. and Cowley, E. (2017): 'What can a conception of power do? Theories and images of power in student voice work'. *International Journal of Student Voice*, 2 (1). (Accepted).

Webb, R. (2017): "'Being yourself": Everyday ways of doing and being gender in a 'Rights Respecting' primary school'. *Gender and Education*.
<http://www.tandfonline.com/eprint/VsQ5nxx7xvtRknK6YTuU/full>

5. Knowledge Exchange & Public Engagement

This academic year CHEER members have presented their work at conferences across the globe and have discussed the policy implications of our research with policymakers, academics, and community organisations/NGOs in Argentina, Australia, Cuba, India, Japan, Sweden, Taiwan, and the UK, placing CHEER at the forefront of research informed change in higher education policy. Our research has also been featured in the media, providing non-academic audiences with information about what we do and why it matters.

CHEER members are currently constructing a Case Study for REF 2021 on *Advancing Equity and Inclusion in Higher Education*, drawing on some of the projects detailed below:

HEIM

This year CHEER provided a written submission from its HEIM project to the UK House of Commons Women and Equalities Committee inquiry into ‘Tackling Inequalities Faced by Gypsy, Roma and Traveller Communities’. The summary of findings looks at strategies for the inclusion of Gypsy, Roma and Traveller communities in higher education.

The HEIM project continued to receive good coverage in prestigious media.

Matthews, D. 2016: Roma: the UK’s forgotten higher education minority. *Times Higher Education* May 29, 2016.

<https://www.timeshighereducation.com/news/roma-uks-forgotten-higher-education-minority>

Jovanovic, T. 2016: Higher education must not exclude Roma communities. *Times Higher Education* May 19, 2016.

<https://www.timeshighereducation.com/blog/higher-education-must-not-exclude-roma-communities>

For further details of the project, its impact and activities, see section: 8.1

Women in Higher Education Leadership

Professor Louise Morley’s (2013) Stimulus Paper *Women and Higher Education Leadership: Absences and Aspirations* (<http://goo.gl/hNhqaO>) led to the creation of the Aurora Programme (<http://goo.gl/M00Lx1>) for Women Leaders at the Leadership Foundation for Higher Education (LFHE). Aurora is a leadership development initiative that combines education, mentoring and on-line resources to provide learning with a more enduring impact. Aurora provides an additional opportunity for women to influence their institutions and to develop leadership skills.

On reading Louise's paper, The British Council, Pakistan commissioned research in response to their concerns about the under-representation of women in senior leadership positions in higher education (HE) in South Asia. Louise, with CHEER colleague Dr Barbara Crossouard, completed this research in 2015 and the findings led the British Council to roll out the Athena Swan Programme to South Asia. Louise was asked to describe this research in a video for the University of Sussex's 'most influential research' series.

See <https://vimeo.com/192431192>



Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard (WPHEGT)

Completed in 2011, this research project continues to have impact. The Lead Researcher in Tanzania (Amandina Lihamba) used findings in a proposal to the Tanzanian Government on support for disabled students. This served to add to the overall discourse informing how disabled students should be treated. In Ghana, the University of Cape Coast (UCC) established funding for disadvantaged students, and their Counselling Centre set up support seminars and allocated counsellors for students at risk of non-completion.

Internationally, research findings were presented at the 10th anniversary conference of the ESRC-DFID Joint Fund for Poverty Alleviation Research Pretoria, South Africa in 2016. This contributed to the UCL IoE successful bid to the ESRC Newton Fund in which the WPHEGT's data will be re-analysed in relation to higher education as a public good in four African countries (Ghana, Kenya, Nigeria and South Africa).

5.1 Selected Keynotes, Conferences and Seminar Presentations

Dr Mariam Attia

GHANA

Dr Mariam Attia presented 'Researching 'reflexivity' in Africa and letting the sun shine in' at the *Early Career Researcher Development Writing Week, University of Ghana, Accra, Ghana*.

UK

Mariam also presented 'Understanding reflexivity in light of Dewey's 'Trying' and 'Undergoing'' at the *Dewey Conference, Cambridge* and 'Hope is our bread and butter: towards a human ecological language pedagogy in the context of siege', at the *BIBAC Conference 2016, University of Cambridge, Cambridge, UK*. (with Al-Masri, N, Frimberger, K, Imperiale, G and Fassetta, G.)

Mariam led the organisation and delivery of a one-day AHRC workshop for postgraduate researchers by the title *Researching Multilingually: Possibilities and Complexities*, London, 2016 (with Fay, R., Andrews, J., and Holmes, P.); and gave a session to AHRC postdoctoral researchers by the title *The Opportunities and Challenges of the Role of a PDRA*, London, 2016, (with Wells, N.)

Dr Barbara Crossouard

INDIA

Dr Barbara Crossouard provided a keynote address in Delhi, India in November 2016 entitled 'Women in STEMM in the UK: more questions than answers?' delivered to the Trilateral Workshop on Women in STEMM (Science, Technology, Engineering, Mathematics and Medicine) with the Australian Department of Industry, Innovation and Science in partnership with the Ministry of Science and Technology, India and the British High Commission (New Delhi). In attendance were Ministry officials, ambassadorial staff from the three host countries, professional associations and institutes (including the Indian National Science Association, Indian Institute of Science, George Institute for Global Health, Royal Society, UK) and national bodies working on equality in higher education (such as the Equality Challenge Unit, UK), as well as academics from each host country.

Dr Emily Danvers

UK

Dr Emily Danvers and Dr Tamsin Hinton-Smith were keynote speakers at a University of Portsmouth research seminar on 15 February 2017 entitled 'Who is the Critical Thinker in Higher Education?' Organised by Dr Francesca Salvi and the Women & Gender Studies Research Cluster, the seminar explored how critical thinking is encouraged and enacted by faculty and students and becoming a critical thinker intersects with students' identities. The event was attended by an audience of students and staff and prompted a lively discussion about the multiple factors shaping 'becoming' a critical thinker for students and the importance of continuing to foster space for critical thinking in higher education practice.



Dr Tamsin Hinton-Smith

CUBA

Dr Tamsin Hinton-Smith presented her research on 'Universities and Inequality: Reasserting class exclusion' at the Conference of New Political Science, University of Havana, Cuba, 14-18 November 2016. Her paper drew on an on-going funded research project that aims to put class back on the agenda in addressing HE inequalities.



UK

Dr Tamsin Hinton-Smith, Dr Emily Danvers and Dr Rebecca Webb attended the *Ethics of Writing* conference at the University of Brighton on 8 December presenting 'So is it a feminist group? Some reflections on 'feminist' ethical premises and practices of one post-graduate writing support group'.

In April 2017, Dr Rebecca Webb, Dr Tamsin Hinton-Smith and Dr Emily Danvers presented at the University of Sussex's *Teaching and Learning Conference* at which they ran a practical workshop drawing on their experiences of running a writing group for doctoral students. See the writing group's blog for more details of this initiative. <https://writingintomeaning.wordpress.com/>

Dr Linda Morrice

UK

Dr Linda Morrice was an invited speaker at the *Hidden Histories: Refugees and the Challenges for Policy, Pedagogy and Participation* conference at the Society for Research in Higher Education in London in June 2017 where she presented the seminar 'Supporting Refugees Access, Retention and Success in Higher Education'.

Professor Louise Morley

AUSTRALIA

Professor Louise Morley was invited to attend the *Australian Association for Research in Education Annual Conference*, Melbourne, 27 November- 1 December. She presented 'Women in Higher Education Leadership in South Asia: Willfulness and Willingness' in the symposium 'Leading in the Neoliberal University: Gender, Voice and Inclusion in the Global Academy' led by Professor Jill Blackmore, with Professor Lyn Yates as the respondent.

Louise presented 'Troubling Intra-actions: Gender, Neoliberalism and Research in the Global Knowledge Economy' in one of the keynote sessions at the *Disrupting Higher Education Dialogues International Conference*, Deakin University, Melbourne, Australia, 23-25 November. She also participated in panel discussions throughout the conference. Sponsored by the Research for Educational Impact (REDI) Strategic Research Centre, the conference offered theoretical and future oriented provocations on a wide range of relevant issues through a dialogue among leading international and Australian scholars. It was attended by academics, doctoral researchers and a range of community organisations and trade unions.



TAIWAN

Louise was the keynote speaker at the *International Conference on Public Education and Equity*, University of Tainan, 18-19 November, 2016, where she presented 'Lost Leaders: Women in the Global Academy'. Hosted by the Department of Education in the National University of Tainan, the conference was attended by academics, doctoral researchers, policymakers and community organisations from the Asia Pacific region.

Louise also gave a lecture to postgraduate researchers and faculty on *The Hidden Narratives of Internationalisation* based on research findings from Work Package 2 of the HEIM project [www.sussex.ac.uk/education/cheer/heim].



ARGENTINA

Louise gave the keynote address 'Gendered Ecologies in Higher Education' at the GenderInSITE Elsevier Foundation Seminar *Integration of Gender Perspectives in Science and Technology in Higher Education: Contributions to the Advancement of SDGs*, Buenos Aires, Argentina, April, 2017. This international seminar was attended by delegates from across Latin America, Europe and North America from a range of universities and projects, including UNESCO; The National Center for Women & Information Technology, USA; The GenPORT consortium and The International Council for Science. Recommendations from the seminar, including Louise's Manifesto for Change from her research on women in leadership, were going forward to UNESCO.



JAPAN

Louise presented a keynote on 'The Future of Higher Education in Japan and the UK', at the *International Seminar on Higher Education*, Doshisha University, Kyoto, Japan, in June 2017. The event was part of the CHEER/RIJUE research collaboration and involved doctoral scholars, ministers and academics from across Japan and the East Asian region.



DENMARK

Louise presented the paper 'Troubling Intra-Actions: Gender, Neoliberalism and the Global Research Economy' in the symposium *Equity in the Neoliberalised Swedish University?* at the Annual Conference of the Nordic Education Research Association (NERA), University of Aalborg, Copenhagen, in March 2016. The discussant was Sonja Kosunen, University of Helsinki and participants included academics, students and equality officers from across the Nordic region.



5.2 CHEER Symposia

CHEER members are convening the symposium 'Disrupting and Disturbing Dominant Discourses in Higher Education' at the next *British Educational Research Association* (BERA) conference to be held at the University of Sussex, September 2017. In the symposium, CHEER's early, mid and late career researchers will examine dominant values, vocabularies and hegemonic analyses and concepts used in higher education policy, practices and processes and subject them to a critical and disruptive examination.

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

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

Paper 3: *Rethinking the Student Experience: Student Carers, Belonging and Inclusion* by Dr Charlotte Morris

Paper 4: *Desirable Subjectivities in Chilean Widening Participation Narratives* by Daniel Leyton

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

6. Contribution to the Field of 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.

6.1 Journal Editorial Membership

CHEER members continue to play an active and lively part in the development of the field of higher education studies- both nationally and internationally – supporting colleagues to publish through peer review. For example, they are on the editorial boards of important journals including *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*.

6.2 Accolades and Awards

Dr Emily Danvers and Dr Tamsin Hinton-Smith both received their Senior Fellowships of the Higher Education Academy in recognition of their proven, sustained track record in leading high-quality teaching and learning in higher education.

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.

6.3 Professional Membership and 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.

6.4 CHEER Website

The CHEER website (www.sussex.ac.uk/education/cheer) is an important resource for CHEER members and colleagues around the world to access information about our CHEER activities. Since January 2017, CHEER's Research Fellow, Dr Charlotte Morris, has played a key role in developing and enhancing the website as well as CHEER's social media presence, ensuring our news and events are captured and followers are kept up to date with new developments and initiatives.

In the period January-June 2017, the CHEER website achieved an average of just over 1,000 total page views per month, 250 visitors per month, and just over 100 new visitors per month. The CHEER homepage was the most visited page, with 'Events' second most popular, 'Research projects' third, the HEIM homepage fourth, and the page created for the programme and pictures from the Japanese conference fifth. Overall, pages associated with the Japan and HEIM research projects constitute nine of the most popular 20 pages.

While most visitors/page views are from the UK, Japan also features in the top three countries viewing the CHEER website over the last six months. After the UK, highest user traffic comes from Sri Lanka (209), Japan (165), China and the US (99), Kyrgyzstan (77) and Australia (66). Visitors to the CHEER website come from over 30 countries.

6.5 Social media presence

This year CHEER has developed a strong social media presence as part of its communications strategy. Twitter has been a successful means of communication and engagement with an active feed on the website's homepage and 480 followers. A new Facebook Group (<https://www.facebook.com/groups/CHEERSussex/>) has also quickly become established to share information, news, events and discussions with daily posts and views from colleagues working and interested in the field across the sector. It currently has over 100 members and membership is rapidly expanding. The team has also been developing a blog, *(In)equities in Higher Education* with plans to launch in the new academic year 2017.

7. Research Grants Awarded

2016-2019: *Higher Education Knowledge Exchange and Policy Learning in the Asian Century: A UK/Japanese Partnership, University of Sussex International Research Partnerships and Network Fund.*

2017-2020: *Higher Education, Inequality and the Public Good in Four African countries: South Africa, Kenya, Nigeria and Ghana.* Louise Morley is a Co-Investigator. The UK Principal Investigator is Professor Elaine Unterhalter, University College London, and the South African Principal Investigator is Professor Stephanie Allais, University of the Witwatersrand, ESRC Newton Fund ES/P002498/1.

2016-2017: *Guest Professorship at the University of Gothenburg Sweden (Morley).* The income generated from this prestigious professorship enabled funding of a new member of staff for CHEER, and has generated new research and doctoral scholarship collaborations.

8. On-going Research

8.1 HEIM

www.sussex.ac.uk/education/cheer/heim

CHEER is continuing work until December 2017 on its research/innovation project on *Higher Education Internationalisation and Mobility: Inclusion, Equalities and Innovations (HEIM)*. Funded by Horizon 2020 Marie Skłodowska-Curie Actions, the project focuses 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. Research focuses on the Roma community in Europe as a critical example of a marginalised group, at both staff and doctoral student levels. The Partnership is between three universities (Sussex, Umeå and Seville) and the Roma Education Fund (REF) in Hungary (REF has offices also in Romania, Slovakia, Montenegro, and Serbia).

Via secondments, staff exchange and collaborative inquiry, the project is investigating policies, interventions and methodologies for the internationalisation of higher education in different national locations. Deliverables have been produced in the form of participation maps, training materials, guidelines on methodologies for investigating current internationalisation practices, networks, websites/ resource bases, guidelines on reflexive and inclusive internationalisation, working papers and academic journal articles.

HEIM Project News Highlights

This has been an exciting and productive time for HEIM as the following highlights demonstrate:

November 2016 - CHEER welcomed three visitors: Danut Dumitru (Director of Advocacy, Roma Education Fund, Romania), Gabriela Petre (PhD researcher Romania), and Albena Velcheva (PhD researcher, Bulgaria) as part of its Work Package 6 *Research Methodologies Training for Equality and Diversity*. Danut, Gabriela and Albena met with colleagues from the Widening Participation Team here at Sussex to share best practice and ideas for supporting marginalised groups to access higher education opportunities across Europe.

February 2017 - Dr Tamsin Hinton-Smith, Dr Emily Danvers and Tanja Jovanovic presented a Research Café for the Centre for International Education (CIE). Entitled *Roma Students' Experiences in European Higher Education: Exploring Gender, Identity and Marginalisation*. Their paper presented findings from the HEIM project to MA students and departmental colleagues.

July 2017 - Alejandro Soria from the University of Seville carried out his secondment to the Roma Education Fund in Budapest, with support from

Professor John Pryor. Together they are working to expand the Roma Researcher Network and Facebook Group (<https://www.facebook.com/groups/REFScholarshipProgramRomaResearchNetwork/>), as well as building a database of research on Higher Education Internationalisation & Mobility and on Roma Education.

July 2017 - CHEER welcomed five visiting scholars to a summer school, as part of Work Package 6 '*Research Methodologies Training for Equality and Diversity*'. They were: Imre Balog, Ion Goracel, Dezso Mate, Radu Lacatus and Tom Bass. Participants took part in workshops and activities around developing their research communication skills and producing reflective 'think pieces' on their experiences of equity, diversity and internationalisation - for display on the CHEER website later this summer. The group also presented a panel discussion at CHEER's *Disrupting Internationalisation Discourses* seminar on 19th July. The summer school included courses on:

- *Advanced Doctoral Training Workshop: Researching Social Inclusion in Education and Social Care*
- *Equality, Diversity and Internationalisation Reading Group*
- *Introduction to Presentation and Poster Presentation Skills*
- *Presenting with Style, Flair and Presence*
- *Reflective Writing about Equality, Diversity and Internationalisation*
- *Academic Writing Workshop: Cautious Language*
- *Academic Writing Workshop: Developing Academic Style and Vocabulary*
- *Communicating your Research to the Media*
- *Using Blogs and Social Media to Promote your Research*
- *Practical Assertiveness for Researchers*



HEIM Events

1. HEIM Team Meeting

Dr Mayte Padilla-Carmona from the University of Seville and Mr Dan Doghi from the Roma Education Fund, Budapest came to Sussex for the Annual HEIM Team Meeting on 11 July. They joined Louise Morley, Emily Danvers, Paul Roberts, John Pryor and Tanja Jovanovic to plan the next stages of the project including further publications and knowledge exchange. Christina Miarti, the Sussex Impact Officer, attended the meeting to advise on how to maximise the impact of this innovative and original project.



2. HEIM Experts' Meeting - Including Gypsy's Roma and Traveller Communities in Higher Education

On 12 July, CHEER hosted an 'Experts' Meeting' to discuss the inclusion of Gypsy, Roma and Traveller Communities (GRT) in UK higher education. Thirty people attended, including members of the Gypsy, Roma and Traveller communities in the UK and Europe, the Roma Education Fund, local authority directors of traveller education, academics, policymakers e.g. Universities UK, and colleagues involved with the implementation of Widening Participation policies in UK universities.

The meeting began by showing the film commissioned by the HEIM project, *Gypsy, Roma and Traveller Communities (GRT) in Higher Education*

https://youtu.be/1CSNLm_50K. This was responded to by Kealey Sly from Leicestershire Gypsy and Traveller Equality and Tanja Jovanovic, Doctoral Researcher in CHEER, who shared their experiences of studying in higher education as Gypsy and Roma students in the UK and Serbia, the exclusions they faced and what they think universities need to do to support GRT inclusion. We

then worked together to design action points to take back to our own organisations and institutions. These included:

- Listing GRT students more prominently as a target group for inclusion in widening participation initiatives.
- Setting up a local forum of key stakeholders in Sussex to discuss how schools, local authorities and universities can better work together on this issue.
- Including knowledge and awareness training for colleagues working in widening participation and promoting GRT inclusion on relevant professional mailing lists.
- Embedding GRT issues and knowledge within school and university curricula.
- Creating case studies of GRT graduates as a form of awareness raising for young people who might be considering attending higher education.
- Working with diversity champions in our own institutions to ensure GRT is on their agenda.
- Looking at how international study abroad opportunities could be better promoted to marginalised groups in higher education, including GRT.
- Linking existing advocacy groups (e.g. ACERT) to instigate policy change.

CHEER's HEIM team plan to keep in touch with attendees and offer support to instigate these changes to promote the access and achievement of GRT students in higher education.



3. Training Session on Internationalisation

A pilot training and evaluation session entitled *Supporting International Staff at the University of Sussex* took place on July 26th 2017. Louise Morley, Charlotte Morris and Paul Roberts worked with colleagues from the Department of Human Resources in Sussex. The overall aims were to pilot the Training Module *Internationalisation in Higher Education: Practical Guidance* [<http://www.sussex.ac.uk/education/cheer/researchprojects/rise/trainingmodule>], and resources developed as part of Work Package 2 *Debating and Designing a*

module to encourage reflexive accounts of internationalisation, with the further objectives of facilitating knowledge exchange and expertise sharing on Internationalisation; the opportunity to reflect deeply on the challenges facing International staff; identification of good practices and a consideration of the training needs and next steps for the university in terms of enhancing practices and support for international staff. Colleagues provided evaluation of the Training Module and accompanying resources in preparation for it being rolled out to managers and potentially to other institutions.



HEIM Project Outputs (to date)

Publications

Alexiadou, N. (2016). 'Equality and education policy in the European Union - An example from the case of Roma'. Forthcoming in: Gale, T. & Gulson, K. (eds) *Policy and Inequality in Education*. Book series Education Policy and Social Inequality. London: Springer.

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

Hinton-Smith, T. & Danvers, E. (2017). Exploring Identity and Belonging for Roma Women Students in International Higher Education. In: Morley, L. (ed.) *The Europa World of Learning Essays 2017: Gender and Access to and Participation in Higher Education*. London: Routledge.

Morley, L. Alexiadou, N. Garaz, S. González-Monteagudo, J. Taba, M. (In press) Internationalisation and Migrant Academics: The Hidden Narratives of Mobility. *Higher Education*.

Padilla Carmona, T., Monteagudo, G, and Soria-Vilchez (2017) 'Roma in Higher Education: A Case Study of Successful Trajectories at the University of Seville', *Revista de Educacion*. No.377, July-September, 2017.

Reports

Alexiadou, N., Norberg, A. (2015) *Roma, Education, and Higher Education policies: The International Context & and the Case of Sweden*. Sweden: Umea University.

Danvers, E. (2015) *Supporting Roma Students in Higher Education: Briefing Report on Higher Education, Internationalisation and Roma in the UK*. UK: University of Sussex.

Garaz, S. & Notar, I. (2015). *Marginalized Minorities in Higher Education in Spain: Policies and Practice*. UK: University of Sussex.

Garaz, S. & Petre, G. (2015). *Researching Marginalized Minorities in UK Higher Education and the Case of Roma: Policies and Practice*. UK: University of Sussex.

Idrizi, M. & Tomic, L. (2015). *Researching Marginalized Minorities in Higher Education in Sweden and the Case of Roma: Policies and Practice*. UK: University of Sussex.

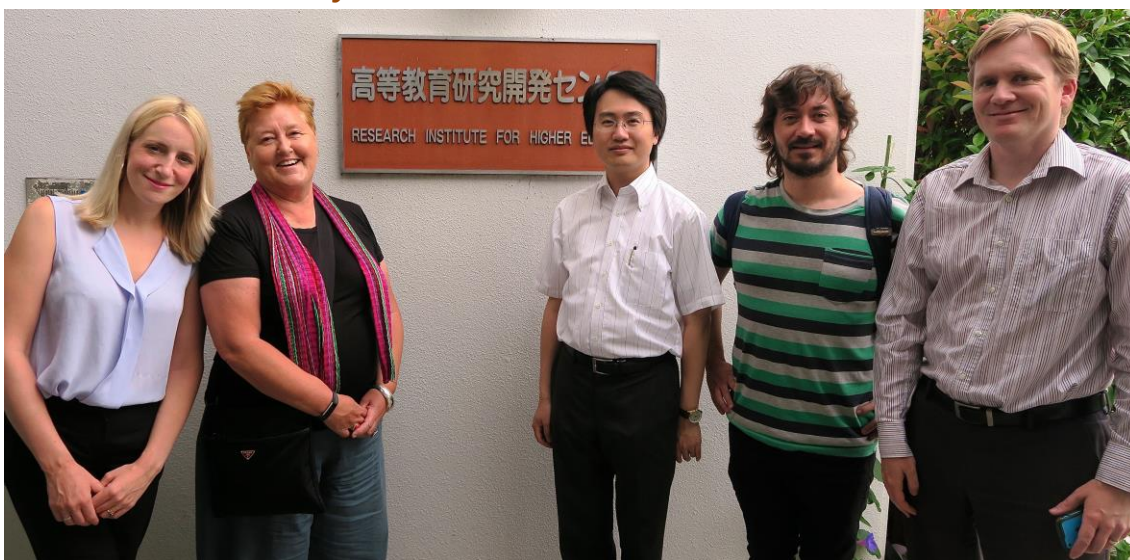
Padilla Carmona, T., González-Monteagudo, J. Soria-Vílchez, A. (2017) *Roma in higher education: A case study of successful trajectories in the University of Seville*. *Revista de Educación*, 377. Julio-Septiembre 2017, pp. 187-211.

Padilla-Carmona, T. and Soria-Vílchez, A. (2017) *Supporting Roma Students to Access Higher Education: Good practice for widening the participation of Roma in Spanish Higher Education*. Spain: University of Seville.

All the above are available on the HEIM website

www.sussex.ac.uk/education/cheer/researchprojects/rise/outputs

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



The Higher Education, Knowledge Exchange and Policy Learning project began in November 2016 and is scheduled to run until October 2019. The project comprises a bi-lateral research partnership between CHEER and the new Research Institute for Japan, the UK and Europe (RIJUE) at Hiroshima University. The partnership is developing original comparative higher education research on current policy priorities in the two countries. The main foci for research are internationalisation; higher education pedagogies and the future of doctoral education. Project objectives include:

1. Establishing 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. Developing 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. Interrogation of the concept of the Asian Century in higher education.
4. Enhancement of CHEER's global profile through its partnership with RIJUE - a major player in higher education in the Asian Century and the Global Knowledge Economy.

5. Building 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. Supporting the internationalisation and mobility of Sussex academic staff and doctoral scholars through secondments to the RIJUE.

PROJECT PROGRESS TO DATE

February 2017

Two-day seminar held at the University of Sussex with guests from Japan: *Current Challenges/Desired Futures for Higher Education in Japan and the UK*.

Further details about the seminar can be found on the event website:

www.sussex.ac.uk/education/cheer/researchprojects/japan/symposium2017

Keynote presentations included:

- Dr Fumi Kitagawa, University of Edinburgh: *Whither or Wither Universities? Perspectives from the UK and Japan*

- Professor Rosemary Deem, Royal Holloway College, University of London: *Trends and Developments in Doctoral Education*.

There were also presentations from faculty and doctoral researchers in CHEER and the RIJUE on the themes of: Innovations and Challenges in Teaching and Learning; Comparative Contexts in Doctoral Education; Internationalisation and Mobility; and Equity and Access to Higher Education.

Issues that emerged from the presentations and discussions included the scale of higher education in Japan and the challenge of over-supply by multiple, often private providers. A key question was if this could be the future for the UK, with the Higher Education and Research Act (2017), and the entry of new providers? Questions were also raised about whether and how over-supply has an impact on widening participation? Who are the socially excluded groups in both countries? Participants also debated the cultural aspects of internationalisation and the different drivers in Japan and the UK. An observation that emerged related to the requirement for students to develop critical thinking, and how this demanded considerable reorientation after transmission-based pedagogies in Japanese schools. There was significant interest in how teaching quality is assessed and evaluated in both countries. The future of the Doctorate was analysed, in particular, how the programmes are organised and assessed in the different countries? Employability was also discussed and there was a strong belief, based on research evidence that graduates of elite universities do better in both countries.



CHEER Visit to Japan

Six CHEER members travelled to Japan for a week from 18 June 2017 hosted by the Research Institute for Japan, UK and Europe (RIJUE), University of Hiroshima. The team included CHEER's Director, Professor Louise Morley; Co-director, Dr Emily Danvers; Research Fellow, Dr Charlotte Morris; Head of the Department of Education, Dr Simon Thompson; Assistant Director of the Doctoral School and CHEER doctoral researcher Paul Roberts; and CHEER doctoral researcher Daniel Leyton. The purpose of the visit was to develop CHEER's research partnership with

RIJUE; to collect data and exchange knowledge for co-authored papers and to discuss ideas for future research and publication collaborations. The three research strands - agreed at a Sussex symposium in February 2017 - included Internationalisation with a focus on the experiences of International academics, Doctoral Studies, investigating training and skills development, and Higher Education Pedagogies with an emphasis on critical thinking.

Full details of the visit and the research project can be found at:

www.sussex.ac.uk/education/cheer/researchprojects/japan/japanvisit2017

The visit highlights included:

- Meetings with colleagues working in higher education internationalisation and faculty and doctoral researchers of higher education from the universities of Hiroshima and Kyoto.
- Professor Louise Morley's keynote presentation at an international seminar at Doshisha University, Kyoto, on *'The Future of Higher Education in Japan and the UK'*.
- Planning meetings with RIJUE colleagues, which focused on the objectives of the partnership and next steps including co-authored papers for peer reviewed journals, and possibilities for further funded research.



8.3 Women in Higher Education Leadership

www.sussex.ac.uk/education/cheer/researchprojects/whel

CHEER's research on women in higher education leadership continues to attract considerable attention. The research has had major impact across the globe, including:

- Introduction of the Athena Swan Programme in South Asia, enabling institutions to evaluate and measure their commitment to gender equality in research.
- Introduction of the Leadership Foundation for Higher Education's Aurora Women-only Programme for Leadership Development. 3,500 women have completed the programme to date which is currently in its third year.
- Research findings have been disseminated widely via keynote presentations in Argentina, Australia, Bahrain, Dubai, Finland, India, Japan, Malaysia, Mexico, Nepal, Sweden, Taiwan and the USA. There have also been opportunities for knowledge exchange with a range of organisations, including the Swedish Secretariat for Gender Research, The Leadership Foundation for Higher Education and UNESCO.

In an important development of this work, Dr Barbara Crossouard contributed as a keynote speaker to a *Women in Science, Technology, Engineering, Mathematics and Medicine* (STEMM) workshop in New Delhi, India from 27-30 November 2016. Over 70 dignitaries and delegates from India, Australia, and the UK gathered at the event with the shared commitment of promoting and increasing the participation and progression of women in (STEMM) careers in the represented countries. Delegates developed *practical action plans* to progress work done individually and collectively by the partner nations to advance career paths for women in STEMM.

Summary of actions:

- Develop a proposal to the Indian Science Academies' inter-academy panel to introduce an Athena SWAN framework to India.
- Develop a strategy to leverage corporate social responsibility to support female internships across all three countries.
- Develop a common set of messages for a digital campaign to promote women in STEMM across Australia, India, and the United Kingdom.
- Develop proposal to expand trilateral cooperation on promotion of Women in STEMM to the Commonwealth and through the UN Sustainable Development Agenda.
- Strengthen coordination and development of and support for bespoke professional leadership programs for Women in STEMM.
- Build an entrepreneurial support network under the STEMM professional and academic associations in India, Australia, and the United Kingdom.

- Identify common gender STEMM regional and international data sources that provide consistent, systematic reporting of gender data and are available for the three countries.

For more details, see section 3.2 and Barbara's 'My Year with CHEER'.

9. Teaching

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. Launching in 2018/19, 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*.

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

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’.

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.

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.

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*.

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.

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

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.

CHEER members are also all actively involved in doctoral supervision.

10. CHEER Doctoral Researchers

10.1 Current Doctoral Researchers



Jennifer Jomafuvwe Agbaire, Education PhD

Research Theme: *Widening Participation in Nigeria*

The complex admission system through which students are recruited to federal universities in Nigeria. The quota-based system emphasises academic merit and involves consideration of applicants' place of origin, whilst excluding gender and socio-economic status linked to widening inequalities in university access across the country. Using focus groups and semi-structured individual interviews, Jennifer explores equity dilemmas and tensions arising from admissions policy and practices through the experiences of current and aspiring students, as well as the views of admissions staff.

Jennifer is supervised by Professor Máiréad Dunne and Dr Louise Gazeley.



Wendy Ashall, Education PhD

Research Theme: *Transitional Pedagogies*

A mixed methods study examining the use and experience of transitional pedagogy within the context of the social sciences Foundation Year in the School of Global Studies at the University of Sussex. Wendy's work is a critical engagement with the professional practice derived from evidence-based practice, drawing on Feminist and Critical Realist research methodologies/ methods.

Wendy is supervised by Dr Tamsin Hinton-Smith and Professor Gillian Hampden-Thompson.



Lisa Blatch, Education PhD

Research Theme: *Higher Education Students and Entrepreneurship*

An interpretive case study of a small number of higher education teachers of entrepreneurship that aims to provide a "snapshot" of how teachers conceptualise the nature and purpose of entrepreneurship. These understandings are potentially shaped by a range of competing, contradictory and complementary ideas, arising from social, policy, business, and research contexts that have different objectives for entrepreneurship and its teaching.

Lisa is supervised by Professor Louise Morley and Dr Josh Siepel.



Tanja Jovanovic, Education PhD

Research Theme: *Roma Student Access to Higher Education in Serbia*

An empirical investigation of the experiences of Roma people in accessing higher education in Serbia through qualitative research. The study is important because access to higher education is integral in improving Roma people's life chances and employment opportunities, which subsequently affect their welfare and enable social mobility. Tanja is drawing on post-colonial feminist theories in order to analyse the effects of racism, marginalisation and exclusion. This year Tanja published with Dr Tamsin Hinton-Smith and Dr Emily Danvers:

- Hinton-Smith, T., Danvers, E & Jovanovic, T. (2017): 'Roma Women's Higher Education Participation: Whose Responsibility?' *Gender and Education*, DOI:10.1080/09540253.2016.1274386

Tanja is supervised by Professor Louise Morley and Dr Linda Morrice.



Kourosh Kouchakpour, Education PhD

Research Theme: *The Blind Side of Higher Education: Students' experiences of participation in learning in BSc Civil Engineering programmes in Iran*

A major expansion of the higher education system in Iran in the latter decades of the 20th century has increased the number of students enrolled in HE institutions. However, widening students' participation in learning in higher education programmes has remained a significant concern in education research. Since Iran's Islamic Revolution in 1979, HE - and particularly BSc Civil Engineering programmes - has been affected by political, social and cultural changes. With a particular focus on the impact of institutional policies and practices, as well as socio-cultural dynamics, this study examines how students' experiences of participation in learning have been (re)shaped.

Kourosh is supervised by Dr Louise Gazeley and Professor Kwame Akyeampong.



Daniel Leyton Atenas, Education PhD

Research Theme: Widening Participation in Chilean Higher Education

Within the context of Chilean higher education, Daniel's research intersects

governmentality, affect theories and the sociology of critique to focus on the recent formation of affirmative action policies and their relationship with the experiences and subjectivities of working class university students in Chile. His research questions how affirmative action policies are formed in a wider assemblage of discursive, affective, and critical forces, and how these policies constitute and interpellate working class students' subjectivities through policy narratives of right, inclusion, excellence and equity, and through affective policy technologies of the self based on specific modes of psychological/therapeutic knowledges. He also explores how working class subjects experience affirmative action policies and higher education spaces.

He is also a researcher of CHEER's project Higher Education, Knowledge Exchange and Policy Learning in the Asian Century where he investigates from a comparative sociology of education the process of academic internationalisation.

Daniel's research interests include policies, discourses and affects in education; social class, gender and subjectivities; and feminist, poststructuralist and sociologies of critique.

Selected publications:

- Leyton, D., & Rojas, M. T. (2017): 'Middle-class mothers' passionate attachment to school choice: Abject objects, cruel optimism and affective exploitation'. *Gender and Education*, 29(5), 558–576.
- Rojas, M.T., Falabella, A., Leyton, D. (2016): 'Madres de clases medias frente al mercado educativo en Chile' (Middle Class Mothers facing the education market in Chile). In: *La organización de mercado del sistema escolar Chileno: Libertad, diversidad y desigualdad*, J. Corvalán, J.E. García-Huidobro & A. Carrasco (Editores). Chile: UC.

Daniel is supervised by Professor Louise Morley and Professor Valerie Hey.



Helen Murray, Education PhD

Research Theme: *Higher Education and Conflict in Lebanon*

Helen's research looks at the role of higher education in societies affected by conflict, with a specific focus on the history of the public university in Lebanon.

Before starting her PhD at Sussex, Helen worked for over 10 years in the international development sector, with local and international organisations in Palestine and Lebanon, as well as universities and research centres in different parts of the global south. Focusing on questions of education, development and social justice for much of her career, Helen's interest in higher education partly stems from studying and working at Birzeit University in Palestine, where she was a student in 1999 and later coordinated Birzeit's Right to Education Campaign from 2004-2006. Helen was awarded the ESRC studentship in 2015 and is an affiliate of the Centre for Arab and Middle Eastern Studies at the American University of Beirut.

Helen is supervised by Professor Mario Novelli and Professor John Pryor.



Paul Roberts, Doctor of Education (EdD)

Research Theme: *The Changing Nature of the Doctorate*

Paul's research focuses on the changing nature of the doctorate. His primary focus is around issues around power, identity and representation in relation to UK Graduate Schools. Other interests include comparative studies of doctoral education, doctoral mobility and the intersection of internationalisation and doctoral education. This year, Paul presented his research at the UK Council for Graduate Education's Annual Conference in a session entitled 'The Changing Nature of the UK Doctorate: Identity, Power and Interest Representation of Graduate School Managers'. He is an active member of CHEER and was involved in projects with the Universities of Hiroshima (Japan), Gothenburg (Sweden) and National Chi Nan (Taiwan) as well as with the Roma Education Fund (Hungary).

Paul is supervised by Professor Louise Morley and Dr Barbara Crossouard.



Boon Seong Woo, International Doctor of Education (EdD)

Research Theme: *The Subterranean World of Digital Pedagogy in Singapore*

As there is now a greater need for lecturers to move their courses to the digital arena, Boon explores how lecturers are responding to the imperative, and whether the move to the digital area has reconstituted their identity and work as lecturers. By tracing the power relations and discursive forces in the Singapore education landscape, he hopes to examine the ways in which technology and the subjectivities of lecturers are constructed, and how pedagogical practices in the digital space are enacted.

Boon is supervised by Professor Louise Morley and Professor Kwame Akyeampong.

10.2 Recently Completed Doctoral Researchers



Rose Rutagemwa Kiishweko, Education PhD

Research Theme: *Albinism in Higher Education in Tanzania: A Case Study*

Rose Kiishweko was awarded the PhD in Education in July 2017. Her examiners were Dr Anne Gold (Senior Lecturer in Leadership and Management, University College London, Institute of Education), and Dr Tamsin Hinton-Smith (Senior Lecturer in Higher Education, University of Sussex). Both commented on how original and interesting Rose's feminist study was, and noted its potential to contribute to scholarship from Tanzania on gender, higher education and disability to the international field.

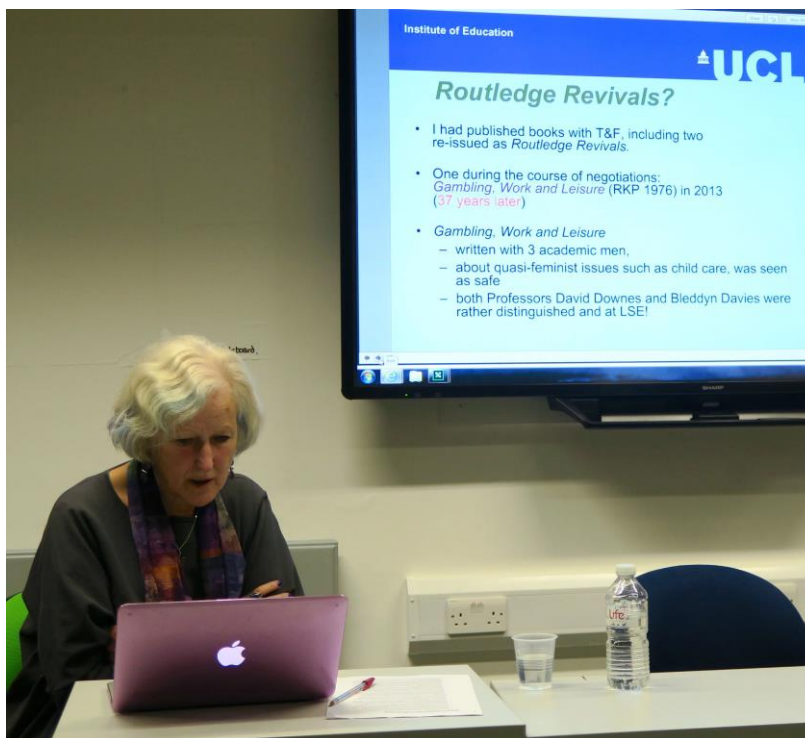
Rose's thesis has now been published as a book by LAP Lambert Academic Publishing.

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

11. Seminars and Events

11.1 Seminars

CHEER hosts regular seminars throughout the academic year – some which are available to join remotely and some which are recorded and available to view on the CHEER website [<http://www.sussex.ac.uk/education/cheer/events>] – which showcase contemporary research produced by our members and colleagues from around the globe. This year, we held a varied programme of events interrogating higher education through themes of equity and internationalisation.



October 2016

Misogyny in Higher Education

Professor Miriam David, University College London, Institute of Education, UK
Professor Miriam David presented on the theme of her two complementary books: *Reclaiming Feminism: Challenging Everyday Misogyny* (Bristol: Policy Press, 2016) is her memoir of being an academic and activist. She reflected on changes in the global, neo-liberal academy and how feminism is now everywhere and nowhere influential. She focused especially on recent changes on campus, about sexual abuse and harassment. *A Feminist Manifesto for Education* (Cambridge: Polity Press, 2016) focused on her EU-funded research on sexual violence in the context of changing international policies and practices. How to educate and train professionals within higher education to challenge gender-related violence amongst children and young people was the key focus. What did this tell us about transforming sex and relationships education for the future?



February 2017

Trends and Developments in Doctoral Education

Professor Rosemary Deem

As doctoral education continues to evolve worldwide, developments in it reflect wider changes in universities as 'managed' organisations and in academic work, including casualization, new managerialism and leaderism, collectivisation and specialisation, as well as speed-up. This is alongside the existence of several different systems for doctoral education. Despite growth in numbers, doctorates still remain somewhat exclusive; social class, ethnicity and gender still shape entry, and may also influence what is studied and how it is valued. Other challenges are posed by thesis format, pedagogies, assessment and employability. Organisational changes are also evident. Greater collaboration on doctoral education within and across universities and countries is fostering new types of research cultures. But at the same time, some institutions may be starting to 'unbundle' or reassemble the doctorate; can it survive unscathed?



March 2017

The Role of Universities in Conflict, Peace and Resistance

Dr Juliet Milican, Deputy Director of the Community University Partnership Programme (CUPP), University of Brighton.

Dr Juliet Milican's work encompasses the social responsibility of higher education institutions and different forms of university, student and community engagement. Her recent research applies this thinking to situations of conflict, post-conflict and

peacebuilding. In this seminar, Dr Milican shared findings from her forthcoming book: 'The Role of Universities in Conflict, Peace and Resistance', which includes case studies from Bosnia, Belfast, Palestine, Serbia, Myanmar, and Bradford. She outlined her current and future research on this topic with universities in Ethiopia and Eritrea. Dr Milican made links to a broader literature on higher education, peacebuilding and the international dimensions of engagement to explore the contribution that higher education might make to the development of citizenship and civic responsibility in a society recovering from conflict.



June 2017

When Rights Are Not Enough, What Is? The Need for 'Politicised' Compassion in the Quest for Social Justice

Dr Suanne Gibson, Associate Professor (Senior Lecturer) in Education, Plymouth Institute of Education (Faculty of Arts & Humanities), Plymouth University

This seminar addressed and aimed to unpack ideas around 'politicised compassion'. In particular, Suanne called for the need to move on from worn out ineffective forms of 'Widening Participation practices', which serve to re-produce outsiders and established insiders. Connecting to concerns and questions raised by right wing swing and growth in the West, aka Trump-Ville and BREXIT, Suanne considered the 'where next?' in terms of democratic, inclusive and socially just education and society. Drawing on her research in this field, she invited the audience to consider her work alongside theirs, to engage in unpacking 'politicised compassion' and discussing ways to connect, respond and move forward in thinking and practices. Dr Gibson's specialist areas of teaching and research are 'disability', 'special educational needs' (SEN), 'inclusion' and critical pedagogy.

July 2017

Disrupting Internationalisation Discourses: Discussing Equity and Inclusion

This international seminar took place on 19 July and drew together international expertise to re-think and challenge existing research on higher education and internationalisation by highlighting the importance of debates about equity and inclusion. It was attended by academics and members of community organisations from Australia, Chile, Czech Republic, France, Hungary, Romania, Serbia, Singapore, South Korea, Spain, Sweden, and the USA. A rationale for the seminar was to explore and theorise some of the silences in dominant internationalisation policy discourses including the enforced mobility of the refugee crisis, and the complexities of academic mobility. Keynote speakers included:

- Professor Sue Webb, Monash University, Australia:
Re-working Equity in Globalised Higher Education: Access to University in Australia for People Seeking Asylum
- Dr Linda Morrice, University of Sussex:
The Global Crisis of Refugee Education: The Neglect of Young People and Adults
- Dr Terri Kim, University of East London:
Academic Mobility, Transnational Identity Capital, and Stratification under Conditions of Academic Capitalism
- Lee Rensimer, University of Wisconsin-Madison:
Buy British, Be Global: Marketing Mobility to Expatriates at International Branch Campuses

The seminar included a panel discussion chaired by Tanja Jovanovic on *Intersecting Internationalisation and Roma Ethnic Identity* featuring presentations from visiting Roma researchers Imre Balog, Ion Goracel, Dezso Mate, Radu Lacatus and Tom Bass.

The presentations can be viewed at

www.sussex.ac.uk/education/cheer/events/intldiscourses





11.2 Research-in-Progress Seminars

CHEER hosted three Research-in-Progress seminars presented by its doctoral researchers:

14 November 2016

Kourosh Kouchakpour: Education PhD

Students' Experiences of Participation in Learning in Higher Education: A Case Study of the BSc Programme in Civil Engineering in an Iranian University

14 March 2017

Daniel Leyton: Education PhD

Widening Participation in Higher Education in Chile

5 July 2017

Jennifer Agbaire: Education PhD

Access to University Education in Nigeria

12. International Links

CHEER has connections with colleagues across the globe working to investigate questions of equity in international higher education. These collaborations take the form of information sharing, co-authorship, international visits to share expertise and bidding for cross-institutional research funding.

The following institutions have close affiliations with CHEER:

- Research Institute for Higher Education: **Hiroshima University, Japan.**
- Centre for the Study of Higher Education: **University of Melbourne, Australia.**
- Centre for Research in Educational Futures and Innovation: **Deakin University, Australia.**
- Centre for Gender Excellence (GEXcel): **Örebro University, Sweden**
- Coordination Centre for Women's Studies, Gender Research and Affirmative Action for Women: **Austria.**
- Centre for Gender Studies: **University of Kelaniya, Sri Lanka.**
- Community of Higher Education Research (CHER): **University of Hong Kong.**
- The Gender Research Centre: **Chinese University of Hong Kong.**
- Tun Fatimah Hashim Centre for Women and Leadership: **National University of Malaysia.**
- Boston College Center for International Higher Education: **USA.**
- Center for the Study of Higher Education Science (CECES in Spanish): **Cuba.**
- Programa Universitario de Estudios de Género (University Programme for Gender Studies): **Universidad Nacional Autónoma, México.**

12.1 International Collaborations

CHEER members continue to develop their international networks and collaborations via international exchange visits.

Guest Professorship at the University of Gothenburg

May saw the end of Professor Louise Morley's prestigious Guest Professorship at the University of Gothenburg, Sweden. She spent a total of 12 weeks there between October 2016 and May 2017. In that time, Louise worked with Swedish colleagues to set up a Centre for Higher Education in Sweden, developed a research bid to the SPHEIR Programme, and conducted a research project on The Neoliberal University with Dr Petra Angervall, Dr Caroline Berggren and Dr Susanne Dodillet. She also gave a lecture series on Gender in the Neoliberal University.

Louise worked closely with the Swedish Secretariat for Gender Research where she gave lectures and workshops on Gender Mainstreaming. She also presented a range of seminars including *Lost Leaders: Women in the Global Academy*, at Mid-Sweden University Seminar Series, Sundsvall, Sweden, and *The Hidden Narratives of Internationalisation*, University of Gothenburg Seminar Series, October, 2016, and *Troubling Intra-actions: Gender, Neoliberalism and Research in the Global Academy*, Critical Education Seminar, University of Gothenburg Seminar Series, October, 2016.

Louise contributed to a symposium on The Neoliberal University at the 2017 NERA (Nordic Education Research Association) Conference in Copenhagen, March 2017 with colleagues from Uppsala (Minna Salminen Karlsson), Linnaeus (Charlotte Silander), and Gothenburg (Caroline Berggren) Universities in Sweden and the University of Helsinki in Finland (Sonja Kosunen). Louise also attended a number of events including a seminar by Professor Karen Barad who was visiting Gothenburg from the USA to receive her honorary doctorate. Louise was delighted to spend time with eminent scholars of Higher Education Studies including Professor Elisabet Öhrn, Professor Dennis Beach, Professor Anders Olofsson and Dr Helen Peterson.

The Guest Professorship is opening up links between Sussex and Gothenburg which was further strengthened through the use of valuable EU mobility funding (Erasmus+). Paul Roberts (Doctor of Education researcher and Assistant Director of the Doctoral School) visited the University of Gothenburg's Faculty of Education and Gothenburg's Grants and Innovation Office from 27-29 March 2017. Opportunities arising from the visit include: Improvements to the support for early career researchers being incorporated into the University of Sussex's 'HR Excellence in Research Award' plans; links with members of the Swedish Gender Research Secretariat (whom we hope to welcome to CHEER); as well as a number of ideas of how the research and activities of CHEER and Gothenburg's Faculty of Education could develop.

"This visit was of great benefit from an academic, professional and personal perspective. I would strongly encourage staff and students to engage with the Erasmus+ scheme and to lobby for its retention in light of BREXIT." Paul Roberts.



Knowledge Exchange with Taiwan

Professor Louise Morley visited Taiwan in November 2016 and had meetings with a range of colleagues in the field of higher education, including from the Ministry of Education, the Higher Education Evaluation and Accreditation Council of Taiwan and the Chinese Taipei Comparative Education Society.

CHEER welcomed Dr Dorothy I-Ru Chen from the National Chi Nan University, Taiwan, on Thursday 19 January 2017. Dr Chen visited Professor Louise Morley to work on a research bid, and Professor John Pryor and Paul Roberts to explore how the UK doctorate compares and contrasts with doctorates in Taiwan. Dr Chen was especially interested in the interventions and strategies for doctoral training in the UK.

CHEER is looking forward to future research and doctoral collaboration with colleagues in Taiwan.



13. Institutional Collaborations

CHEER offers an intellectual home for critical thinking about higher education at the University of Sussex and productive working relations with other research centres in Sussex in order to further this aim across multiple disciplinary locations. These include the following collaborations:

- Dr Tamsin Hinton-Smith has until the end of this academic year been Co-director of the Centre for Gender Studies, allowing us to make intellectual connections between the research activities of both centres. Dr Charlotte Morris has also been closely involved with the Centre for Gender Studies and is currently taking this work forwards.
- CHEER works with the Sussex Asia Centre, with Louise Morley a member of the Steering Committee and the Centre is participating in the CHEER/RIJUE collaboration.
- CHEER works closely with the Sussex Doctoral School to host events to support our doctoral students, including the HEIM opportunities for mobility of early-stage researchers, and the doctoral collaboration with Umea University, Sweden.
- CHEER has collaborated with colleagues in the Academic Development and Quality Enhancement Unit, Centre for Gender Studies, Student Union, School of Law, Politics and Sociology, School of Global Studies and School of Education and Social Work in developing a working group and supporting a series of seminars and workshops reflecting on teaching diverse students in a challenging context for staff across the university. Entitled *Education for Diversity* this initiative has been led by Research Fellow Charlotte Morris. Activities have included the launch of a new reading group on *Liberatory Pedagogies in Higher Education*. The group has a Facebook page and blog and a collaborative workshop is being planned for early in the next academic year.
- CHEER is working closely with Human Resources in developing training and resources for colleagues on supporting International staff at the University of Sussex. This is an opportunity to exchange expertise and good practices and to develop an action plan for improving International staff's experiences at this university (an output of the HEIM project Work Package 2 *Debating and Designing a module to encourage reflexive accounts of internationalisation*).

14. CHEER Members

University of Sussex Faculty



Dr Mariam Attia: Lecturer in Education



Dr Barbara Crossouard: Reader in Education



Dr Emily Danvers: Lecturer and CHEER Co-Director



Dr Tamsin Hinton-Smith: Senior Lecturer in Higher Education



Louise Morley: Professor of Education and CHEER Director



Dr Linda Morrice: Senior Lecturer in Education



Dr Charlotte Morris: CHEER Research Fellow



Alison Phipps: Professor of Gender Studies



John Pryor: Professor of Education and Social Research



Paul Roberts: Assistant Director, Doctoral School



Dr Simon Thompson: Senior Lecturer and Head of Department of Education



Dr Rebecca Webb: Lecturer in Education

Visiting Professors

Professor Miriam David, Institute of Education (IOE), University of London

Professor Heather Eggins

Professor Gaby Weiner

Professor Maithree Wickramasinghe, University of Kelaniya, Sri Lanka.

Associate Members

Dr Sarah Aiston, University of Birmingham

Dr Caroline Berggren, University of Gothenburg, Sweden.

Dr Kelly Coate, King's Learning Institute at King's College London.

Dr Jane Creaton, University of Portsmouth.

Dr Sara Felix, London School of Economics.

Dr Jessica Gagnon, University of Portsmouth.

Dr Emily Henderson, Centre for Education Studies, University of Warwick.

Dr Ilona Horwath, Johannes Kepler University, Austria.

Dr Louise Jackson, Trinity Laban Conservatoire of Music and Dance

Professor Carole Leathwood, London Metropolitan University.

Dr Kattie Lussier, International Consultant.

Professor Bruce Macfarlane, University of Southampton.

Dr Jannie Roed. University of West London.

Professor Carol Taylor, Sheffield Institute of Education.

15. Plans for next year

Happy Birthday, CHEER!

CHEER will be 10 years old in November 2017. This anniversary coincides with the 20th Anniversary of the publication of Pat Mahoney's and Christine Zmroczek's edited collection of essays entitled '*Class Matters: Working Class" Women's Perspectives On Social Class*'. Two of CHEER's founding members contributed essays to this collection: Valerie Hey and Louise Morley. The 1997 edited collection theorised the contradictions, ambivalences and affects around classed identities and experiences- especially in higher education - a domain that traditionally has excluded working class people from participation, knowledge production and leadership.

To mark these important events, CHEER will host a day seminar ***Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education.***

This seminar will draw together some of the original writers e.g. Valerie Hey, Diane Reay and Meg Maguire, and invites newer researchers Lisa Jones, Jessica Abrahams, Sarah Leaney, Daniel Leyton and Kirsty Morrin to speak back to the papers 'in conversation'. In so doing, we hope to generate creative and productive inter-generational dialogue around social class, feminisms and identities in (and about) the academy.

RESEARCH

Japan

CHEER will continue work in its partnership with Japan. This will include visits by two doctoral researchers and two CHEER staff members to Japan to continue to collect data and to plan and draft co-authored publications and research applications.

CHEER will also continue to build on International collaborations including those with Sweden and Taiwan. These include concluding and publishing research funded by Louise Morley's Guest Professorship with the University of Gothenburg on the Neoliberal University in Sweden.

HEIM

CHEER will complete the HEIM project and continue to work on impact including how the project is effecting change of institutional policies, has built capacity and has changed professional practices. It will also explore a range of follow up opportunities, including further funded research. The project is planning a special issue of a higher education journal on the whole HEIM project. There will also be an Experts' Impact Seminar organised by the project at the University of Seville.

INTERNATIONALISATION

CHEER is planning to consolidate its research in this important area by applying for research funding for a large-scale international project investigating the hidden narratives of internationalisation.

DISSEMINATION

SRHE

CHEER is planning a Symposium at the SRHE Conference 2017: *Affect in Academia: Policy Shadows and Perplexing Subjectivities*. Papers will include:

- Hidden Narratives of Internationalisation: Mobility and Migrant Academics, Professor Louise Morley
- Changing Learning: Learning To Change? Dr Rebecca Webb
- Coaching in Higher Education and the Drive to Thrive, Dr Mariam Attia
- Retiring Subjectivities: The Affective Load of Becoming 'Retired': Shedding, Shredding or Recalibrating? Emerita Professor Valerie Hey.

The CHEER symposium will trouble some of the certainties, imaginaries, authority and silences in policy discourses by exploring a range of hidden narratives that circulate in relation to dominant domains, power relations and to policy subjects and policy actors.

The four papers will focus 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). We have selected these topics 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. The papers draw upon empirical data from CHEER's portfolio of research projects including Higher

Education, Internationalisation and Mobility (HEIM)

[www.sussex.ac.uk/education/cheer/heim], and Higher Education, Knowledge Exchange and Policy Learning in the Asian Century: A UK/Japanese Partnership [www.sussex.ac.uk/education/cheer/researchprojects/japan].

Theoretically, the papers invoke a diverse range of critical social theory including new mobilities paradigms, epistemic justice, feminist poststructuralism and critical pedagogies. In so doing, the symposium will reflect CHEER's main aims and priorities:

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

Our empirical inquiries aim to bring theory to policy using these interpretations as starting points and provocations. In the long term, we aspire to imagine a higher education of the future that is less driven by globalised neoliberal rationalities and more informed by multivocalities of influence.

USA

Professor Louise Morley will be presenting a keynote at the Tyler Lecture Conference, at the College of William and Mary, Virginia, USA in October 2017.

Bahrain

Professor Louise Morley will be presenting a keynote at the Gulf Education Conference, on Women in Higher Education, Bahrain in December 2017.

COLLABORATIONS

CHEER will continue to build on institutional collaborations such as the Human Resources department and other research centres such as the Centre for Gender Studies and Sussex Asia Centre; discussions are currently underway about a potential joint seminar series and conference on the theme of gender and higher education.

SEMINARS

CHEER has some exciting seminars planned for 2017-2018 including:

Dr Sarah Jane Aiston - *Leadership of Inclusive Higher Education: International Perspectives on Women as Intellectual Leaders* - Monday 16th October.

Dr Emily Henderson - *In Two Places at Once: The Impact of Caring Responsibilities on Academics' Conference Participation* - Monday 5th March.

We look forward to another year of CHEER's continued commitment to producing critical, engaging and impactful research on higher education and equity and disseminating this to a broad audience through a programme of teaching, and open access seminars, conferences and social media.

LOCATION

The Centre for Higher Education and Equity Research (CHEER) 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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