



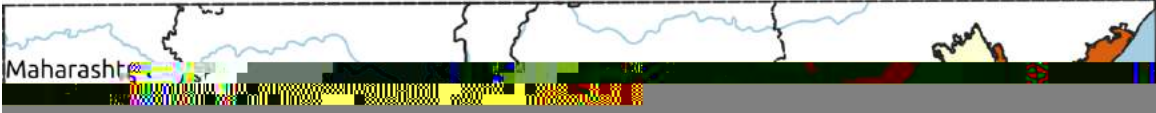


This past year was unique in many ways. COVID-19 altered the landscape
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year where all CHEER activities moved online. The new space came with
its particularities, complexities, and even dichotomies. For example, as we
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opened up unprecedented opportunities for connecting to the world. We
were able to invite international scholars in diverse areas of interest and
engage keen audiences from around the globe. Indeed, these momentous
times hold out invaluable prospects for enrichment and growth if we only
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RESEARCH IMPACT

1. Louise Morley was the introductory speaker in the webinar, COVID-19, Women and Governments in the Department for Gender and Sexualities, University of Malta on 13 July, 2020. She presented '*Which Inequalities Have Surfaced/ Been Reinforced by the Pandemic Crisis?*'.
2. CHEER member, Mariam Attia contributed to the publication *Multilingual Online Academic Collaborations As Resistance: Crossing Impassable Borders*, edited by Giovanna Fassetta, Nazmi Al-Masri and Alison Phipps. The book details online collaborations between universities in Europe, the USA and Palestine. The chapters recount the challenges and successes of online collaborations which promote academic connections and conversations with the Gaza Strip (Palestine) and forge relationships between individuals, institutions and cultures. Mariam's contribution is to Chapter 6: 'Gaza Teaches Arabic Online: Opportunities, Challenges and Ways Forward'.
3. Simon Thompson, Tab Betts, Emily Danvers, Tamsin Hinton-Smith and Mariam Attia designed and facilitated '*Scaling Up Pedagogic Research Methods and Skills: Planning, Teaching, Assessing and Evaluating*'. The bespoke professional development programme was offered online by the University of Sussex Department of Education to more than 15 parliamentary researchers and trainers from Cambodia, Myanmar, Thailand and Philippines, between 30th November – 4th December.
4. Louise Morley made a keynote presentation *Sexual Harassment in Higher Education: Disrupting Norms and Dissolving Disadvantage* to the TARGET Project's Co-Creation Workshop on Sexual Harassment in Academia in May, 2021, and shared expert advice on policies and strategies with the University of Belgrade, Serbia. TARGET is a Horizon 2020 structural change project which supports 7 institutions in developing and implementing gender equality plans.
- 5.

RESEARCH PROJECTS



Gender Parity in Higher Education: A Case Study of Andhra Pradesh

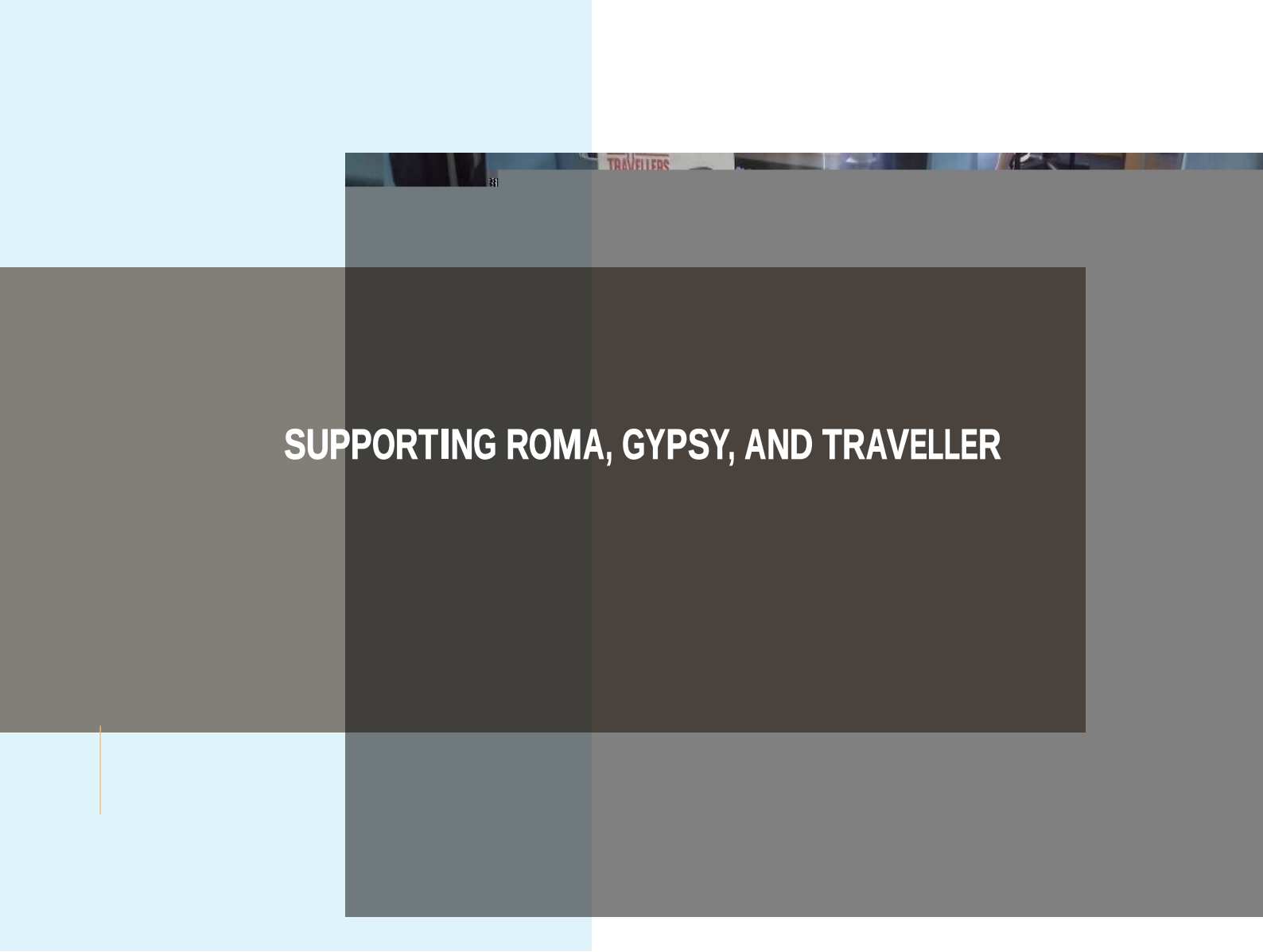
Louise Morley and Janet Boddy worked with Professor Uma Vennam and Professor Vijaya Lakshmi, from Sri Padmavati Mahila Visvavidyalayam (Women's University), Tirupathi, India on a British Council-funded research study to analyse the factors contributing to gender disparity in higher education in the Indian state of Andhra Pradesh (AP).

The research aimed to:

1. Analyse the gender gap in higher education in the state of AP;
2. Identify ways to increase female enrolment in higher education;
3. Develop an effective 'gender-responsive' governance framework across sectors;
4. Facilitate the State Government to accelerate efforts towards advancing gender equality in higher education. The study findings and recommendations will be presented to the AP government.



1. **Context analysis of the higher education** and research system: key figures on the size and importance of research and development and on participation in tertiary education, basic characteristics, qualification and career structures.
2. **Gender participation** in tertiary education and academic careers: including indicators on degrees and doctoration

The background features a collage of geometric shapes in light blue, grey, and brown. A small photograph at the top center shows a red sign with the word 'TRAVELLERS' in white capital letters.

SUPPORTING ROMA, GYPSY, AND TRAVELLER



Wendy's part-time doctoral research seeks to understand the aspirations and experiences of Foundation Year



ONLINE SEMINARS

POST-COVID TOPOGRAPHY: WHAT NEW LAND DO WE INHABIT?

JULY 2020

Group discussion

The event offered a space for critical exploration of the lines of inquiry generated as a consequence of the pandemic. Attendees engaged with the concept of 'snapping points' as a way of making sense of lived experiences in unprecedented times, and wondered how this significant moment could provide a context for change in the global academy, so it is more hospitable, humane and hopeful. Al-

Centre for Higher Education and Equity Research (CHEER)

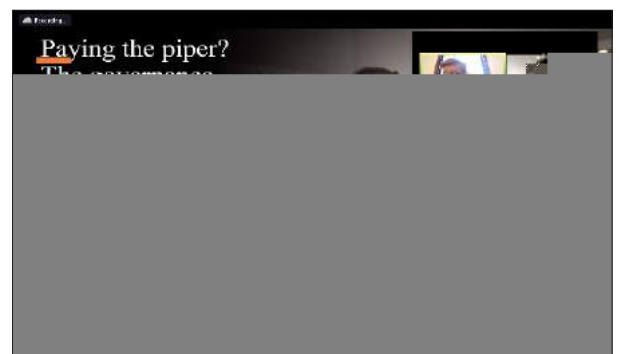
Post-Covid
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PAYING THE PIPER? THE GOVERNANCE OF VICE-CHANCELLORS' REMUNERATION IN AUSTRALIAN AND UK UNIVERSITIES

OCTOBER 2020

In this presentation of research conducted with Julie Rowlands (Deakin University, Australia), Rebecca Boden critically analysed the determination of vice-chancellors' remuneration, framing it as a governance issue. In the context of corporatised public universities, she argued that reforms in university governance towards greater marketisation and financialisation may have contributed to the shifting nature and increasing levels of vice-chancellors' remuneration in Australia and the UK. The stark conclusion is that much of the remuneration is more akin to economic rent rather to appropriate salary payment for work undertaken. In conclusion, proposals for fundamental governance reform were set out.



GRADUATE SCHOOL MANAGERS: AFFECTIVE LIVES IN THE NEOLIBERAL UNIVERSITY

NOVEMBER 2020

Speaker: Dr Paul Roberts, University of Sussex

In this presentation, Dr Paul Roberts introduced key findings of his doctoral research. Based on interviews with eight individuals who had served as Graduate School Managers in eleven different institutions (eight Pre-1992 institutions and three Post-1992 institutions), Paul Roberts discussed the affective lives of Graduate School Managers in the context of the UK Neoliberal University.



CONGRATULATIONS!

Paul Roberts passed his viva on 16 December 2020. His EdD thesis was entitled *The UK Doctorate: Policy, Power, and Professionals in the Neoliberal University*. The external examiner was Professor Rebecca Boden, Tampere University, Finland, and the internal examiner was Emerita Professor Valerie Hey. Professor Louise Morley was Paul's first supervisor, and Dr Barbara Crossouard was second supervisor.

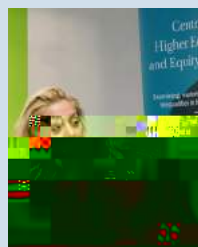
Rosa Marvell passed her PhD viva on 12 March 2021. Her thesis: *Social inequalities and the journey to postgraduate taught study: Narratives and Navigations of First-generation Students in England*, was examined by Professor Penny Jane Burke, University of Newcastle, Australia as external, and Dr Kathryn Telling, University of Sussex as internal. Rosa's PhD was supervised by Dr Tamsin-Hinton Smith and Dr Louise Gazeley.

Helen Murray successfully passed her PhD viva this morning with minor corrections. The thesis: *Universities,*

was examined by Prof Tristan McCowan, IOE/UCL and Prof Yusuf Sayed, University of Sussex, and chaired by Dr Nigel Marshall. Helen was supervised by Mario Novelli, John Pryor, and Barbara Crossouard.

Virtual Book Launch:

The Roma in European Higher Education:
Recasting Identities, Re-Imagining Futures.
December 2021



Widening Access of the Roma in
the Global Knowledge Economy:
The Case of Serbia

Tanja Jovanovic



Conclusion

Margareta Matache

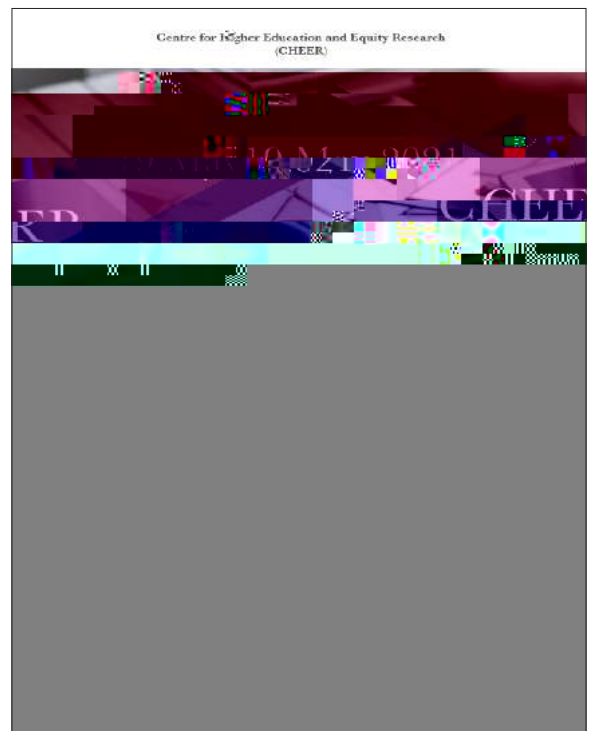
APRIL 2021

CHEER WRITING RETREAT

MAY 2021

Moderator: Emily Danvers, Lecturer in Higher Education Pedagogy,
Department of Education, University of Sussex.

The retreat constituted an informal and encouraging space to write alongside each other as colleagues, this retreat comprised chunks of individual writing time interspersed with a whole-group meeting and also meeting in smaller break-out groups to discuss the frustrations and pleasures of writing in and about higher education. No-one was expected to read aloud anything they had written. The opportunity was simply to share - if wanted - how well the participants felt they were progressing in their chosen tasks.



PALESTINIAN HIGHER EDUCATION IN PROTRACTED CRISES: IDENTITY, RESILIENCE AND HOPE

JUNE 2021

Speaker: Dr Nazmi Al-Masri, Associate Professor of Education,
The Islamic University of Gaza, Palestine Department of Education, University of Sussex.

Palestinian higher education institutions were born under military occupation and have been subjected to many protracted restrictions - including isolation and siege. Drawing on moral principles and ethical values - especially asserting identity, resilience and hopefulness - they strive to overcome these challenges and offer quality educational services through diverse and creative avenues, such as developing wide international academic networks, and making the best of available technologies. This seminar shed light on the state of Palestinian higher education institutions today.



PUBLICATIONS

- Berry, C., Niven, J.E., Chapman, L.A., Valeix, S., Roberts, P.E. and Hazell, C.M. (2021), «A mixed-methods investigation of mental health stigma, absenteeism and presenteeism among UK postgraduate researchers», *Studies in Graduate and Postdoctoral Education*, <https://doi.org/10.1108/SGPE-06-2020-0034>
- Crossouard, B., M. Dunne, E. D. Ananga, V. Adzahlie-Mensah & C. Adu-Yeboah (2021) Being

- Morley, L., Roberts, P., and Ota, H., (2020) The Affective Assemblage of Internationalisation in Japanese Higher Education. *Higher Education*. DOI: 10.1007/s10734-020-00593-4
- Phillimore, J., Morrice, L., Kabe, K., Hashimoto, Naoko, H., Sara and Reyes, M (2021) Economic self-reliance or social relations? What works in refugee integration? Learning from resettlement programmes in Japan and the UK. *Comparative Migration Studies*, 9. 17: 1-19. <https://doi.org/10.1186/s40878-021-00223-7>

SPECIAL ISSUE OF DISCOURSE: STUDIES IN THE CULTURAL POLITICS OF EDUCATION. ROUTLEDGE, 42(1).

CHEER was delighted to announce that the publication of the Special Issue: *Does Class Still Matter? Conversations about Power, Privilege and Persistent Inequalities in Higher Education* from its 2017 10th Anniversary Seminar (<https://www.tandfonline.com/toc/cdis20/42/1?nav=tocList>). The contents included:

- Bathmaker, A.-M. (2021) 'Social class and mobility: student narratives of class location in English higher education.' pp. 75–86.
- Hey, V., Leaney, S. and Leyton, D. (2021) 'The un/methodology of “theoretical intuitions”: resources of generations gone before, thinking and feeling class.' pp. 17–29.
- Jones, L. and Maguire, M. (2021) 'Investing ourselves: the role of space and place in being a working-class female academic.' pp. 45–59.
- Morley, L. (2020) Does class still matter? Conversations about power, privilege and persistent inequalities in higher education. pp. 1-12.
- Morley, L. and Lund, R. W. B. (2021) 'The affective economy of feminist leadership in Finnish universities: class-based knowledge for navigating neoliberalism and neoliberalism.' pp. 114–130.
- Muñoz-García, A. L. (2021) 'Outing class in the process of internationalisation'. pp. 102–113.
- Munt, S. R and Morley, L (2020) Dark satanic mills to ivory towers: an interview with Sally R Munt. pp. 131-141
-

Books: Morley, L., Mirga, A., and Redzepi, N. (2020) The Roma in European Higher Education: Recasting Identities and Re-imagine Futures. London: Bloomsbury.

In December, 2020, CHEER hosted an online booklaunch for the first publication to exist on the Roma in Higher

CHEER MEMBERS

PROF. LOUISE MORLEY

CHEER D ☒

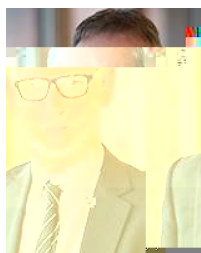
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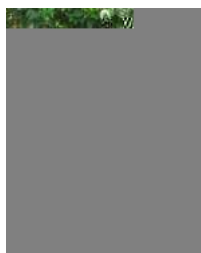
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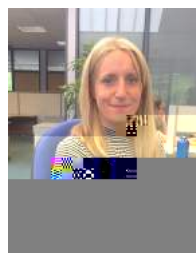
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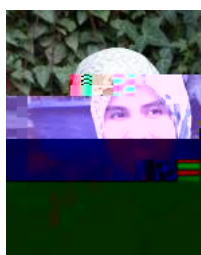
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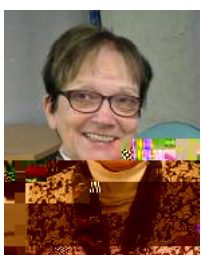
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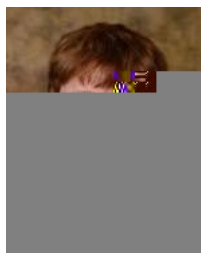


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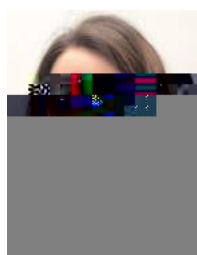
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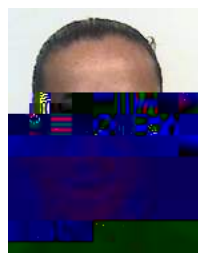
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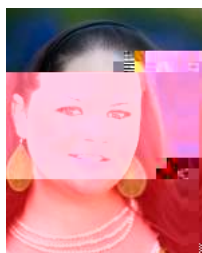
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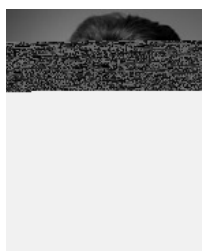
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The Centre for Higher Education and Equity Research is located within the Department of Education in Essex House on the University of Sussex campus. The University is situated on a modern campus on the edge of the South Downs National Park near the lively seaside city of Brighton. London is one hour away by train, and there is easy access to Gatwick and Heathrow airports.

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