

International Research Conference 2021 (Re)connecting, (Re)building: Higher Education in Transformative Times

Presenter biographies

Presenter	Paper ref.	Biography	Twitter Handle
Aarnikoivu, Melina	0093	Dr. Melina Aarnikoivu is a postdoctoral researcher at the Finnish Institute for Educational Research (FIER), University of Jyväskylä (Finland). Her research interests include doctoral education, academic writing, and well-being of early-career researchers. Her other research activities include being an Assistant Editor at the Journal of Praxis in Higher Education and Co-coordinator of the ECHER network.	@MAarnikoivu
Abualrub, Iyad	0054	Iyad Abualrub is an adviser to the Centre for Learning, Innovation & Academic Development (LINK) at University of Oslo and an associated PhD research fellow in the University's research group (HEDWORK) focusing on knowledge, learning and governance in higher education. He has also worked as a research administrative coordinator for the Norwegian national graduate school in educational research (NATED). His research interests focus on the concept of learning environment in higher education, on which he has published two studies in Quality in Higher Education and in the Journal of Further and Higher Education. In addition to Norway, Abualrub has worked with several universities in Palestine. In addition to research, his experience in higher education includes working as a university lecturer, quality developer, student supervisor, and academic relations consultant.	
Acker, Sandra	0638	Sandra Acker has worked in universities in the United States, United Kingdom and Canada and is Professor Emerita in the Department of Social Justice Education at the Ontario Institute for Studies in Education (OISE), University of Toronto, Canada, and an associate member of OISE's Centre for the Study of Canadian and International Higher Education. Her research interests lie in careers and changes in academic work, the social production of academic research, women academics in leadership positions, experiences of doctoral students and graduates, and university tenure and other evaluative practices. Her publications include <i>Whose University Is It, Anyway?</i> (coedited with Anne Wagner and Kimine Mayuzumi, 2008), <i>The Realities of Teachers' Work</i> (1999), and <i>Gendered Education</i> (1994), as well as numerous chapters and journal articles. Currently she is working with Gina Wisker and Mika Rekola on the 'editor project' and is Principal Investigator for 'Academic researchers in challenging times', an Insight Grant project funded by the Social Sciences and Humanities Research Council of Canada.	
Adewumi, Barbara	0175 0512	Dr Barbara Adewumi was a Lecturer in Sociology in the School of Social Policy, Sociology and Social Research from 2011-2019 before joining the research team in Student Success in 2019. Her research focuses on academic progression, closing the awarding gap, sense of	@adewumi_bar bara

		<p>belonging and engagement of racially minoritised students and wider participation students. She was part of the Decolonising the University Kaleidoscope Collective in 2018-2019. Barbara also leads on the Diversity Mark Project working towards decolonising the curriculum in social sciences and is Co-investigator for the Transforming Access and Student Outcomes in Higher Education (TASO) evaluation project on the impact of Diversity Mark on closing the race equality gap. She is currently researching on the Academic Excellence Longitudinal project mapping the journey of students' learning and social experiences and co-leads on the African Caribbean Society and Kent Caribbean Union student activism research. Barbara's principal research interests include aspirational strategies by Black middle-class parents in education, critical race theory, race and ethnicity in higher education, decolonising the curriculum. She is co-editor of the forthcoming book Race, equity, capital and social justice in higher education, Palgrave Macmillan. She is co-chair of the Black Asian and Minority Ethnic (BAME) staff network.</p>	
Ahn, Mi Young	0175 0467	<p>Dr Mi Young Ahn is a postdoctoral researcher of the Centre for the Study of Higher Education, currently working on the TASO racial equality project. Before joining the University of Kent, she was working on various educational inequality research projects at University College London (UCL), Bangor University, and Liverpool Hope University. One of her recent works is an educational policy evaluation research, the Research Schools Network evaluation in Opportunity Areas, commissioned by the Education Endowment Foundation (EEF) at Institute of Education (IoE), University College London (UCL). She also completed a higher education inequality research project, Students' Sense of Belonging in Higher Education: the Impacts of Social Class, Locality and Institutional Habitus, funded by the Society for Research into Higher Education (SRHE) Scoping Award 2018. With a background in sociology, social policy and social research, her main academic interests are educational inequality, social network and social capital, sense of belonging and student engagement in HE, social mobility, and mixed methods research. She is also currently conducting a new project, Understanding Inequality in Higher Education by Applying the Data Linkage Method, and working on Collaborative Enhancement Projects Cymru 2021.</p>	
Albia, JoClarisse	0556	<p>Clarisse is a PhD student and graduate teaching assistant at Edge Hill University's Faculty of Education. Her work sits at the intersections of higher education, organisation and development studies. She is interested in issues that concern the engagement agenda of academics and universities, access and participation in higher education, internationalisation and comparative perspectives in education reforms. Clarisse's doctoral project explores the meanings of academic citizenship amongst university staff and the role of the university in the construction of these meanings.</p>	
Allen, Maria	0587	<p>Maria Allen in a Principal Lecturer and Leads on Employability at Manchester Metropolitan University</p>	@MLAllen8
Allen, Steph	0611 0633	<p>Dr Steph Allen is a Senior Lecturer at Bournemouth University, a medium-sized university on the south coast of England. Dr Allen</p>	@allensteph

		<p>started her career working for the local government before moving into a prestigious cancer research group She moved to the advertising, marketing, and design world in London working with prestigious clients – all of whom are still big brand global household names today. Dr Allen moved into Higher Education more by accident rather than design and has never looked back. She is a senior lecturer working on and with marketing communications, advertising, STEM, and law programmes. Her research interests are focused on the realm of the student experience in HE, staff and student mental health, assessment design, marking strategies, and academic integrity particularly in the vocational fields. Recent studies focus on academic offences, grades, and student attitudes towards university life and assessments (2017, 2020) with papers currently in development around academic integrity as the 21st-century university ecosystem evolves post covid. She holds a Doctorate in Education and is a Senior Fellow of the Higher Education Academy. She works with ALDinHE amongst others, is a UCU Rep, and open to collaborations.</p>	
Almeida de Carvalho, Cristina Helena	0560	<p>Cristina H A Carvalho is an associate professor at the Department of Planning and Administration, School of Education, University of Brasília, Brazil. She has a PHD in Economics from Universidade Estadual de Campinas (Unicamp). In 2016-2017, she was a visiting researcher as Honorary Research Associate at Institute of Education, University College London (UCL). In 2019, she was a visiting researcher at L' Institut de Recherche sur l' Education: Sociologie et Economie de l' Education (Iredu) - Université de Bourgogne, France. Her research focuses on access, expansion and financing of Brazilian higher education. The current research focuses on the For-Profit higher education sector.</p>	
Almlöv, Cecilia	0598	<p>Cecilia Almlöv is a PhD student in education, at HEOS (Higher Education Organization Studies), Royal Institute of Technology (KTH) in Stockholm, Sweden. She is the director of the Educational Development Unit at the Swedish University of Agricultural Sciences in Uppsala. Her field of study is doctoral supervision in Sweden and Mozambique.</p>	
Alsop, Siân	0229	<p>Dr. Siân Alsop is Research Fellow in the Centre for Global Learning at Coventry University. She is a corpus linguist whose research areas include attainment disparities in higher education, feedback, and the language of lectures. Siân was previously a Lecturer in Academic Writing and has worked on a number of projects relating to academic discourse, including the development of the British Academic Written English (BAWE) corpus and the Engineering Lecture Corpus (ELC).</p>	@SianAlsop
Armstrong, Tony	0169	<p>I am currently the Director of PGR Degrees in the School of Education and Social Work, Faculty of Health, Education and Life Sciences at Birmingham City University. I have been working at Birmingham City University now for nearly twenty years. My professional and practice background was in Initial Teacher Training/Education and professional learning and development for serving Teachers. However, at the moment I am the course Leader for our EdD provision on which I teach and supervise and also provide</p>	

		<p>supervision for candidates undertaking a full-time or part-time PhD in Education. In addition to supervision I have experience in Doctoral Examining and the professional development of Doctoral Examiners. In many ways though I am still very much an 'emerging' researcher in Education but nonetheless can identify some areas of research interest with the potential for future work. These areas are best described as a shifting constellation of expertise and affinities. This constellation consists mainly of the following: Doctoral learning including PhD and EdD provision, PGR education and development; Doctoral supervision and the history of supervision. At the level of theory and methodological considerations I am currently working with and on the ideas of Henri Lefebvre and his notion of Rhythmanalysis.</p>	
Babbar, Karan	0221	<p>Karan Babbar is a PhD Scholar at Ravi J Matthai Center for Educational Innovation (RJMCEI), Indian Institute of Management, Ahmedabad. His interest lies in the area of education and development including, LGBTQ Issues, School Climate, Menstruation, and Women's Empowerment.</p>	
Baloo, Kieran	0184	<p>Dr Kieran Baloo is a Research Fellow at the Surrey Institute of Education (@SurreyIoE), University of Surrey. His disciplinary background is in psychology and his research broadly explores the impact of students' backgrounds and the university environment on their experiences of higher education. He is Co-Investigator and Project Coordinator of the 'Student Wellbeing & Life Outcomes Project' (StudentWellLives.com; @uniwelllives).</p>	@KieranBaloo
Bamberger, Annette	0231	<p>Annette Bamberger is Golda Meir Post-Doctoral Fellow in the Department of Sociology and Anthropology at the Hebrew University. Her research focuses on global education policy and practice and the ways in which they are framed, interpreted and implemented in diverse contexts. Over the past years she has pursued a research agenda comprised of several foci, all linked to internationalisation in higher education.</p>	
Barbosa, Maria-Ligia	0278	<p>Bachelor's degree in Social Sciences from Federal University of Minas Gerais (1977) and doctorate in Sociology from Estate University of Campinas (1993); Has experience in Sociology, concentrating on the following subjects: social inequalities, educational policies, professions. Post-Doctoral studies: in IREDU (Institute for Research on Economics of Education at Burgundy University), 2005/2006 (Supervision: Jean Jacques Paul) and in the CADIS/LAPSAC (Center for Sociological Analysis and Intervention, University of Bordeaux II, Victor Segalen) supervision François Dubet, 2010/2011. Vice-President for Latin America of RC04 (Sociology of Education) – ISA – International Sociological Association (2010/2014 and 2014/2018) Vice-President of Brazilian Sociological Association SBS (2015/2017) Previous appointment: Associate Professor at Federal University of Minas Gerais Head of the Laboratory for Research into Higher Education (LAPES/PPGSA/UFRJ: http://www.lapesbr.org/): Created in 2011, LAPES brings together studies developed by researchers and undergraduate, master and doctorate students from UFRJ and other Brazilian and international institutions. The main lines of research are: governance of the Brazilian university system and its institutions;</p>	

		Institutional diversification and expansion of higher education; Higher education and social inclusion; Higher education and its interface with the national system of innovations and their role in national competitiveness; Internationalization of the higher education system and international comparisons.	
Barile, Lory	0617	Lory Barile is an Associate Professor in the Economics Department at the University of Warwick (UK), Fellow of the Higher Education Academy, and Associate of The Economics Network (EN). She received her PhD at the University of Bath (UK). Broadly speaking, her research interests and expertise are in the field of Behavioural and Experimental economics, and Public Sector economics. However, Lory has also research interests in the areas of Gender Economics and Economics Education. At Warwick, Lory is Director of Graduate Studies (Taught Degrees), and among other responsibilities, within the Economics Department, Lory is also Widening Participation Co-ordinator/Lead and Co-chair of the Students' Progression Working Group. Lory has also held academic positions at the universities of Bristol, Chester and Coventry.	
Barnett, Laura	0578	Dr Laura Barnett is a Lecturer in Higher Education at the Surrey Institute of Education at the University of Surrey. She joined the department in April 2018. Prior to this she completed her PhD at Canterbury Christ Church University which was a sociological study about youth binge drinking in the UK. Her research interests include the sociology of education; inclusion; widening access and participation in Higher Education.	@LauraKBarnett
Bartlett, Hannah	0427	Dr Hannah Bartlett is a Principal Fellow of Advance HE and sits on the Advance HE Strategic Advisory Group for EDI. She is an experienced clinical teacher and researcher. Her research focus is on developing clinical and educational interventions that enhance the lives of people living with ocular disease and visual impairment. Hannah is Programme Director for Aston's collaborative degree programme in optometry with Parkway College in Singapore, and in this role has developed a wealth of experience in international, online delivery of education. Dr Bartlett oversees Aston's diversity and inclusion strategy, which provides a clear framework for the university's commitment to continual review of diversity and inclusion issues, alongside impactful interventions and measurable outputs. She also serves on Aston University's Decolonizing the Curriculum Working Group (DCWG) contributing to the University's three-year plan to have the university's curriculum ultimately reflect and embed the voices, experiences and histories of all peoples.	
Beckmann, Wilhelm	0345	Wilhelm Beckmann holds a degree in industrial engineering and has been a research associate at the Dresden University of Applied Sciences (HTW Dresden) in Germany since 2011. His work and research focuses on occupational health management and work design, as well as strategic human resource management and knowledge and technology transfer.	
Beresford-Dey, Marie	0113	Marie Beresford-Dey, PhD MEd BSc (hons) is a Lecturer in Leadership in the School of Education and Social Work at the University of Dundee and has extensive experience in online learning and	

		teaching. Marie's research interests surround leadership, innovation, complexity, and education for sustainable development.	
Beyleveld, Dominique	0551	Dominique holds the undergraduate degree of Bachelor of Laws (LLB) as well as a Master's degree (LLM) in Labour Law from Nelson Mandela University in South Africa. Dominique is an internationally accredited professional mediator, trained through the London School of Mediation, UK. She is an associate member of the Association of Arbitrators of Southern Africa and sits on the organisation's mediation panel for the Southern African region. Dominique completed her contract of articles of clerkship at Friedman Scheckter, a civil litigation firm of attorneys in Port Elizabeth, South Africa, after which she was admitted as an attorney of the High Court of South Africa. As a junior attorney, Dominique accompanied Senior Counsel twice within her first year of practice to the South African Supreme Court of Appeal. One of those cases subsequently became the ground-breaking judgement around universal partnerships (<i>Butters v Mncora</i> [2012] 2 All SA 485 (SCA)). In 2017, Dominique was appointed to a lecturing post at the Independent Institute of Education (IIE's) Varsity College, the largest provider of private tertiary education in South Africa. Dominique currently holds the position of Head of Programme in the School of law at the Central Academic Team of the IIE.	
Bickle, Edward	0527 0633	After working as a researcher within the field of widening participation for fifteen years, Dr Ed Bickle has been a lecturer in Learning Development at Bournemouth University since 2017. His research interests lie in access to higher education, widening participation, and phenomenology. His PhD explored the aspirations of young people living in Low Participation Neighbourhoods and how these aspirations were created and developed through everyday experiences.	
Blackburn, Carolyn	0181	Dr. Carolyn Blackburn is a Reader in Interdisciplinary Practice and Research with Families. Carolyn co-leads a cross-University Communities of Practice for Doctoral Supervision and co-facilitates cross-faculty CoP groups. Her supervision interests focus on qualitative and creative methodologies and her research interests focus on inclusion and participation. Carolyn is a UKCGE recognised research supervisor.	@blackbu5
Blank, Jennifer	0336	Frau Dr. Jennifer Blank, Institut für Bildungstransfer der Hochschule Biberach Geboren 1984 in Ehringshausen 2003 – 2011 Studium der Diplomchemie sowie des Gymnasiallehramts an der JLU Gießen 2009 – 2013 Promotion im Bereich der Interdisziplinarität an der JLU Gießen 2014 Postdoc an der Universität Bonn Seit 2014 Leiterin des Instituts für Bildungstransfer Arbeitsschwerpunkte: Empirische Hochschulforschung, Transdisziplinarität, Erwachsenenbildung	
Blower, Alex	0265	Alex is Access and Participation Manager at Arts University Bournemouth with research interests in class-based inequality and access to Higher Education.	@EduDectective
Bonaparte, Bryan	0250	Bryan Bonaparte: Is a Senior Lecturer in Social, Educational and Clinical Psychology at the University of Westminster. His research interests include exploration of the toxicity of how society constructs and defines masculinity. He is co-founder of Psychology at the	@moviepsychology

		Movies where psychology is discussed via the subjective lens of popular films, and is also co-chair of the nonprofit social enterprise Black Britain and Beyond.	
Bone, Elisa	0329	Dr Elisa Bone is a Senior Lecturer in Higher Education Curriculum and Assessment - STEM, at the Melbourne Centre for the Study of Higher Education, where she advises academics in curriculum innovation projects across the University of Melbourne. Elisa has a diverse academic background, with a doctorate in marine invertebrate zoology from the University of Melbourne. She has worked as a researcher and instructor in Australia, the Solomon Islands, New Zealand, and in the USA as a Lecturer in Discipline at Columbia University. Elisa has research interests in interdisciplinary and authentic teaching and learning in the sciences, including the use of digital tools and technologies, in the design and implementation of strategic curriculum change processes, and in the effects of disruption on teaching and learning.	@ElisaKBone1
Bowles, Warren	0551	Warren holds a Bachelor of Arts degree in Journalism from the former Rand Afrikaans University (RAU). Subsequently, he obtained the following degrees from the University of Johannesburg (UJ): Bachelor of Arts degree in Law, followed by a postgraduate LLB (Bachelor of Laws) and an LLM (Master of Laws), which he obtained cum laude, specialising in Human Rights Law. He completed his articles of clerkship as a candidate attorney with the University of Johannesburg Law Clinic. In 2017 he was admitted as an attorney of the High Court of South Africa. He has worked in academia since 2007 as a tutor, research supervisor, lecturer, programme manager and now, Head of Programme in the School of Law at the Independent Institute of Education (IIE). He has published in the field of Labour Law and Human Rights Law, and he has attended various local and international conferences, delivering papers on a diverse array of legal topics and he represents the faculty of law in all matters concerning research and postgraduate affairs within the IIE.	
Braithwaite, Naomi	0545	Naomi is a Senior Lecturer in the School of Art and Design at Nottingham Trent University, teaching at undergraduate and postgraduate levels. Her research interests draw from anthropology and fashion where she uses visual ethnography to explore the relationships between footwear and identity during the life course trajectory. Naomi's recent research saw the development of The Virtual Shoe Salon where she has used her own practice to develop student led research projects that will inform the curriculum across disciplines.	
Bredendiek, Meike	0430	Meike Bredendiek studied English and Social Sciences at the teacher training level before completing her master's degree in Social Science with a focus on the sociology of work at Ruhr-University Bochum. As a result, she dealt intensively with educational and cultural studies as well as with central theories of organizational and labor research. Since 2019, she has been working at the ProfessionalCenter of the University of Cologne and is responsible for the project-based teaching format Service Learning, which enables students to cooperate with non-profit organizations and to integrate social engagement into their studies.	

Breeze, Maddie	0180 0450	Dr Maddie Breeze is Chancellor's Fellow, School of Education, University of Strathclyde.	
Brew, Angela	0484	Angela Brew is Emeritus Professor at Macquarie University, Australia. and Chair of the Australasian Council for Undergraduate Research. She is a Fellow of the SRHE	
Brewer, Gayle	0087	Dr Gayle Brewer is a Senior Lecturer at the University of Liverpool. Her current pedagogic research and forthcoming book 'Disability in Higher Education: Investigating Identity, Stigma, and Disclosure Amongst Academics' focus on disability within Higher Education.	@DrGayleBrew er
Brown, Chris	0163 0165	Professor Chris Brown is Professor in Education at Durham University's School of Education. Chris is seeking to drive forward the notion of Professional Learning Networks (PLNs) as a means to promote the collaborative learning of educators. To this end Chris has co-edited one book in this area, is co-editor of the Emerald's Professional Learning Networks Book Series and is co-founder and co-convener of the International Congress for School Effectiveness and Improvement's Professional Learning Networks network. Chris was also recently awarded a research grant by Bosch Foundation to examine the effectiveness of area-based reforms: a specific form of PLN.	ChrisBrown147 5
Brunton, Ronald	0565	Dr. Ronald Brunton is a Caribbean tertiary level educator, researcher and higher education administrator. His research interests include higher education policy, educational indicators, curriculum, distance and alternative education delivery systems, quality assurance and the role of education in national development. He is the Director of Academic Services at the UWI School of Business and Applied Studies Ltd. (UWI-ROYTEC), a business college in Trinidad and Tobago. Dr. Brunton is a former Director of Qualifications and Recognition at the Accreditation Council of Trinidad and Tobago (ACTT) and served as President of the Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE), 2015-2017.	
Bull, Anna	0340	Dr Anna Bull is Lecturer in Education and Social Justice at the University of York, and a founder and director of The 1752 Group, a research and campaign organisation addressing staff sexual misconduct in higher education. She is currently Principle Investigator on the ESRC-funded research project 'Examining Institutional Responses to Sexual Misconduct: Higher Education After #MeToo'. Her research interests include class and gender inequalities in classical music education; and staff sexual misconduct in higher education. Her monograph Class, Control, and Classical Music was published in 2019 with Oxford University Press and in 2020 was joint winner of the British Sociological Association Philip Abrams Award. Anna was an academic advisor to the National Union of Students for their report Power in the Academy: staff sexual misconduct in UK higher education and was lead author on The 1752 Group's report Silencing students: institutional responses to staff sexual misconduct in higher education. Most recently she has co-authored The 1752 Group and McAllister Olivarius' Sector Guidance to address staff sexual misconduct in UK higher education.	@anna_bull_
Burke, Ciaran	0506	Following several years experience as a Lecturer in Sociology at a number of UK universities, I became Associate Professor of Higher	@CiaranBurkeS oc

		Education in 2017 (University of Derby) and moved to the University of West of England in 2019. I have led numerous funded projects examining graduate employment and social inequalities within the labour market. I have published widely for both academic and practitioner audiences. My expertise is further demonstrated through numerous invited addresses at conferences focusing on higher education and the graduate labour market. I currently sit on the editorial board of Social Theory Applied and Sociological Research Online. In addition I am a convenor for the British Sociological Association Bourdieu Study Group and the Society for Research into Higher Education Employment, Enterprise and Work-Based Learning network.	
Caddell, Martha	0452	Martha Caddell is Professor of HE Policy and Pedagogy and Director of Heriot-Watt University's Learning and Teaching Academy. She leads on university policy and practice in learning and teaching, support for academic development, and strategically-aligned pedagogic research, scholarship and evaluation. Her research interests include exploring flexible learner journeys, the lived experience of academic careers, and the comparative study of higher education policy and practice. During the pandemic, she led the rapid transition to responsive blended learning across Heriot-Watt's global campuses, whilst juggling lockdown living, home-schooling, and coordinating a resilient communities volunteer network in her local area.	@Martha_Caddell
Callender, Claire	0208	Claire Callender is Professor of Higher Education Studies at UCL Institute of Education and at Birkbeck, University of London. She is Deputy Director of the Centre for Global Higher Education (CGHE) at UCL. Her research, writing and policy advice focus on student finances in higher education and related issues. Claire was awarded an OBE in the New Year's Honours 2017 for services to higher education.	
Cameron, Andrea	0390 0534	Andrea Cameron is the Dean of the School of Applied Sciences and the Intellectual Lead for Teaching and Learning at Abertay University. She was one of the first cohort to be awarded a National Teaching Fellowship in Scotland in 2018, and has been a Principal Fellow of the Higher Education Academy since 2015. She has progressed a number of student experience enhancement issues in the various posts she has held since joining Abertay in 2003. Most recently, Andrea led strategic initiatives relating to Employability, Academic Tutoring, Embedding Equality and Diversity in the Curriculum, Staff Profiling and Accelerated Degrees. Andrea is both a sport scientist and a nurse and maintains an active role in the classroom leading a sport placement module. She has presented and published work in relation to Personal Development Planning, professional reflective practice and heightening employability, inclusion of those with protected characteristics, and closing the attainment gap for those from widening participation backgrounds. She has also been the recipient of awards for her work engaging students with voluntary organisations. Andrea is the Council of Deans for Health's Education Impact Lead for Scotland and has recently been involved in reviews of their governance and student leadership programme.	

Carmichael-Murphy, Parise	0302	Parise Carmichael-Murphy is a PhD Education researcher at the University of Manchester, Manchester Institute of Education. She is passionate about anti-racist pedagogy, interested in identity in education as well as learning as a lifelong process.	@Parise_CM
Carpentier, Vincent	0310	Dr Vincent Carpentier is a Reader in History of Education at the UCL Institute of Education. He is an Associate Editor of the London Review of Education. His comparative research on the historical relationship between educational systems, economic cycles and social change is located at the interface of history of education and political economy. His current research explores the long-term connections and tensions between funding, equity and quality in higher education at both national and global levels. He is a member of the Centre for Global Higher Education, Centre for Higher Education Studies and International Centre for Historical Research in Education.	
Carruthers Thomas, Kate	0275 0452	Dr Kate Carruthers Thomas is a Senior Research Fellow and Athena SWAN Project Manager at Birmingham City University, UK. She specialises in interdisciplinary, qualitative enquiry into gender, inequalities and contemporary higher education with a particular interest in spatial theories and creative methods. Kate also uses graphic social science practices and research poetry to disseminate her research.	@drkcarruthers t
Castellano, Patricia	0544	please see subsequent submission for Pataricia's biography	
Cavallaro, Marco	0098	Marco Cavallaro is a Doctoral Student in research policy at the University of Lugano. His research focuses on competition in the European Union's Framework Programs for Research and Innovation. An area in which Marco is active for four years with experiences in Brussels, Bern and Zurich.	https://twitter.com/CavallaroMarco1
Chaló, Paulo	0104	Paulo Chaló is a Portuguese researcher and Psychologist. After completing his degree in Psychology in 2005, he guided his professional activity towards the practice of Psychology. In 2012 he returned to academia, integrating the StressLab, a Laboratory for Research and Intervention in Stress, at the University of Aveiro. As part of the research carried out, he completed his master's degree in 2013 and his PhD in 2017, both in Psychology at the University of Aveiro. Currently, he is enrolled at Kingston University London as a post-graduate research student, aiming to complete a second PhD in Education. His research interests are related to Doctoral Education and psychological interventions in Higher Education.	
Charlot, Jean-Marc	0246	Jean-Marc Charlot is an associate professor at Audencia. He holds a PhD in science (electronics) from the University of Orsay (Paris XI) and a PhD in applied science (mechanical engineering) from the University of Sherbrooke (Quebec). He mainly teaches mathematical and computer science methods and tools for management. In addition, he runs the school's makerspace. He was also responsible for the Executive MBA program for several years. Before joining the school, he was a research and development engineer in the information-engineering laboratory of the French Atomic Energy Commission. His main research themes are pedagogical innovation and maker culture.	

Child, Samantha	0202	Dr Samantha Child is an applied researcher with a focus on supporting the access, success and progression of under-represented groups to university. She currently leads a small applied research team at Oxford Brookes University.	@SamanathaChild4
Childs, Jill	0570	Overseeing the academic and overall management functions of the social work and Postgraduate Msc in Child Young People and Family Wellbeing and the Certificate in Child Protection practice programmes at Oxford Brookes University, including overall management responsibility for both staff and programmes and quality assurance. Including developing research activity within the social work programme.	
Christie, Fiona	0587	Fiona Christie is a Research Associate at Manchester Metropolitan University	@FCChristie
Clark, Lauren	0642	Dr Lauren Clark is a Lecturer (Education) at the UCL Institute of Education with expertise in critical pedagogy, student-staff partnership and higher education pedagogy. Originally from California, she moved to London in 2011 to do an MSc in Psychology of Education at the IOE. Throughout her academic career, Lauren has been involved in research on child development and psychology, cooperative learning, and, more recently, student-staff partnership in education. Lauren completed her doctorate in 2020, which focused on different conceptualisations of critical pedagogues in English universities, exploring the relationship between theory and practice and how these were influenced by factors at the macro, meso and micro level of the pedagogues' reality.	
Clegg, Karen	0650	Dr Karen Clegg is Head of the Research Excellence Training Team at the University of York, UK and leads the University's support and training provision for postgraduate research students, research staff and doctoral supervisors. With over 25 years experience supporting learning, teaching assessment and research Karen's background and publication record are in innovative assessment, teaching and learning and latterly, doctoral education. An elected member of the UK Council for Graduate Education (2020 - 2023) Karen contributes to national and international debate about doctoral practice and research culture and works closely with Vitae, the UK Council for Graduate Education (UKCGE), the National Coordinating Centre for Public Engagement (NCCPE) and the Russell Group. She is currently leading a UKCGE project exploring Best Practice in Doctoral Supervision sponsored by the Wellcome Trust and UK Research and Innovation (UKRI). Karen is a Senior Fellow of the Higher Education Academy, a trained coach and an experienced conference speaker.	
Clements, Naomi	0265	Naomi leads on evaluation for the Southern Universities Network, a partnership of six universities across the South Coast of England. Naomi is currently completing her EdD at University of Portsmouth with her research focussing on frictions between evaluation guidance and evaluation practice in a strategically funded outreach programme. https://www.sunoutreach.org/about/meet-the-team/	@NaomiAClements
Cohen, Eliel	0566 0577	Eliel Cohen is a sociologist focused on higher education. His research interests include: disciplinary identities and practices in teaching and research; the sociology and politics of academic knowledge; widening	@ElielCohen1

		participation; the research-teaching relationship; curriculum theory; interrelations of student agency, belonging and well-being; the 'impact agenda'; and critical realist social science.	
Cook, Georgia	0570	Georgia has been involved in research around sleep, with a specific focus on identifying how best to support and improve the sleep of children and families since 2014. Her PhD thesis was on the topic 'Parents, their children and sleep: Parental influences on, and help seeking-behaviour relating to child sleep'. Georgia is currently involved in a large multi-site research project which is looking to improve sleep and quality of life in children with epilepsy (and their families). This has included contributing to the development of an online sleep intervention and evaluation of sleep outcomes.	
Cooper, Trudi	0631	Associate Professor at Edith Cowan University (ECU) in Australia; Leader of the Social Program Innovation Research and Evaluation (SPIRE) group and Course Leader for the youth work degree program. Australian National Learning and Teaching Fellow. Trudi Cooper specialises in the scholarship of teaching and learning and in collaborative evaluation and research with government and not-for-profit organisations. She is passionate about human-centred education. Her PhD examined quality management systems for teaching in Australian higher education. In 2006, she received a Carrick Citation for outstanding contribution to learning and teaching for her work on portfolio assessment for youth work professional practice. In 2010 she led a National project to renew the youth work curriculum in Australian higher education. She became an Australian National Learning and Teaching Fellow in 2016 and conducted research into how funding systems threatened specialist professional degree courses in Australian universities. This work contributed to her submission to the 2020 Australian Senate Inquiry into Higher Education Funding. Webpage http://www.ecu.edu.au/schools/arts-and-humanities/staff/profiles/associate-professors/associate-professor-trudi-cooper	
Cotronei-Baird, Valeria	0368	Dr Valerie Cotronei-Baird, Learning and Teaching Specialist, WCLA. Valerie is a leader in the provision of learning and teaching advice. In her role she is primarily involved in working with academic teaching staff in the skill acquisition required to innovate teaching and assessment practices. Valerie's research includes: the integration of employability skills in the business curriculum, the professional development of academic teaching staff, assessment and assessment criteria and feedback, engaging students in the classroom, collaborative learning and team-based assignments and online delivery.	https://twitter.com/valeriecotronei
Courtois, Aline	0310	Dr Aline Courtois is a Senior Lecturer in the Department of Education at the University of Bath. She holds a PhD in Sociology from University College Dublin and Paris 1 Pantheon-Sorbonne. Before joining the Department of Education in Bath in 2018, she was a Research Associate at the Centre for Global Higher Education, University College London Institute of Education. Previously, she held the National University of Ireland Dr Garret FitzGerald Fellowship in the Social Sciences and lectured in France and in Ireland. Her research interests include elite education; globalisation and the	

		internationalisation of education; international student mobility; academic precarity and academic mobility.	
Coverdale, Andy	0530	Andy Coverdale is a Research Fellow in Southampton Education School at the University of Southampton and is based in the Centre for Research in Inclusion. He is working with colleagues Sarah Lewthwaite and Sarah Horton on the UKRI "Teaching Accessibility in the Digital Skill Set" study, researching how digital accessibility is taught and learned in Higher Education and the workplace. Andy is also working with the National Centre for Research Methods on the "Changing Research Practices" project, looking at adaptations in social research methods in the context of the Covid-19 pandemic. Andy has over ten years' experience of working with, supporting, and teaching people with learning disabilities, and has recent experience on the ESRC "Self-build Social Care" research project, using inclusive and participatory methods to work collaboratively with people with learning disabilities and their allies.	andy.coverdale
Cox, Andrew M	0516	I am a senior lecturer at the Information School at Sheffield. My research spans both the applications of technologies such as AI to learning in HE and the impact of space on learning.	
Crockford, Julian	0550	Dr Julian Crockford, Associate Director for SEER, has 20 years of experience in working in the higher education sector, predominantly in research, evaluation and evidence and impact reporting. Over the last 8 years, Dr Crockford has specialised in the research and evaluation and impact assessment of widening participation, student success and outreach activity; including reporting on the impact and value of specific government and institution-funded schemes. Dr Crockford has completed cross-sector research for the Office for Students (OfS); has worked with higher education providers on governance structures and culture; and on curriculum, learning and teaching. He has published on a range of higher education issues including the Teaching Excellence Framework, Fair Access Policy and Evaluation	@JulianCrockford
Cross, Beth	0544	Beth Cross, with an MSc in African Studies and PhD in Sociology of Education from the University of Edinburgh, has been researching the interface between formal and informal learning contexts for the last fifteen years and is particularly interested in dialogic methods of exploring learner identities, strategies and trajectories. Her interests include deliberative democracy, and service user voice and participation in health, social services and education. She has taught in the areas of community education, social policy and children's services in England and Scotland and worked with a number of creative interdisciplinary projects that involve visual and dramatic arts in order to expand the modalities for deliberation and participation.	@BethCrossatUWS
Dagar, Kriti	0440	A post-graduate student of Economics, the journey towards my academic development has been circuitous at best. I have a Masters in Philosophy in Educational Planning and Administration which was successfully completed with a thesis titled, 'Economics of Internationalization of Higher Education in India' wherein I explored the approach of Internationalization of Higher Education in Indian context from an economic perspective. My current field of inquiry at	

		the doctorate level that deals with the Internationalization of higher education in India in general and focuses on “Student mobility towards International Branch Campuses (Education Hubs) in Dubai, UAE. I have previously completed Bachelors and Masters in Economics. Additionally, I have also had the experience of working with core research and management organizations such as Faculty of Management Studies (FMS), Indian Institute of Foreign Trade (IIFT) and NITI Ayog in capacity of a research associate, where I have successfully carried out various research projects. In terms of teaching capacity, I have taught grade 12 students and bachelor’s students of Economics at IGNOU (Indira Gandhi National Open University, New Delhi) for a period of one year.	
Dangeni, *	0518	Dangeni is currently a doctoral researcher at the School of Education, the University of Glasgow. Her current research project investigates Chinese students’ experience through the lens of student engagement and conceptual change in UK Master’s programmes, employing a combination of creative research tools such as audio diaries and drawing-featured interviews. Dangeni’s research interests include international students, student engagement, language teacher education and creative research methods.	@DagnyUoG
Darwin, Stephen	0412	Stephen Darwin is an Associate Professor at Universidad Alberto Hurtado, based in Santiago, Chile. He is a researcher and research educator, with his primary research work focusing on quality in higher education, student evaluation and teacher education. Stephen completed his PhD at the Australian National University, with his doctoral research centred on the potential of student evaluation to enhance pedagogical decision making in higher education. The research being reported here is part of a broader project funded by the Chilean government that is investigating the use of rankings in higher education as a mediator of quality.	@stephen__darwin
de Gayardon, Ariane	0208	Ariane de Gayardon is a researcher at the Center for Higher Education Policy Studies (CHEPS) at the university of Twente in the Netherlands. Her research focuses on the financing of higher education internationally and its interaction with equity, including topics such as free higher education and student debt. She also works on topics related to internationalization and is the Assistant Editor for the Journal of Studies in International Education.	@adegayardon
de la Tour, Naomi	0624	Naomi is a Senior Teaching Fellow at the Institute for Advanced Teaching and Learning (IATL), where she is the academic lead for Project Support and Sharing Practice, co-chairs IATL's Project Support committees, and convenes a number of interdisciplinary modules. Her scholarship and teaching explore the imagination, social justice, change and education. She draws on critical and contemplative pedagogies in her approach to teaching and is grounded in an ethos of collaboration, co-creation, care, and the cultivation of generosity in learning spaces. She founded the Co-creation Officer Project in 2019, and manages IATL's team of Co-creation Officers, recruited from the student body. She co-chairs the Learning from Crisis WIHEA Learning Circle and the Future of Engagement in HE WIE Learning Circle. She is currently working towards an interdisciplinary PhD in	@delatoured

		Literary Practice with the Warwick Writing Programme, exploring the relationship between imagination, crisis, and change.	
De Wilde, Janet	0201	Janet is experienced in Academic Practice Development having worked in the Higher Education sector for over 33 years, following 5 years in industry. She has a background in STEM, having undertaken research and teaching in Bioengineering at Imperial College London for 17 years. She was Head of STEM at the Higher Education Academy for 3.5 years and led a major project on Transition in STEM disciplines. In 2020, Janet joined Queen Mary University London to lead the newly launched Queen Mary Academy. The Academy team supports the development of excellence in Education and Learning, Teaching Recognition, and Researcher Development. Janet leads on strategic projects to develop the education provision across Queen Mary. She is also co-lead for an Advance HE project on Developing Flexible Ecosystems examining approaches to flexible learning opportunities across the UK sector.	
Dearden, Nick	0587	Nick Dearden is Director of Learning and Teaching at Staffordshire University	
Demkowicz-Dobrzanska, Anna	0554	Anna worked at the University of Greenwich as a Visiting Lecturer from 2013-2018 and joined the university as a Teaching Fellow in 2020. She previously taught Leadership and Management, Business Management, Human Resources and Personal and Professional Practice working in partnership with Bath Spa University. She is also a Teacher Trainer and currently undertaking a PhD in Linguistics.	
Dennis, Jayne	0468	Dr Jayne Dennis is a Senior Lecturer at Queen Mary University of London where she is also Director of the Biomedical Sciences programmes. Her current research focuses on the role of metacognition in both teaching and learning in higher education. Jayne has won awards at QMUL for excellence in teaching delivery (2017), enhancing the student voice (2019) and she led the Biomed Programme Teaching Group to a team award for enhancing the student-centred curriculum (2020). She has been a Senior Fellow of the HEA since 2017 and completed an MA in educational psychology at UCL's Institute of Education and a PhD in the molecular classification of cancer at the University of Glasgow.	
Devis-Rozental, Camila	0138	Dr Camila Devis-Rozental is a Principal academic in socio-emotional intelligence and Service Excellence at Bournemouth University and a culture leader currently applying her expertise in positive psychology, SEI and humanisation to embed the BU2025 values and Service excellence actions throughout the university. In doing so Camila is living BU's Fusion strategy by bringing together research, education and professional practice.	CamilaDR17
Devlin, Marcia	0130	Professor Marcia Devlin, PhD, is an internationally recognised academic and expert in higher education and equity. Internationally recognised for her research and impact in higher education, Professor Devlin been elected a Lifetime Fellow of the UK-based Society for Research into Higher Education (SRHE) by its Governing Council. She serves on the Editorial Boards of a number of international journals. Professor Devlin has been commissioned by the Australian Government to lead national studies on aspects of higher education. With colleagues, she has won over \$AUD 6 million	@MarciaDevlin

		in commissioned, competitive and other funds. Professor Devlin has given over 100 headline/keynote addresses across 10 countries. With over 320 publications comprising academic, research, commissioned and media works, her work is widely read and she has more than 4,400 citations. Her most recent publication is a sole-authored book, <i>Beating the Odds: A practical guide to navigating sexism in Australian universities</i> . Professor Devlin has served as: Senior Deputy Vice-Chancellor and Senior Vice-President (Victoria University); Associate Deputy Vice-Chancellor, Education (RMIT University); Deputy Vice-Chancellor, Learning and Quality (Federation University Australia); and Executive Director, (Open Universities Australia). She now works as a consultant, sits on a number of boards and is an Adjunct Professor at Victoria University.	
Dippold, Doris	0089	Dr Doris Dippold is Senior Lecturer in Intercultural Communication, University of Surrey. She has a background in applied linguistics and researches in the areas of language and technology. She has published in the areas of classroom interaction, internationalisation of higher education and language in human-computer interaction. Her work on internationalization of higher education focuses on the contribution of language to the relationship between all actors in the linguistically and culturally diverse classroom. Issues of language and ELF feature in her Futurelearn MOOC "Communicating with Diverse Audiences". @roadtobabel @LLL_research @SurreySLL	@roadtobabel
Djerasimovic, Sanja	0499	Sanja Djerasimovic is a research fellow at the University of Exeter, where she studies the interconnected areas of higher education policy, academic identity and practice, particularly among early career academics, and citizenship. More recently, her work has particularly focused on the so-called 'impact agenda' or the 'third mission' of university, and the ways in which this discourse communicates with the professional, vocational, and personal notions and practices of responsibility, agency, and citizenship in academic work, especially within humanities and social sciences. Prior to joining Exeter, she has held research and teaching posts at the University of Oxford, where she completed her doctorate on citizenship education policy and post-communist education reform in Serbia.	@sdjerasimovic
Drumm, Louise	0218	Dr Louise Drumm is an Associate Professor in the Department of Learning and Teaching Enhancement at Edinburgh Napier University, where she is the programme leader for the MSc in Blended and Online Education. Most recently she has lead the Digital Support Partnership project at the university.	louisedrumm
Durak, Tugay	0585	Tugay Durak is a PhD candidate in the Education, Practice and Society department of UCL Institute of Education. His doctoral research focuses on lived experiences of Turkish academics working at UK universities. Before his PhD, Tugay Durak completed his master's degree in MA Higher Education Studies at UCL Institute of Education. In his master's dissertation, Mr Durak has comparatively examined Turkish Chilean scholarship programmes. Before his postgraduate study, Mr Durak worked as a Mathematics teacher in Istanbul, Turkey, for 4 years, where he also studied for an undergraduate degree.	@tugay_durak

Eiras, Paola	0220	<p>Paola Eiras is a Postdoctoral Fellow in the Geographies of Internationalisation project, Aarhus University, Denmark. She holds a PhD in Sociology of HE awarded in 2020 by the University of Surrey, UK. Her doctoral studies explored cultural identity constructions of Chinese students in a transnational university in mainland China, focusing on how transnational spaces can impact on students' transforming self-perceptions and experiences. She has a background in the biomedical field and Linguistics, and as a transnational and mobile academic, she has been a practicing teacher in international spaces of HE for more than a decade. Her main research interests include: students' cultural identity, transnational mobilities and diversity, internationalisation of HE, and interdisciplinary methodological approaches. Lene Mødsen is trained as a human geographer with a strong profile within the geo-profession. For the last 15 years, she worked within the field of science education with special focus on the disciplines of geography and geology both concerning the learning of content, and the meaning of cultures in these educations. Lene is one of the senior members of the project Geographies of Internationalisation at Aarhus University.</p>	@eiras_paola
Elliot, Dely	0563	<p>Dr Dely Lazarte Elliot is a Senior Lecturer from the School of Education, University of Glasgow. She is a Chartered Psychologist with the British Psychological Society and serves as an Associate Editor for Higher Education Research & Development and Co-editor for The Hidden Curriculum in Doctoral Education blogsite. She passionately investigates several facets of learning, e.g. learning engagement, psychological wellbeing and encounters with the hidden curriculum. Dely led the publication of 'The Hidden Curriculum in Doctoral Education' book (Elliot et al., 2020). Dely leads the Postgraduate Researchers' Community Building team in her School where she promotes a positive PhD research culture and a thriving doctoral experience, underpinned by hidden curriculum principles. She was a Co-I for a UKCISA-funded project on international doctoral students' wellbeing that won the Paul Webley Award for Innovation in International Education in 2019. Dely convenes Educational Psychology, lectures and delivers seminars on visual and creative methods. ORCID ID: https://orcid.org/0000-0003-0711-5719</p>	@DelyLElliot
Emms, Katherine	0110	<p>Katherine Emms is Senior Education & Policy Researcher at Edge Foundation. During her 3 years at Edge she has been developing a research and policy portfolio in a number of areas relating to higher education, vocational education and training, and employability. Recently she has contributed to externally funded research projects on the development of employability skills in schools (City & Guilds) and WorldSkills UK-funded research projects on improving participation and employability of skills competitions; and International Case Studies to Drive Teaching Excellence in Technical Education. Katherine has published recent reports in: Rethinking higher education: Case studies for the 21st Century; Drivers of early career success for UK undergraduates: An analysis of graduate destinations surveys; and A contemporary approach to employable graduates: Cardiff National Software Academy.</p>	@kat_emms

Engelbrecht, Willy	0108	Willy Hannes Engelbrecht completed a Bachelor's degree in Marketing and Tourism Management in 2009 at North-West University and went on to obtain a PhD in Tourism Management in 2015. In addition he completed a M.Ed: Educational Management and Leadership with the University of Johannesburg (UJ) in 2021. Willy is currently serving in the role as the Dean Research and Post-graduate Studies at The Independent Institute of Education (IIE) where he also served in various Faculty positions within in the Faculty of Commerce since 2014. During 2018, Willy accepted a position as Assistant Professor at Woosong University, South Korea where lectured commerce-related modules on hospitality programmes and co-presented a course in business simulation in conjunction with Institut Paul Bocuse. Willy returned in November 2018 to The IIE. Willy actively participants in research and presented a number of papers at both national and international conferences related to tourism and education. Willy contributes towards textbook publications and serves as a member of the editorial board of a local academic scientific journal as well as advisory boards for various higher educational institutions. He also acting as an external examiner, postgraduate supervisor, and external reviewer for both national and international academic journals.	
Etzkorn, Nadine	0435	Nadine Etzkorn is a PhD student of educational science at the University of Bielefeld in Germany. In her PhD project, she investigates student mobilities as spaces for decolonial educational processes. Her research and work focus is on education for sustainable development, global citizenship education, internationalization of universities, educational theories and post- and decolonial theories.	@NadineEtkorn
Everitt, Julia	0181	Dr. Julia Everitt is a Research Assistant and has worked on several research projects in higher education relating to undergraduate and postgraduate access and participation. Julia is a co-facilitator on the cross-University Communities of Practice for Doctoral Supervision. She supervises candidates undertaking research in schools and higher education and is a member of the postgraduate teaching team.	@juliaeverittdr
Fabian, Khristin	0057 0117	Dr Khristin Fabian is a Research Fellow in the Centre for Computing Education Research within Edinburgh Napier University and Senior Learning Technologist at Perth College UHI. Her research interest includes technology enhanced learning, transitions and work-based learning.	@khristinfabian
Fairchild, Nikki	0134	Dr Nikki Fairchild is the Associate Head (Research and Innovation) in the School of Education and Sociology at the University of Portsmouth. Her research interests include posthumanist and feminist materialist ways to enact and extend conceptualisations of professional practice and more-than-human subjectivities in Early Childhood. Her recent research focuses on place-space in classrooms and gardens. This has been enacted using walking-with methodologies where she was interested in the ways in which place and space impact both teachers, and what this might mean for their training, and practitioners understandings of young children.	@nikkifairchild 2

Fallin, Lee	0582	Lee Fallin works as a learning developer at the University of Hull where he supports students and staff to develop their academic, digital, information and visual literacies. His research interests focus on the intersections between education and geography, inclusive of physical and digital spaces. As a learning developer, he is also interested in researching student learning practices in higher education and how they can be supported.	
Farquharson, Lois	0138	Lois was appointed as the Executive Dean of Bournemouth University Business School in 2019. The practice of change and continuous improvement is a focus throughout Lois's leadership roles to date. She is particularly committed to leading with a kind heart, ensuring inclusivity, and taking colleagues' wellbeing into account when moving forward in what has become a challenging HE environment at all levels. As a Chartered Manager and Fellow of the Chartered Management Institute, Lois is active as a volunteer member in the CMI South West Regional Board which supports the positive development of managers and leaders across sectors and businesses. Lois is also an active Academic Fellow of the CIPD, supporting the identity and development of the HR Profession...	LoisFarquharson
Farrelly, Tom	0374	Dr. Tom Farrelly divides his time in Munster Technological University between research, lecturing and supporting the development of technology enhanced teaching and learning initiatives. He also teaches on and supports a number of teaching and learning initiatives within his university. An active researcher he has undertaken and published both as an independent researcher and on foot of a number of commissioning agencies. Keen to explore the gap between rhetoric and reality of education policy making his doctoral research focused on the lived experience of undergraduate lifelong learners and their use of virtual learning environments (VLEs). A strong advocate of open access he is deputy chief editor of a Diamond open access journal the Irish Journal of Technology Enhanced Learning.	@TomFarrelly
Ferrie, Jo	0544	All of my work seeks to understand better, in order to teach better. I am an expert in social research methods and in teaching social research methods. I also have expertise in understanding the barriers experienced by disabled people; and the value of human rights frameworks to remove barriers to being and doing. As well as researching in these fields, I am interested in how we can trigger change through research, that is, how do we, often with communities, create learning environments for those in power, to do better? How do we get duty bearers to engage? And what should they learn? As a lecturer in undergraduate and postgraduate social research methods at the University of Glasgow, working in Sociology and across the School of Social & Political Sciences; as Founding Director of Glasgow Q-Step Centre, and as Deputy Director for Training at Scotland's ESRC Doctoral Training Partnership, the Scottish Graduate School of Social Sciences I am passionate about creating learning environments that teach research methods well. I have built undergraduate, postgraduate methods learning environments and contributed to those that help colleagues through	

		the Research Development team and the MEd in Academic Practice hosted by LEADS.	
Findeisen, Vivien	0345	After graduating in International Human Resource Management (M.Sc.), Vivien Findeisen's responsibilities had focused on managing several collaborative research projects until she entered the sphere of research as a scientific associate herself in 2018. Since then, she has been conducting research on transfer and innovation processes at the Leipzig University of Applied Sciences. In addition to her involvement in the Transfer_i project, Vivien is working on her PhD in the field of social innovations and innovation biographies.	
FONG, Yoke Sim	0300	Dr FONG Yoke Sim is a Senior Lecturer at the Centre for English Language Communication, National University of Singapore. She has taught Business Communication, EAP, English Assist, Graduate English, Intensive English, English as Medium of Instruction, and Ideas and Exposition courses. Her research interests include intercultural communication, language education, learner strategies and motivation. FONG Yoke Sim (Dr) :: Senior Lecturer, Centre for English Language Communication :: National University of Singapore :: 10 Architecture Drive, #02-21, Singapore 117511 :: 65-6516 8879 (DID) :: 65-6775 9152 (Fax) :: elcfys@nus.edu.sg<mailto:elcfys@nus.edu.sg> (E) :: http://www.nus.edu.sg/celc/staff/fongyokesim.html (W) :: Company Registration No: 200604346E Book (published 2019): https://www.routledge.com/Learners-in-Transition-Chinese-Students-Journeys-from-EFL-to-ESL-and/Fong/p/book/9781138305281	
Forster, Natalie	0615	Dr Natalie Forster is a Research Fellow in Applied Health and Social Care at Northumbria University, whose work centres around a commitment to addressing inequalities in access to public services. Her PhD research challenged common stereotypes about Traveller Community health beliefs, practices and needs, and explored how ethnicity as a Gypsy or Traveller intersects with other identity positions to shape health experiences. Natalie is currently undertaking research into the higher education experiences of Gypsy, Traveller, Roma, Showmen and Bargee Communities, and representations of these groups within widening participation research, policy and practice.	@ForsterNatalie
Fossland, Trine	0293	Trine Fossland is professor of higher education at UiT The Arctic University of Norway, Centre for Teaching, Learning and Technology. Fossland holds a PhD. in sociology, but has worked in the intersection between pedagogy, sociology, and higher education since 2004. Fossland has been the deputy chair of the Norwegian network for University Pedagogic for 8 years and a member of several national expert groups on digitalization and quality in higher education. She has participated in several international funded projects on quality in higher education, academic development, academic building in net-based higher education, as well as EU projects on research supervision. She has developed and been in charge of a large-scale university course in research supervision since 2009. Her main research interests include studies on academic development, educational leadership, research supervision and digitalization within	

		higher education. She has written and edited five books and several papers, book chapters, research reports and developed projects within these subject areas, together with colleagues including Fossland & Sandvoll. 'Drivers for educational change? Educational leaders' perceptions of academic developers as change agents'. IJAD 2021; Fossland, et al Academic Bildung in Net-based Higher Education: Moving beyond learning.2016. Routledge.	
Fox, Bianca	0453	Dr. Bianca Fox joined Nottingham Trent University in 2021 as a Senior Lecturer in Academic Practice, assuming leadership of the Academic Professional Apprenticeship / Postgraduate Certificate in Learning and Teaching in HE. Bianca is a Senior Fellow of Advance HE and holds a PhD in Communication Studies. She has more than 15 years teaching experience which includes teaching at undergraduate and postgraduate level in different European countries. Prior to starting at NTU, Bianca was a Senior Lecturer, Course Leader, Deputy Director of the FMDC and ALTR Research Centres and Acting Head of Department (2017-2018) at the University of Wolverhampton and a Lecturer at the University of Huddersfield. Throughout her academic career, she has been credited with student nominations for innovative and engaging teaching, and has experience of academic administration, curriculum development, management, and leadership. In addition, Bianca has nurtured academics into learning and teaching innovators. Bianca was a Visiting Scholar at the University of Westminster in 2011 and University of Paris III: Sorbonne Nouvelle in 2015. She is an avid promoter of using digital technologies in the curriculum and her research interests lie primarily in youth studies, with a focus on technology and mental health, digital literacy, and digital inclusion.	
Friend, Katherine	0524 0546	Dr Katherine Friend is Senior Lecturer in Undergraduate and Professional Education at Nottingham Trent University where she specialises in international comparative research on the student experience in higher education. Her research examines how universities are microcosms of larger social structures and how factors like capital, race, and gender affect underrepresented student identity formation. Katherine's current research examines the experiences of transnational academics to understand how university cultural climate and rhetoric — such as who is an 'acceptable' immigrant, who 'belongs', and who is 'othered' — affect academic life.	
Gallagher, Martin	0615	Martin Gallagher is a Research Assistant and PhD Candidate at Northumbria University, as well as a Gypsy Roma and Traveller Engagement Officer/Advocate with TGP Cymru and an Irish Traveller. Martin has dedicated his career and much of his personal life to promoting Gypsy, Roma and Traveller (GRT) equality, and works in partnership with institutions such as North Wales Police, county councils, Welsh and UK Governments, Department for Work and Pensions and NHS Wales to challenge the discrimination experienced by GRT communities. His PhD project explores how models of service provider education can best be developed and implemented in order to tackle prejudice against GRT communities.	@GallagherGRT

García-Castro, Verónica	0289	Verónica is an Associate Lecturer and Researcher in second/foreign language teaching and learning from the University of Costa Rica. She completed her Ph.D in Education at the University of York- UK in 2019. She obtained her BA and MA degrees from the University of Costa Rica, majoring in TESOL and English Literature respectively. She coordinates the English Teaching Major at the University of Costa Rica. Her PhD research focused on the effects on individual differences in L2 vocabulary learning. She employed psycholinguistics techniques such as lexical decision tasks and eye-tracking with text, and visual-world eye-tracking in her Ph.D studies. She is currently conducting research, in the Research Institute of Education- INIE, on the possible effects of multi-modal stimuli in L2 semantic and syntactic lexical engagement. More recently, her research interests have expanded to other aspects of language, and she is also currently working on research projects including L2 foreign language anxiety in online learning in the Faculty of Education at the University of Costa Rica.	
Gill, Diane	0544	Learning and Development professional and Higher Education manager with over 10 years experience supporting people to be the best they can be. Currently working with international postgraduate business students focusing on personal and career development. Particularly interested in effective team working, intercultural awareness, development through coaching and taking a holistic approach to the individual. Passionate about making education accessible to all by disrupting the traditional HE models and taking a lifelong learning approach. Coordinated the development and implementation of a ground-breaking Graduate Apprenticeship in Data Science for the University of Edinburgh in collaboration with PwC. Coupled to my professional experience, I have a strong personal interest in many aspects of wellbeing including massage, mindfulness/meditation and anything that gears up an individual to be in the best place to make the most of their day.	@dianecgill
Gill-Simmen, Lucy	0362	Dr. Lucy Gill-Simmen is Director of Education Strategy and Senior Lecturer in Marketing at Royal Holloway, University of London, with a demonstrated history of working in the higher education industry. She holds both a MBA and a Ph.D. in Marketing from Imperial College Business School, London. Her interests lie in Marketing Education with a focus on employability and sustainability. She is a Senior Fellow of the Higher Education Academy.	
Godonoga, Ana	0346	Ana Godonoga is a Teaching and Research Associate and PhD candidate at the Institute for Higher Education Management, WU Vienna University of Economics and Business. Her PhD focuses on the social responsibility and social impact of higher education institutions. Before joining WU, Ana worked as Associate Project Officer at UNESCO International Institute for Educational Planning in France. She contributed to the development and implementation of international research projects on higher education. In addition, Ana worked on research projects related to higher education performance and quality management, both as a Research Assistant at the OECD, and as Vice-Chair of the Quality Advisory Board of the Erasmus Mundus Association. Ana holds a joint Master's degree in	

		Research and Innovation in Higher Education from Danube University Krems, Austria and Osnabrück University of Applied Sciences, Germany; and a Bachelor's degree in Business and Economics from the College of Wooster, United States. Her research interests relate to university social responsibility and impact, and quality and performance management of higher education.	
Goodman, Jennifer	0246	Jennifer Goodman is associate professor in the Department of Business and Society at Audencia Business School. Her research and teaching interests lie broadly in the relationship between business, government and society, sustainability and CSR. More specifically her current research projects focus on sustainability-oriented and inclusive innovation, deliberative governance in firms and MSIs, maintenance work in the plastic industry and the use of hackathons for sustainable development education. She also continues previous work on responsible investment and shareholder activism. These projects have led to publications in academic journals such as Business Ethics Quarterly, Journal of Business Ethics, Business Strategy and the Environment, and Society & Business Review. Her article "Contestation in Multi-Stakeholder Initiatives: Enhancing the Democratic Quality of Transnational Governance" (co-authored with Daniel Arenas and Laura Albareda) received the outstanding article of 2020 award from Business Ethics Quarterly. Jennifer is also involved in an ERASMUS+ funded project to trial an innovative teaching approach to sustainability challenges in cities across four European business schools.	https://twitter.com/JenCGoodman
Gower, Owen	0650	Dr Owen Gower is the Director of the UK Council for Graduate Education, where he leads the Council's advocacy on a range of issues in postgraduate affairs, most recently in relation to widening participation. Owen has a background in engaging academic research in public policy, having previously worked as Programme Director for an educational charity, where he sought to build interdisciplinary collaborations on a range of social policy issues. A keen advocate of partnerships between academia and the voluntary sector, he has managed a series of fixed term post-doctoral positions in the voluntary sector, developed a doctoral placement scheme, and served as a collaborative supervisor for a PhD studentship. Owen has a PhD in Philosophy, has published in his field and co-edited a book for Ashgate, and has taught at Birkbeck, KCL, and Royal Holloway. He is a member of the Philosophy of Education Society of Great Britain and a Fellow of the Royal Society of Arts.	
Gravett, Karen	0134	Dr Karen Gravett is Lecturer at the Surrey Institute of Education at the University of Surrey, UK, where her research focuses on understanding learning and teaching in HE and explores the areas of connections, student engagement, belonging, and transition. She is co-convenor of the SRHE Learning, Teaching and Assessment network, Associate Editor of the Higher Education Research and Development journal, and a member of the editorial board for Teaching in Higher Education.	@k_gravett
Grim, Jeffrey	0316 0454	Jeffrey K. Grim is a PhD Candidate in Higher Education and research fellow at the National Center for Institutional Diversity at the University of Michigan, Ann Arbor. In addition, Jeff is an Associate at	JGrim13

		<p>the Centre for Social Mobility at the University of Exeter (UK). He received his Master's in Student Affairs Administration from Michigan State University, Bachelor's in Elementary Education from the University of Maryland, College Park, and Associate's in General Studies from Hagerstown Community College. Jeff also has an Advanced Graduate Certificate in Nonprofit Management from Washington University in St. Louis and Graduate Certificate in Executive Coaching from Southern Methodist University. Prior to starting his PhD studies he was a student services practitioner at various institutions. His research focuses on how higher education organizational contexts, policies, and practices shape experiences and outcomes for historically marginalized people with specific attention to 1) Academic Careers & Leadership, and 2) Student Access & Success.</p>	
Groves, Olivia	0225	<p>Olivia Groves is a post-doctoral researcher at the National Centre for Student Equity in Higher Education. Olivia's research interests lie in understanding the conditions under which learning takes place in order to maximise the potential for learning and success of all students. Her current research activity examines how student equity can be achieved in the higher education sector and beyond - including research into best-practice career education, particularly for those with disability; supporting student success in higher education in the time of COVID; and understanding and ameliorating inequities in graduate outcomes.</p>	@OliviaGroves20
Guccione, Kay	0541	<p>Dr Kay Guccione specialises in supervision, mentoring and community building for researcher development. Her research investigates the doctoral student experience and research supervisory practice and she has published on mentoring, thesis writing, the hidden curriculum of the doctorate, and on graduates' perceptions of the value of engaging with doctoral study. Kay edits two blogs, the Supervising PhDs blog and the Hidden Curriculum in Doctoral Education Blog and is the founder of the annual Researcher Education and Development Scholarship conference.</p>	@kayguccione
Hamilton, Sukhbinder	0153	<p>I am a Senior Lecturer in the School of Education and Sociology on a range of undergraduate and postgraduate provision. My professional background is within the field of Special Educational Needs and SEBD (Social Emotional Behavioural Difficulties) in particular and I have worked as a teacher, a SENCO (Special Educational Needs Coordinator) and as an Independent Inclusion Consultant prior to joining the University of Portsmouth. My academic expertise (and my doctoral research) is related to gender and specifically looking at British Indian, Pakistani and Bangladeshi women. I also have expertise within the field of child's voice and bereavement. I am a Co-Convenor for 'The Women's Workshop Sociological Collective'. I am also a Fellow of the Higher Education Academy UK.</p>	@sukhhamilton1
Han, Shuangmiao	0051	<p>Dr Shuangmiao Han is a ZJU 100 Young Professor in the College of Education, Zhejiang University in China. She acquired her Ph.D in higher education in Oxford. Her research focuses on higher education policy and academic profession.</p>	
Harrison, Neil	0463	<p>Neil Harrison is an Associate Professor at the University of Oxford and Deputy Director of the Rees Centre</p>	@DrNeilHarrison

He, Rui	0572	Dr Rui He is a researcher at the School of Education, University of Glasgow. Rui's research interests include international and intercultural education, acculturation experiences, intercultural communication, language, culture and identity, and mental health and psychological wellbeing. Her PhD research project is about a 'mirror-image' comparison between foreign language undergraduates' acculturation experiences in Chinese and British Study Abroad Programmes. Her current research projects are about Chinese prospective and current postgraduate students' education mobility during the Covid-19 and the food identity in Chinese international students' acculturation experiences in the UK and USA.	@Elin_RuiHE
He, Rui	0588	Dr Rui He is a researcher at the School of Education, University of Glasgow. Rui's research interests include international and intercultural education, acculturation experiences, intercultural communication, language, culture and identity, and mental health and psychological wellbeing. Her PhD research project is about a 'mirror-image' comparison between foreign language undergraduates' acculturation experiences in Chinese and British Study Abroad Programmes. Her current research projects are focusing on Chinese international students' education 'immobility', and food identity in Chinese students' acculturation experiences in the UK and USA.	
Hensby, Alexander	0512	Dr Alexander Hensby is a Lecturer in Sociology in the School of Social Policy, Social Research, and Sociology at the University of Kent, UK. His principal research and teaching interests include social movements, political participation, race in higher education, and globalization. He is the author of Participation and Non-Participation in Student Activism (2017), and co-author of Theorizing Global Studies (2011).	@alexhensby
Hermansen, Hege	0400	Hege Hermansen is an Associate Professor at the Centre for the Study of Professions at Oslo Metropolitan University, and a research affiliate of LINK Centre for Learning, Innovation and Academic Development at the University of Oslo. Her research is focused on professional education, program development and leadership in higher education, and developed of educational quality in HE. She is currently leading two research and development projects related to educational and institutional development in HE, and has extensive experience with academic development in the HE sector.	
Hermansen, Hege	0054 0494	Hege Hermansen is an Associate Professor at the Centre for the Study of Professions at Oslo Metropolitan University, and a research affiliate of LINK Centre for Learning, Innovation and Academic Development at the University of Oslo. Her research is focussed on professional education, program development and leadership in higher education, and development of educational quality in HE. She is currently leading two research and development projects related to educational and institutional development in HE, and has extensive experience with academic development in the HE sector.	
Heron, Marion	0089 0184	Dr Marion Heron is Senior Lecturer in Higher Education, University of Surrey. She has a background in applied linguistics and has published in the areas of classroom interaction, dialogic pedagogy, academic speaking (oracy) skills and teacher education. Her work in	@MarionHeron 65

		educational linguistics focuses on the role of language in conceptual development and educational strategies to support and develop students' language proficiency. She works with staff on developing awareness of their own classroom language, classroom interaction and developing educational dialogue in classroom interaction. @MarionHeron65 @LLL_research @SurreyIoE	
Highman, Ludovic	0260	Dr Ludovic Highman is Associate Professor in Higher Education Management at the University of Bath's International Centre for Higher Education Management (ICHEM). Previously, he was a Senior Research Associate at the Centre for Global Higher Education (CGHE), based at the UCL Institute of Education (UK), and held various academic roles at the College of Europe (Belgium) and Trinity College Dublin (Ireland). His current research focuses on how Brexit will impact the internationalisation strategies of UK universities, the impact of rankings on policymaking and institutional behaviour, and how the European Union's agenda for the modernisation of higher education has influenced national policymakers in European countries and beyond. He has written and published in these topics in scholarly journals such as Higher Education and Tertiary Education and Management. He received his PhD in Education from Trinity College Dublin, where he worked at the Cultures, Academic Values and Education (CAVE) research centre.	
Higson, Helen	0170	Helen Higson completed her first degree in English Literature from Newnham College, Cambridge, followed by an MA with the Open University and a PhD at Birkbeck College, London. Until 1st March 2021 Helen was Provost and Deputy Vice-Chancellor at Aston University. She is now Professor of Higher Education Learning and Management in Aston Business School, and Director of Accreditations. Helen is a Principal Fellow of Advance HE, and a National Teaching Fellow. Her current research includes intercultural training, employability competencies and closing the degree attainment gap. Helen was awarded the OBE in 2011 for services to Higher Education. Helen serves on a number of regional and national boards, including Advance HE and Ravensbourne University London, and as Deputy Chair of the TEF subject panel. In September 2020 was appointed Vice Lord-Lieutenant of the West Midlands.	@higsonhe
Hill, Jennifer	0223	Jennifer Hill, PhD, is Professor of Higher Education Pedagogies and Head of Learning & Teaching Innovation at the University of Gloucestershire in the UK. Originally a geography academic, her interests shifted to pedagogy more broadly. Her pedagogic research interests focus on assessment and feedback; enhancing the student voice and student partnership, notably via their active integration in the scholarship of teaching and learning; the development of graduate attributes; learning spaces; and the teaching-research dialectic. Jenny is a UK National Teaching Fellow (NTF) and Principal Fellow in the UK Professional Standards Framework (PFHEA).	
Hill, Joanne	0152	Dr Joanne Hill is a senior lecturer in physical education and sport sociology at the University of Bedfordshire. Her research specialises in social justice, equity and (dis)engagement in physical education, physical activity and sport, using feminist analysis. Joanne also researches student identity in higher education sport courses. She is	@drjoannehill

		course coordinator for the MA Physical Education and Sport Pedagogy and leads the Research Centre for Physical Education, Sport and Human Movement within the Institute for Sport and Physical Activity Research.	
Hinton-Smith, Tamsin	0235	Tamsin Hinton-Smith is a Senior Lecturer in Higher Education at the University of Sussex. She is a sociologist of gender and education, with key interests around identities and inequalities in participation and experiences for staff and students, including as relate to inclusivity of pedagogies and curricula. Tamsin's funded research into higher education includes around lone and teenage parents; socioeconomic inequality and disadvantaged geographical areas; young people leaving the care system; and people from Gypsy, Roma and Traveller backgrounds in different European contexts. Her interests in international higher education work include around student experience, experiences of academic writing for international students, and pedagogic development and knowledge-sharing. Tamsin is Principle Investigator for the 'Gender on the Higher Education Learning Agenda Internationally' project.	
Hoffmann, Lena	0430	Lena Hoffmann studied psychology at the Radboud Universiteit Nijmegen in the Netherlands, M.Sc. in industrial and organizational psychology. She has been working at the ProfessionalCenter of the University of Cologne since 2017. There she is responsible for the course management of soft skill trainings, courses for students of all faculties that aim to foster professional and personal development and orientation during the Bachelor's and Master's degree programmes.	
Holfod, Kim	0517	Kim Holfod is a PhD Student at the Danish School of Education (DPU), Aarhus University, and Department of Social Education, University College Copenhagen, with a research project on Playful Learning and interprofessional collaboration as part of the national development and research programme 'Playful Learning' funded by the LEGO Foundation, and with the participation of all six Danish University Colleges and several Danish universities. He holds a Master of Arts in Danish Studies from the University of Copenhagen and a Master of ICT and Learning from Aalborg University.	
Hong, Qilyu	0341	Qilyu Hong is a second-year PhD candidate at the Faculty of Education, University of Cambridge. Her current research focuses on social mobility and social stratification, inequality in education and economic outcomes, higher education, and educational policy and institutional reforms. Her work involves interdisciplinary perspectives including economics, sociology, education and international development, and includes quantitative research methods.	
Hooper, Helen	0193	Dr Helen Hooper is Director of Equality, Diversity and Inclusion in the Department of Applied Sciences at Northumbria University (situated in Newcastle-upon-Tyne in the UK). Helen has a longstanding interest in development of equitable, inclusive and sustainable workforce development practice.	
Horrocks, Janet	0128	Janet is a lecturer at Abertay University and divides her time between lecturing in biomedical science and leading modules on academic practice as part of the Abertay Learning Enhancement Academy. She has a long standing commitment to promoting active	

		learning and has introduced substantial elements of enquiry based learning into the Biomedical Science programme at Abertay.	
Hoskins, Kate	0183 0377	Dr Kate Hoskins is Reader in Education at Brunel University, Uxbridge. Professor Marie-Pierre Moreau is Professor of Education and Education Research Lead at Anglia Ruskin University, Cambridge. Dr Ellen McHugh is a Research Assistant at Anglia Ruskin University, Cambridge.	
Houston, Gillian	0650	Dr Gillian Houston is a long standing member of the UK Council for Graduate Education's governing body, latterly as chair and vice-chair, completing her term of office in July 2021. Gill has wide-ranging experience of higher education in the UK and internationally. Latterly she has focused on the assessment of students and postgraduate education, particularly doctorates. Having completed her own PhD in 2018, she has recent experience of doctoral supervision from the candidate perspective. Gill continues to publish on the topic of doctoral education and assessment, most recently: Houston, G (2021) Doctoral examiners' judgements: do examiners agree on doctoral attributes and how important are professional and personal characteristics? In: A Lee and R Bongaardt(eds.) The Future of Doctoral Research: challenges and opportunities. London: Routledge.	
Howard, Brenda	0118	Brenda Howard, DHSc, OTR is an Associate Professor at the University of Indianapolis School of Occupational Therapy. She is currently Chair of the American Occupational Therapy Association Ethics Commission and has served four years as the Ethics Commission Member-at-Large. After 30 years of clinical experience in productive aging and rehabilitation/disability, she has spent seven years in academia. She has published in national and international journals and has presented at national and regional conferences on ethics, spirituality and occupation, vestibular rehabilitation, and falls prevention. She serves on University of Indianapolis Faculty Development Fellows as a faculty mentor and teaching resource fellow.	
Howden, Stella	0113	Stella Howden PhD MSc (Ed) SFHEA is a Reader in Medical Education and Associate Dean Learning and Teaching in the School of Medicine, University of Dundee. Her teaching practice focuses on curriculum design and leadership and her research interests include interprofessional education, leadership, and student experience.	
Howes, Tess	0422	Dr Tess Howes' primary research focus is on strategic leadership and planning in Australian universities. She published 'Strategic leadership conversations Australian universities 1980-2020' (2020) presenting interviews with a representative cohort of academic leaders who led or witnessed the implementation of the Higher Education: A Policy Statement (the Dawkins Reforms) in 1988. Tess teaches a range of leadership and management units of study in two Australian business schools: Macquarie Business School and La Trobe Business School as a sessional academic. She has presented her research at a number of recent conferences including the Twenty-first international conference on Knowledge, Culture and Change in Organisations, University of Auckland, New Zealand, January 2020 (virtual), 'Student engagement and strategic planning: is there a connection'; the 2019 Conference on Knowledge, Culture, and	

		Change in Organizations at UBC, Vancouver, in 2019 'A conceptual framework of leading strategic planning' building on the findings of 'Strategic planning in Australian universities - how good are we and how do we know?' JHEPM, 2018, 40 (5). She is currently working the next edition of 'Strategic leadership conversations' to present a contemporary perspective on this topic, sharing insights from current Australian university vice-chancellors, senior executives, academics and professional staff.	
Hurrell, Scott	0646	Dr Scott Hurrell is Senior Lecturer in Human Resource Management/Organisational Behaviour at the Adam Smith Business School, University of Glasgow. Prior to this, he worked as a Lecturer in Human Resource Management at Aston University and as a Researcher in the Scottish Centre for Employment Research at the University of Strathclyde. He researches work, skills and labour markets, mainly from a sociological viewpoint. Scott has conducted research funded by and/or been invited to present to bodies including the EU; Scottish Government; the former Equal Opportunities Commission (Scotland); the Scottish Council for Voluntary Organisations; Skills Development Scotland; and Holyrood Conferences.	@scottahurrell
Hyder, Faiza	0243	Faiza Hyder is a research assistant at Middlesex University working on various projects, including 'Digital Critical Pedagogies for Teaching Equality Diversity and Inclusion' and pedagogical evaluations of the Association for Citizenship Teaching . A recent entrant to academia, Faiza has many years of experience as a primary school teacher with a focus on English as an Additional Language.	
Ida, Hiroyuki	0230	Mr. Ida's research area is academic literacies, especially focusing on the academic staff's experiences regarding curriculum design. His PhD focuses on information literacy education and attempts to theorise it in terms of social aspect of literacies which New Literacy Studies has suggested.	
Idahosa, Grace	0261	Dr. Grace Ese-osa Idahosa (idahosagrace@gmail.com) orcid.org/0000-0002-8950-6651 Dr. Idahosa is a senior research fellow at the Centre for Social Change, University of Johannesburg, South Africa. She holds a Ph.D. and an MA in Political and International Studies from Rhodes University, South Africa. Dr. Idahosa was a visiting scholar at Queens University, Belfast, and a guest researcher at the Nordic Africa Institute in 2019/2020. Her research interrogates how social factors like gender, race, class, sexuality, and ethnicity, intersect to enable/limit agency within specific contexts and is explored in her book titled 'Agency and Transformation in South African Higher Education: Pushing the Bounds of Possibility'. Her research interest includes Body Politics; Higher Education Research; Agency and Social Transformation and its intersections with factors like race, gender, class, sexuality, ability, and religion.	@Idahosa_Eeso sa
Irvine, Brian	0334	Brian is a researcher at ACER, the University of Birmingham's Autism Centre for Education and Research, in his third year of a ESRC funded PhD. He is also a Specialist (Autism) Mentor at Royal Holloway, University of London where, over the last 7 years, he has had the pleasure of regular mentoring meetings with 50 brilliant students as	@BigBadBee

		they journeyed through their university life. He has a background in autism education and – last century – was Head of RE at a secondary modern. For fun he keeps bees, as it avoids being interrupted for a few hours by anyone except the most foolhardy.	
Isabella, Sharine	0565	Since 2002, dr. Sharine Isabella holds the position of manager of the Department of Quality Assurance at the University of Curaçao in charge of the development and supervision of internal and external quality assurance processes. She obtained her master degree in 'Interdisciplinary Educational Science' and her doctors' degree at universities in the Netherlands. Dr. Isabella is a certified internal auditor and acts as an external auditor for the Dutch-Flemish Accreditation Organization, NVAO, and for the accreditation organization NOVA in Suriname. She was also vice-president of the Accreditation Agency Curaçao, a private accreditation body in Curaçao and is currently a board member of CANQATE.	
Jaksztat, Steffen	0158	Steffen Jaksztat is a researcher at the German Centre for Higher Education Research and Science Studies (DZHW). In a research project funded by the German Research Foundation (DFG), he currently studies the career trajectories and the professional success of PhD holders in Germany.	
James, Alana	0160	Dr Emily Alana James (Alana) is a graduate of Teachers College at Columbia University where she earned her EdD in Educational Leadership. She is the author of four books, two on action research, and one on finishing your dissertation, published by Sage Publishing, and most recently Navigating the Hidden Curriculum of Graduate School: Thriving Inside and Outside of Academia released January 2021.	
James, Alison	0311	Alison James PhD is Professor Emerita of the University of Winchester, a National Teaching Fellow and Principal Fellow HEA. During her institutional career she worked in numerous roles, including Associate Dean Learning & Teaching at the London College of Fashion UAL and Director of Academic Quality & Development at the University of Winchester. Initially a teacher of French and Italian, she went on to work in the areas of learning support, cultural studies, and personal and professional development, before moving into academic management and policymaking. She spent a large part of her career developing curriculum, academic practice and scholarship in specialist creative arts universities as well as multidisciplinary ones. Her particular interest has always been the adoption of creative and alternative modes of teaching and learning, and on the development of inclusive and accessible curricula. She is the author of Engaging Imagination: helping students become creative and reflective thinkers with Professor Stephen Brookfield and author and co-editor of the international collection The Power of Play: creativity in tertiary learning, co-produced with Dr Chrissi Nerantzi. Alison is also an and experienced accredited LEGO Serious Play facilitator. Since December 2019 she has been researching and working independently. Alison's website: https://engagingimagination.com	@alisonrjames
James, Nalita	0488	Dr Nalita James is Associate Professor in Education at the University of Warwick Her research and teaching focus broadly on sociological	

		issues of inequality in education. In particular, she is interested in access to, and experiences of continuing education. She has written widely on theory and research in adult education and lifelong learning. Nalita was Chair of SCUTREA and is currently co-chair of the Taylor and Francis journal, Studies in the Education of Adults. She is currently working on a Ministry for Housing, Communities and Local Government-funded project looking at the impact of community based ESOL on social integration.	
Jefferson, Alison Elizabeth	0513	Alison Elizabeth Jefferson is a Ph.D. candidate at the Ontario Institution for Studies in Education, at the University of Toronto. Her research interests include the sociology of education and the academic profession, governance of higher education, and inequality in higher education. Her doctoral research applies the conceptual tools of Bourdieu to investigate the field of doctoral education in a post-pandemic system.	@AllieEJefferson
Jessop, Olivia	0484	Olivia Jessop is a PhD candidate in the UQ Centre for Clinical Research, The University of Queensland. She is Head of the Student Committee of the Australasian Council for Undergraduate Research.	
Johnson, Francis	0550	Dr Frances Johnson, Evaluation and Research Manager, SEER and researcher, has over 15 years' experience teaching and conducting research with students in HE, FE and compulsory education. Dr Johnson has extensive experience of research, evaluation and impact reporting in both HE and statutory education as well as within the third sector. Most recently, Dr Johnson has led on multiple projects collaborating primarily with small and specialist HE providers, building and implementing frameworks for impact evaluation relating to financial support, remote learning, inclusive pedagogies and access and participation for target and under-represented students.	@francesmary1980
Johnson, Mark	0589	Mark Johnson is an educational researcher at the University of Copenhagen and honorary Reader in Eye and Vision science at the University of Liverpool. His work deals with systems approaches to educational technology, the biology of learning and applications of machine learning. The principal focus on his work is the use of systems techniques to analyse and intervene with the institutional dynamics of education in response to our fast-changing technological environment. In addition to the University of Copenhagen, he has worked with the Far Eastern Federal University in Russia for a number of years, creating convivial approaches to technology, and with the University of Liverpool in developing innovative applications of machine learning in medicine.	
Jonbekova, Dilrabo	0542	Dilrabo Jonbekova is an Assistant Professor at Nazarbayev University	
Jones, Gillian	0570	Having graduated from Oxford Brookes myself in 2002 I have returned as part of the Musculoskeletal Physiotherapy teaching team. I have been teaching at Oxford Brookes as an Associate Lecturer since 2013 and became a permanent member of the team in 2018. Previously I have worked extensively in the NHS and in Sports Medicine, where I developed a special interest in shoulder rehabilitation. I completed a Masters in Advanced Musculoskeletal Physiotherapy in 2010 at King's College London and have experience of mentoring pre and post-graduate Physiotherapists. I enjoy being	

		involved in research and took up a Research Internship at the University of Oxford in 2014.	
Jones, Karen	0657	Dr Karen Jones is Associate Professor of Educational Leadership at the Institute of Education, University of Reading, where she serves the Senior Management Group and is Director of the EdD programme. This Professional Doctoral Degree in Education has over 80 students, who are professionals within a field of education. Karen has a large portfolio of doctoral student supervisions and undertakes postdoctoral teaching in Educational Leadership and Management, and Research Methods, specifically narrative and life history research and research ethics. Karen's primary research interests is women's leadership and careers and related to this she writes about identity, career capital, neoliberalism and postfeminism, predominantly within the context of Higher Education.	@karenjo94388 059
Jonsas, Katja	0474 0502	Dr Katja Jonsas works as a principal researcher at Pearson College London. Her current research revolves around knowledge exchange in educational collaboration and how to develop sustainable models for student-industry engagement. Her research interests are higher education, gender, organisational and career research.	
Joyce-Gibbons, Andrew	0404	Andrew is a former primary school teacher who began researching in 2009. Currently a Senior Lecturer (Part Time) at Bath Spa University, he has worked at Durham and University of the West of England. 2019-2020 he was a visiting researcher at Grupo de Análisis para el Desarrollo in Peru. His PhD focused on computer supported collaborative learning in a primary classroom. His research interests include teacher education, high-tech and low-tech remote collaborative learning (in the UK, Peru and Sierra Leone), and school leadership in the pandemic. Andrew is also the Pedagogical Director of Heroínas Peruanas - a non-profit association promoting social change through a better recognition of the lives of extraordinary Peruvian women.	@Andrew_J_G
Kadiri, Margaret	0274	Dr Margaret Kadiri is a lecturer in Physical Geography in the Geography Department at King's College London. She became an accredited Fellow of the Higher Education Academy in 2018 and continues to thoughtfully engage with the latest pedagogical developments in teaching and learning. She uses innovative teaching practices and immersive 3-Dimensional virtual reality as a tool in her teaching to enhance student engagement and motivation. She co-authored a paper on the feasibility of embedding the use of virtual reality in the curriculum in Higher Education, published in the international Journal of Geography in Higher Education in 2019 and she will be presenting the finding of that paper during her presentation.	
Kahn, Peter	0500	Dr Peter Kahn is Director of the Centre for Higher Education Studies at the University of Liverpool, Liverpool, UK. He is Director of Studies for the university's fully-online professional doctorate (EdD) in Higher Education. He is engaged in research that applies critical realist perspectives to the study of higher education. Dr Kahn is Editor of the journal 'Teaching in Higher Education'.	Peter_Kahn
Kalyanshetti, Ash	0368	Ash Kalyanshetti is a research assistant and tutor in the Faculty of Business & Economics at the University of Melbourne. Ash	

		completed Master of Management (Accounting and Finance). Ash and her team secured the second position in the ERPSim Asia Pacific Japan region. Ash's research includes the professional development of tutors, the investigation of strategies that ensure that accounting tutorials are delivered in an experiential and interactive manner, and the enhancement of university students' employability skills.	
Kandiko Howson, Camille	0295	SRHE member Dr Camille Kandiko Howson is Associate Professor of Education in the Centre for Higher Education Research and Scholarship at Imperial College London.	cbkandiko
Karmakar , Madhuparna	0419	I am Madhuparna Karmakar, research Scholar (Phd) since 2018, working under supervision Dr. Nandita Dhawan, Director of School of women's studies, Jadavpur University. My doctoral study focuses on girl's hostels, first-generation, marginalized female students of west Bengal and the representation of 'educated' women in hostel based Bangla literature. My education is from Visva-Bharati university. Before joining PhD I have done M.Phil (2015-2017), titled "Girl's Hostel, 'Alternative' space for women and contemporary hostel oriented movements in India", supervised by Prof. Samita Sen. Also worked as research assistant (2017-2018) in a project guided by Anuradha Talwar, titled "Hard work, Low pay: Work Patterns Among Rural Women in West Bengal" in women labourer's collective, West Bengal 'Khetmajur Samity.	MadhuparnaJU
Karmakar, Madhuparna	0172	Madhuparna Karmakar, Research Scholar (PhD) school of Women's Studies. Jadavpur University, Kolkata -32 India. I am Madhuparna Karmakar, research Scholar (Phd) since 2018, working under supervision Dr. Nandita Dhawan, Director of School of women's studies, Jadavpur University. My doctoral study focuses on girl's hostels, first-generation, marginalized female students of west Bengal and the representation of 'educated' women in hostel-based Bangla literature. My education is from Visva-Bharati university. Before joining PhD I have done M.Phil (2015-2017), titled "Girl's Hostel, 'Alternative' space for women and contemporary hostel oriented movements in India", supervised by Prof. Samita Sen. Also worked as research assistant (2017-2018) in a project guided by Anuradha Talwar, titled "Hard work, Low pay: Work Patterns Among Rural Women in West Bengal" in women labourer's collective, West Bengal 'Khetmajur Samity.	@MadhuparnaJ U
Kazmi, Bahar	0427	Dr Syed Bahar Ali Kazmi is a Senior Fellow of Higher Education (SFHE) and is a member of the Department of Work and Organisation at Aston Business School. He lectures on the Business Ethics, Corporate Social Responsibility, Sustainability and Critical and Postcolonial perspectives on Management research. Dr Kazmi also serves on Aston University's Decolonizing the Curriculum Working Group (DCWG) contributing to the University's three-year plan to have the university's curriculum ultimately reflect and embed the voices, experiences and histories of all peoples.	
Khan, Zainab	0501	Zainab Khan, Pro-Vice-Chancellor for Teaching and Learning at London Metropolitan University, leads on the improvement of student outcomes, widening participation and the creation of an inclusive culture for everyone at the institution. She leads the University's work to deliver fair outcomes through our Learning and	

		Teaching strategy and Race Equity strategic plan. She is the Director of the University's new Centre for Equity and Inclusion and oversees the Centre for Professional and Educational Development. She has held a number of strategic leadership and management roles having begun her career in Higher Education as a law academic. Her particular area of expertise is race equality within Higher Education and the labour market. She has received national recognition for her contribution to championing inclusion and improving outcomes for Black and minoritised students.	
Kingsbury, Martyn	0295	SRHE member Professor Martyn Kingsbury is Director of the Centre for Higher Education Research and Scholarship at Imperial College London.	
Kirby-Hawkins, Helen	0645	Helen is the Assistant Director of Education Services at Manchester Metropolitan University. Helen is an experienced higher education professional specialising in Timetabling, Student Engagement and Exams. She possesses demonstrable experience of employing novel technological solutions in an agile way to solve complicated business problems at pace, most recently delivering contact tracing at MMU and MS Teams integrations with attendance monitoring. With a strong focus on service delivery and creating value for students, Helen is a firm believer in practitioner led research and is currently undertaking research into student engagement behaviours and trends during the pandemic and how technology has been an enabler.	
Kmiotek-Meier, Emilia	0161 0430	Emilia Kmiotek-Meier has been a Post-doctoral researcher at the University of Cologne since May 2019, where she coordinates the project "Successful at the labour market" focusing higher education graduates' competencies. She obtained her PhD from the University of Luxembourg 2019. Her thesis focused on credit and degree student mobility from Luxembourg from the life course perspective. Her research interest lies at the cross section of higher education and transition / life course research; and combination of qualitative and quantitative methods.	
Knight, Lizzie	0072	Lizzie Knight works for the Centre for International Research on Education Systems at the University of Victoria, Melbourne, Australia. Her research areas include; provision of career information, higher vocational education, transitions to tertiary education and the nature of graduate employment and employability. A key area of interest is equity of access to and in tertiary education, the provision of institutional information and support for transition into post-school education. In 2017, Lizzie completed a PhD at Monash University, investigating change in marketing messages over the period of higher education massification. Prior to joining CIRES, Lizzie was a research fellow at Monash University. Her role included project managing an Australian Research Council Discovery Project: 'Vocational institutions, undergraduate degrees: distinction and inequality' from 2017 to 2020, researching the growth of higher education in TAFE institutes.	@lizziebknight
Kohtamäki, Vuokko	0078	Dr, r Vuokko Kohtamäki is a Senior Lecturer at the Tampere University, Faculty of Management and Business, Finland. She is an academic leader of the national higher education expert training	vkohtamaki

		<p>program Higher Education Management and Administration at the University of Tampere. Her research interests are autonomy, governance, leadership, and management of higher education institutions. Her current research focuses on academic leaders and their responses to new autonomy. Dr Kohtamäki is one of the editors of the textbook "Higher Education administration" (2020) and she has published several articles on higher education governance related topics in international journals. Kohtamäki has served as an expert member of various national working groups with the aim to develop governance of Finnish higher education institutions. Her latest expert membership was a working group in which the impacts of the new Finnish Universities Act were evaluated.</p>	
Konstantinou, Iro	0426	<p>Iro Konstantinou has a PhD in Sociology from the University of Warwick, where she is a Visiting Researcher in Education Studies. She teaches research methods in Pearson Business School and is the Acting Staff Development Lead. She edits the Eton Journal in Research and Innovation in Education. Her research interests are around reflective and compassionate pedagogies, educational transitions, and inclusive and innovative teaching and learning.</p>	@irokonstantinou
Kotulska, Sara	0201	<p>Sara Kotulska graduated from Queen Mary University of London in 2021 with a Bachelor's Degree in Economics and Finance. Before moving to London to commence her studies she lived in Poland, where she was awarded an IB Diploma. Sara provides project support for an Advance HE project on Developing Flexible Ecosystems examining approaches to flexible learning opportunities across the UK sector.</p>	
Koutsouris, George	0469	<p>Dr George Koutsouris is a Senior Lecturer in Education in the Graduate School of Education, University of Exeter. He was research officer of the Integrated Group Reading project, a nation-wide Nuffield Foundation-funded RCT (2015-17) led by Prof. Brahm Norwich. He has a research specialism in special educational needs and inclusive education and has published a number of articles in relation to programme evaluation, social inclusion, and higher education. His research has been funded by sources including ESRC, Erasmus+ and BERA.</p>	
Kubiak, Chris	0480	<p>Chris Kubiak is a Senior Lecturer in the School of Health, Wellbeing and Social Care. Originally trained as a community psychologist, he joined the Open University in 2004 and has developed modules in areas such as health and social care, youth justice, mental health and practice-based learning. His research is concerned with distance learning, practice-based learning, social learning networks and both paid and unpaid care.</p>	
Kumar, Amardeep	0540	<p>Brief Profile: I am a Ph.D Student at National Institute of Educational Planning and Administration(NIEPA) New Delhi, India and working on Higher Education, Social Justice, Aspiration and Labour Market and Diaspora.</p>	@amardeepHIED
Kumar, Nirved	0473 0221	<p>Nirved Kumar is a second-year PhD student in the Innovation and Management in Education (IME) stream at the Indian Institute of Management, Ahmedabad. His research interests include inter(national) policy studies in higher education and understanding college/campus climate. He has recently presented papers in the 5th</p>	

		International Conference on Public Policy, Barcelona and 1st International Conference on Emerging Trends in ICT in Education, New Delhi.	
Kwok, Kathryn	0229	Kat Kwok is an Educational Researcher at the Oxford Centre for Staff and Learning Development at Oxford Brookes University. Her research interests include race and gender disparity in higher education, and the student experience.	
Laczik, Andrea	0110	Andrea Laczik is the Head of Research at the Edge Foundation. She has a MSc in Research Methodology and a DPhil in International and Comparative Education from the University of Oxford. Andrea then worked as a researcher at Oxford and Warwick universities for 20 years. She has been conducting research and published widely about vocational education and training, employer engagement and skills development. In addition to primary research within Edge, most recently she has also been engaged in collaborative research with UCL, IoE (Horizon 2020, EduMap) and KCL (ESRC, ES/S015752/1). She has also been teaching and supervising students on the MSc course in Higher Education, Oxford. Andrea is an active member of SRHE.	
Lane, Andrea	0155	Andrea Lane is currently in her final year of PhD studies at Newcastle University (UK) researching the competence development of entrepreneurship educators and its impact on current practices. She holds a Master in East Asian Studies from the University of Bristol (UK), and a PGCHE from Nottingham University.	Lane_A_M
Lang, Gabriele	0345		
Langemeyer, Ines	0539	Professor for the research into teaching and learning. Co-author for this paper is Nadja Schindwein.	
Law, Siew Fang	0269	Dr Siew Fang Law is a Senior Lecturer at the Melbourne Centre for the Study of Higher Education (Melbourne CSHE) at the University of Melbourne. Her academic role contributes to the Centre's professional development programs, focusing on developing best practice for ethical University-Industry-Community engagement, collaboration and partnerships. She is Co-Chair of the Research Engagement and Impact Network at the University of Melbourne. Dr Law's research in Peace Psychology is internationally recognised. She has been appointed as a Extraordinarius Professor of the University of South Africa and an Honourary Fellow of Western Sydney University. She is Co-Chair of the International Network for Peace Psychology and Editor of the Springer Peace Psychology Book Series. Before being employed in universities, she worked with UNDP and UNESCO in Southeast Asia. As an experienced, registered, accredited mediator, she has mediated over 80 disputes. She reflects and publishes her research-teaching-praxis in various academic journals.	@SiewFangLaw 1
Lawrence, Angela	0514	Angela is a Senior Fellow of the HEA, a Fellow of the Chartered Institute of Marketing and a Chartered Marketer. She came into Higher Education following a professional career in marketing, which included roles client side and agency side. Her final position involved running her own marketing consultancy, before beginning a Masters in Professional Marketing with Strategic Digital Marketing. Angela joined Staffordshire University in 2013 and has been the Associate Dean in Staffordshire Business School for two years. Her research interests lie in the formation of academic identity. She is currently	@iteroange

		completing a Professional Doctorate in Education, researching the impact of changing student behaviours on academic identity.	
Le, Ai Tam	0224	Ai Tam Le is a PhD candidate at the Melbourne Centre for the Study of Higher Education and Melbourne Graduate School of Education. Her PhD research project explores aspiring academics' understanding of the academic profession in Australia drawing on the literature in the sociology of professions, academic cultures, and other studies in higher education. She is also a contributor to the Early Career Researchers in Higher Education Blog (eher.org).	@aitamlp
Lee, Jihyun	0133	Dr Jihyun Lee is a Visiting Postdoctoral Research Fellow in the UCL Department of Geography. Her doctoral research focused on how the meanings of international student mobility diverge according to the characteristics of individual students and different higher education institutions in the UK. She is interested in aspects of international/transnational higher education, mobilities and migration.	@j_lee_16
Lee, Sangwoo	0191	Sangwoo Lee is a Ph.D. candidate at the University of Cambridge, Faculty of Education. His research interests include the economic value of education, and specifically the labour market value of basic skills, training, qualifications, and different types of higher education. He also researches issues around the role of higher education and labour market experience in the transmission of incomes across generations and has a keen interest in educational/economic inequalities and intergenerational social mobility. He has recently published an article about the role of higher education in intergenerational social mobility, "Lee, S. (2021). A social ladder or a glass floor? The role of higher education in intergenerational social mobility: Evidence from South Korea. Higher Education Policy". Prior to starting his doctoral studies at Cambridge in 2019, Sangwoo received his Ed.M. in International Education Policy from the Harvard Graduate School of Education and a B.A. in Economics from Grinnell College.	@sangw_lee
Leigh, Jennifer	0083	Jennifer Leigh is a Senior Lecturer at the Centre for the Study of Higher Education, University of Kent. She initially trained as a chemist, somatic movement therapist, and yoga teacher before completing her doctorate in education at the University of Birmingham. She is a Senior Fellow of the Higher Education Academy. She edited a book for Routledge in 2019, Conversations on embodiment across higher education: Teaching, practice and research. Together with Nicole Brown, she edited and contributed to Ableism in Academia: Theorising Disabilities and Chronic Illnesses in Higher Education published by UCL Press (2020), and authored Embodied Inquiry: Research Methods published by Bloomsbury (2021). She is a founder member and Vice Chair of WISC (an international network for Women In Supramolecular Chemistry) and the only social scientist in the team. She has three projects underway with WISC that bring embodied research approaches (and glitter) into the world of chemistry. Her next books on WISC, and The boundaries of qualitative research: with art, education, therapy and science will be published by Bristol University Press. Her research interests include embodiment, phenomenological and creative	@drschniff

		research methods, academic practice, academic development, and ableism as well as aspects of teaching and learning in higher education.	
Leite-Velho, Gonçalo	0263	Gonçalo Leite-Velho is currently finishing his second PhD in Governance, Innovation and Knowledge at the Faculty of Economics of the University of Coimbra. His research develops an institutional approach to current changes in Higher Education. He did a first PhD in 2009, in Archaeology at the University of Porto, developing research work and coordinating several international projects. In 2016 he was elected chairman of the main Portuguese independent trade union of researchers and Higher Education teachers. For a better policy development, he reoriented his research career concentrating in data analysis of the field of higher education.	
Lewthwaite, Sarah	0530	Dr Sarah Lewthwaite is a Senior Research Fellow and UKRI Future Leaders Fellow within Southampton Education School at the University of Southampton. She is based in the Centre for Research in Inclusion where she leads the UKRI "Teaching Accessibility in the Digital Skill Set" study as Principal Investigator (2019-2024). Sarah's research expertise and interests centre on the teaching and learning of digital accessibility in academia and the workplace. She also maintains a keen interest in inclusion, critical disability and new media research, inclusive and accessible research methods and student experience.	@slewth
Liu, Ji'an	0210	Ji'an Liu is associated professor in University of Chinese Academy of Sciences. Her research interests focus on research-teaching-study nexus in HE, and HE management.	
Ljubojevic, Dejan	0564	Dejan is a Senior Lecturer in Education in the Faculty of Health, Social Care and Education at the Kingston University London, UK. Dejan's research is in the field of Technology-Enhanced Learning (TEL) and Learning Design applied to the practical arena of 'front-line' and online teaching. Dejan holds a PhD (2006) in the field of Learning Technology and has contributed to a number of prominent TEL projects to date.	
Llewellyn, Anna	0165	Dr Anna Llewellyn is an Assistant Professor in the School of Education at Durham University, whose research sits at the nexus of education, sociology, and cultural studies. Anna's work is interested in discourses of childhood and youth, particularly with regards to societal normatives and marginalisation. Within this she has published on the topics of sexuality; gender; social media; policy and mathematics education.	DrAnnaLlewellyn
Locke, William	0269	Professor William Locke is Director of the Centre for the Study of Higher Education, University of Melbourne (Melbourne CSHE). Prior to this, he was Director of the Centre for Higher Education Studies (CHES) and the MBA Higher Education Management programme at the UCL Institute of Education, University College London. He was also Deputy Director of the ESRC/OFSRE Centre for Global Higher Education (CGHE), and remains an International Co-Investigator with the Centre. He is Founding Joint Editor of the Society for Research into Higher Education (SRHE) journal Policy Reviews in Higher Education. William was formerly Head of Learning and Teaching policy at the Higher Education Funding Council for England (HEFCE),	@wdlocke

		Assistant Director of the Open University Centre for Higher Education Research and Information (CHERI) and Deputy Director of Policy Development at Universities UK. His research interests include the governance and management of HEIs; the changing academic profession; the teaching-research nexus; HE policy and policy-making; the impact of marketisation (including league tables and other forms of ranking) on HEIs and systems; and international higher education. He has a wide range of other publications and has given keynote presentations at international conferences in North America, Australia, China, Japan and throughout Europe.	
Lomer, Sylvie	0302	Dr Sylvie Lomer is Senior Lecturer in Policy and Practice and founding co-convenor of the Higher Education Research Network HERE@Manchester in the Institute for Education at the University of Manchester. An established researcher in international higher education studies and critical higher education policy, her book on the topic is Recruiting international students in higher education: Rationales and representations in British policy (Palgrave Macmillan).	@SE_Lomer
Loxley, Andrew	0374	Dr. Andrew Loxley is a sociologist by trade and PhD graduate from the University of Bath (1999). He has been involved in a number of small and large scale research projects both in Ireland and in the UK around social inclusion, as well as higher education policy and practice and research methodology. As an associate professor he has been in TCD since 2002 (Director of Postgraduate Teaching and Learning and currently Director of Research in the School). Before that, he was a lecturer in the School of Education at the University of Leeds, and prior to that, a research fellow at the Open University. He has recently been involved in a number of projects looking at the changing nature of Irish higher education, in particular macro policy changes, as well as the 'lived' student experience of higher education. He is also a member of the Cultures, Academic Values and Education (CAVE) research centre in the School of Education and currently Director of the Professional Doctorate in Education. He is co-editor with other colleagues in the CAVE of 'Higher Education in Ireland: Practices, Policies and Possibilities' published by Palgrave Macmillan in March 2014.	
Luchinskaya, Daria	0207	Charikleia Tzanakou is a Senior Research Fellow at the Centre for Diversity Policy Research and Practices at Oxford Brookes Business School, University of Oxford Brookes. Her research interests fall within the interface of transitions from higher education to employment and social justice with a focus on gender and social class.	@DariaResearch
Lund, Andreas	0054	Dr. Andreas Lund is Professor Emeritus at the Department of Teacher Education and School research, University of Oslo, Norway. He has also worked as the Head of Norway's first Center of Excellence in Education (ProTed), and as the Dean of Education at the Faculty of Education. His research has focused on digitalization of learning, digitalization in higher education and teacher education in particular, and more recently on issues of epistemology, agency and transformative efforts. Lund works from socio-cultural and cultural-historical perspectives. Among his recent publications are the book "Digital Agency in Higher Education " (Routledge), a scoping review	

		of the links between 'flipped' and 'active' learning, and a co-edited special issue on the Russian scholar Piotr Galperin, one of the seminal figures in the Vygotskian tradition.	
Luy, Alejandro	0510	Alejandro is Project Lead (Belonging, Engagement & Community) and Interim Imperial Award Manager at the Centre for Higher Education Research and Scholarship at Imperial College London.	
Madriaga, Manuel	0355	Manny's research interests are on the processes of social exclusion/inclusion related to 'race', ethnicity, and disability in higher education. He is currently a member of the Critical Race Studies in Education Association. He is also a 2020 SRHE Scoping Award winner.	@mannymadriaga
Mantai, Lilia	0484	Dr Lilia Mantai is Lecturer, Academic Lead Course Enhancement, The University of Sydney Business School. She is the Treasurer of the Australasian Council for Undergraduate Research.	
Marini, Giulio	0396	Giulio Marini is from October 2020 Lecturer (Teaching) at the Social Research Institute - IoE UCL. He is affiliate at Quantitative Social Science (QSS SRI) and at the Centre for Higher Education Studies (CHES EPS) research centres, both within IoE UCL. Previously he was Research Associate at the Centre for Global Higher Education, EPS Department, IoE UCL since 2016. He has previously worked in post-doctoral positions at Scuola Normale Superiore, Pisa (Italy), Centro de Investigação de Políticas do Ensino Superior (CIPES), Porto (Portugal), The National Research Council (Italy) and Sapienza University (Italy), where he got his PhD in Methodology for Social Sciences. He is also associate editor of European Journal of Higher Education.	https://twitter.com/giuliomarini
Martindale, Linda	0113	Linda Martindale PhD MBA MA (hons) is a Reader and Associate Dean Learning and Teaching in the School of Health Sciences, University of Dundee. Linda teaches leadership, change and quality improvement, as well as education theory and practice, and her research focuses on threshold concepts, educational development and academic leadership.	
Marvell, Rosa	0202	Dr Rosa Marvell is a postdoctoral researcher within the Widening Participation Research and Evaluation Team at Oxford Brookes University. Her research interests centre on inequalities in UK Higher Education, including social class, race, gender, care experience and estrangement. Her PhD focused on social inequalities and the journey into postgraduate taught study.	@DrRosaMarvell
Matikainen, Minni	0159	Minni Matikainen graduated as a class teacher in 2015 and since then has been a doctoral researcher at the University of Jyväskylä, Finland. In her dissertation she is researching transformative learning processes in teacher education. She uses phenomenological and hermeneutic approaches to describe the phenomenon of transformative learning in teacher education both in a general level and how the phenomenon manifests in practice within the study participants. Her dissertation will be completed in 2022. Besides transformative learning and teacher education, Minni is also interested in educational philosophy and critical and psychodynamic theories of learning.	@MinniMatikainen
Mayer, Marian	0606 0633	Dr Marian Mayer is a Principal Academic, leading a small team of learning development practitioners at Bournemouth University. Her research interests include challenging neoliberalism in higher	

		education, transformative education, widening participation, the student experience, HE policy and student retention and success. Marian has published on the subjects of reclaiming higher education, the neoliberal agenda in HE and transformative education. Marian's praxis is deeply embedded in research and education practice.	
McCabe, Orlagh	0623	Orlagh McCabe is a senior lecturer in Academic Development at Manchester Metropolitan University. She is programme leader for the PGCLTHE in the University Teaching Academy and became a Principal Fellow of the Higher Education Academy in March 2019. Orlagh's background is in Sociology and she has extensive experience working and researching Youth transitions and widening participation. Orlagh is particularly interested in the promotion of EdTech in these areas.	@orlaghmccabe
McCaig, Colin	0382	Dr Colin McCaig is a Professor of Higher Education Policy at Sheffield Hallam University and has 15 years' experience of evaluating widening participation policies and outreach programmes for the Office for Students, HEFCE and OFFA, as well as Aimhigher regional partnerships. He is a member of the TASO (The Centre for Transforming Access and Student Outcomes) working group which explores the Effectiveness of WP Outreach, commissioning and evaluating research projects on their behalf. His main research interests are in the interface between the market and widening participation policy and recent publications in the field include The marketisation of English Higher Education: a policy analysis of a risk-based system, Emerald Publishing (2018); Equality and Differentiation in Marketised Higher Education: A New Level Playing Field? Palgrave (with Bowl and Hughes 2018); Higher Education, Widening Access and Market Failure: Towards a Dual Pricing Mechanism in England Social Sciences (with Nic Lightfoot, 2019); and The strange death of Number Controls in England: paradoxical adventures in higher education market making Studies in Higher Education 2017 (with Carol Taylor). Along with Jon Rainford and Ruth Squire he will publish The Business of Widening Participation: policy, practice and culture for Emerald Publishing in 2022.	@colin_mccaig
McClure, Colin	0157	Dr Colin McClure is a Lecturer (Education) at Queen's University Belfast. His interests include digital education, genetics & biology education.	
McHugh, Ellen	0183	Dr Ellen McHugh is Lecturer in Education at Brunel University, Uxbridge.	
McLellan, Gillian	0498	Gillian McLellan's PhD focused on childhood physical activity, sedentary behaviour and cognitive functioning. Her research evaluated different school-based health and wellbeing interventions, while measuring and reporting child physical activity levels in association with global recommendations. Her other research includes a walking football project and working with elite football players, skiers and cyclists. Her research experience supports her teaching by providing contemporary examples for students to apply to their understanding of sport and exercise science. She is currently Research Associate in the department of Population Health Sciences at Newcastle University.	@mclellan1993

Medland, Emma	0184	Dr Emma Medland (@EmmaMedland) is a Lecturer in Higher Education with the Surrey Institute of Education (@SurreyIoE), University of Surrey. She is Director of the Surrey Assessment and Learning Lab (www.surrey.ac.uk/institute-of-education/learning-lab ; @SurreyLab) and has a background in Education Studies. Her research interests surround assessment and feedback in higher education, focusing most recently on feedback talk, assessment literacy, and co-construction of meaning through the feedback process. She supports staff in critiquing and developing their pedagogic practices across and beyond the University of Surrey and is Programme Director of the MA in Higher Education.	@EmmaMedland
Mehta, Anupam	0362	Dr Anupam Mehta is a Senior Lecturer in the Accounting area at Birmingham Business School, University of Birmingham. She has extensive experience in teaching and teaching case writing. She has published several cases at Ivey Publishing of Richard Ivey Business School, University of Western Ontario, Canada (also available at Harvard business case publishing by Harvard Business School), The Case Centre for Educators (previously called as ECCH: European Case Clearing House) and many academic journals. She is a Fellow of Higher Education Academy.	
Miller, Elizabeth	0502 0497	Dr Elizabeth Miller is the Deputy Dean of Pearson Business School. With a Ph.D. from the University of Sydney and an MSc Education (Higher Education) from the University of Oxford, her current research focuses on skills development, reflection, and work integrated learning in higher education. Elizabeth teaches research, consultancy, and self-managed learning modules to undergraduate and postgraduate students at Pearson College London.	
Mills, David	0576	David Mills is Deputy Director of Centre for Global Higher Education (CGHE). An Associate Professor in the Department of Education at Oxford, he is also a Co-Investigator on CGHE's Research Programme on Supranational Higher Education. David uses anthropological approaches to study higher education, with a particular focus on African university reform and institutional research cultures. His CG project is exploring the role of new supranational spaces and actors in reshaping African university research capacity. Current interests include conceptions of research 'capacity', contrasting approaches to 'capacity building', the changing place of scholarly journals within knowledge cultures and academic mobility. Recent research on publishing practices in the African academy has focused on the impact of the 'predatory publishing' discourse promoted by scientific journals, and the way global publishing infrastructures are reshaping regional knowledge ecosystems.	
Misra, Debananda	0473	Dr. Debananda Misra is currently a visiting faculty at the Indian Institute of Management, Ahmedabad. His research interests include administration, management and policy making in higher education. He is interested in examining the relationship of higher education institutions with their surrounding regions and communities and how higher education institutions contribute to the development at the regional and national levels. He has recently published in the Higher Education journal and Journal of Workplace Learning.	

Mittelmeier, Jenna	0302	Dr Jenna Mittelmeier is a Lecturer in International Education in the Manchester Institute of Education (MIE) at the University of Manchester. Her area of research expertise focuses on international students' transition experiences and broader aspects of internationalisation in higher education.	@JLMittelmeier
Mody, Sameer	0418	Sameer is a Senior lecturer in Business Management and a Programme leader for the BA Business Management course at University of Wolverhampton. He is a Fellow of the HEA, holds an MBA in International Business from the University of Coventry and is currently reading for his PhD. Sameer is an advocate of students and their learning and his teaching and learning innovations have led to a demonstrable and measurable impact on student outcomes and satisfaction. He has been the module leader for several modules in the last decade and been a progress coach and led strategic planning to develop a school-wide Alumni network in his previous institution. His research interests are in areas of cross-cultural adaptation and student engagement.	@s4meer_mOdy
Moitra, Nilanjana	0058	Nilanjana Moitra is presently a Doctoral Scholar at the National Institute of Educational Planning and Administration, New Delhi, India. She has a Master's in Social Work and a Master's of Philosophy in Educational Planning and Administration. She has also been the prestigious Prime Minister's Rural Development Fellow for the Government of India in left-wing extremism-affected areas. She has presented papers in international conferences with The Comparative Education Society of India, Sussex University, the U.K. and British Educational Research Association. She has also participated and presented papers in national conferences across India. She won the second position in a global essay contest by Boston College, U.S.A., published in University World News as "Sustainable HE for the future of work and the world." She has other publications notably: in W.E.S.–CIHE Perspectives, No: 18, titled: "Sustainable Development through Inclusion: Indigenous Knowledge Systems in International Higher Education"; in University News, India, titled: "Addressing Regional Disparity in Higher Education"; a chapter in edited book by The Asiatic Society Press, India: "A Discourse on Tribal Self Autonomy and Education in the 5th and 6th Schedule Areas of India". She had work experience of five years in the development sector before entering the educational research domain.	@moitranilanjana
Montano, Sarah	0457	Sarah is a Senior Lecturer in Marketing, at the University of Birmingham, and has nearly two decades experience in Higher Education. As a former retail industry professional working in new store design, she delivers engaging industry relevant teaching and authentic assessments. Sarah is an innovator in digital education and her current role is as Deputy Director of Education (Digital) for the College of Social Sciences, where she leads and delivers CoSS' Digital Education strategy.	
Moreau, Marie-Pierre	0183	Marie-Pierre is Professor in Education and Education Research Lead at Anglia Ruskin University, Cambridge.	@mpsmoreau
Morris, Paul	0231	Paul Morris is Professor of Comparative Education at IOE, UCL where he has worked since 2007. Previously he worked at Hong Kong	

		University and was President of the Hong Kong Institute of Education (now the Education University of Hong Kong).	
Morris, Charlotte	0489	Charlotte is Lecturer in Education and Sociology at the University of Portsmouth with specialisms in gender and sexuality alongside higher education. Research interests relate to gendered lives across the domains of work, care, intimacy and education. She is committed to inclusive, social justice orientated practices and pedagogies in higher education. She joined the School of Education and Sociology in January 2020 having previously taught across Sociology, Education and Gender Studies at the University of Sussex (2014 - 2020) where she completed a PhD Gender Studies in the Department of Sociology in 2014. She has also held posts as Research Fellow with the Centre for Higher Education & Equity Research and as a Researcher in the field of learning and teaching in higher education at Anglia Ruskin University and the University of Brighton. She has led projects in the field of widening participation; undergraduate and postgraduate learning; student disabilities, mental health, wellbeing and resilience; student parents and carers and experiences of early career women academics and recently was part of a research team investigating gender curricula and pedagogies at the University of Sussex.	@cam401
Mountford-Zimdars, Anna	0454	Anna Mountford-Zimdars is Professor of Social Mobility and Director of the Centre for Social Mobility at the University of Exeter. She writes about higher education access and experiences and wider issues of inequality.	
Mulvey, Benjamin	0059	Benjamin Mulvey is a PhD Candidate in the Faculty of Education and Human Development at the Education University of Hong Kong, and an Associate Tutor in the School of Education at the University of Glasgow. His research is focused on the sociology of international higher education, and has been published in journals such as Higher Education, Globalisation, Societies and Education, Journal of Ethnic and Migration Studies, Population, Space and Place, and British Journal of Sociology of Education.	@ben_vulm
Murray, Rose	0461	Rose is a lecturer at the University of Bristol in the School of Biological Sciences. Her research background is in plant pathology, but over the last few years has been developing her educational research. As part of a growing team, she has participated in numerous research projects in assessment and feedback, and is particularly interested in student transparency in assessment and engaging students with feedback, feed-forward and skills development.	
Murray, Rowena	0498	Rowena Murray graduated MA (Hons) from Glasgow University and PhD from the Pennsylvania State University. She is Professor in the School of Education and Social Sciences at the University of the West of Scotland, Head of Business Writing at Strathclyde Business School and a Principal Fellow of the UK Advance Higher Education. Her research focuses on academic writing, the subject of her articles and books. Her research has been funded by the British Academy, Carnegie Trust, Nuffield Foundation and Strathclyde University. She runs writing retreats and courses for academics, researchers, PhD students and others through her company, Anchorage Educational	@murray_rowena

		Services: www.anchorage-education.co.uk , on Facebook Rowena Murray Writing Group and Twitter at murray_rowena .	
Noël, Laurent	0246	Laurent Noël is associate professor at Audencia Business School in Nantes, France. He received his PhD in economics from Paris 13 University and holds a MA in history and business of arts from the Institut d'Etudes Supérieures des Arts in Paris. At Audencia, his teaching fields are economics, cultural economics and strategy. His research focuses on the art market, mainly. Prior to his academic career, Laurent worked for 5 years as financial analyst in Dexia Bank and previously 10 years in the art market, firstly with Ader auction house and then as an independent art dealer.	
Nuttall, Amanda	0169	I am a Senior Lecturer in Primary Education and the Interim Head of Department for Teacher Education at Leeds Trinity University. Prior to working in ITE, I taught for 13 years in primary schools serving predominantly disadvantaged communities. I am currently a DPhil student at the Department of Education, University of Oxford. My doctoral study is focused on building a rich understanding of how teachers experience transitions and revisions in their identity[ies] as they engage in Master's level research activity. This research focus is influenced by my own experiences as a research-active teacher, alongside recent work in developing critical research literacy within initial and continuing teacher education programmes.	
Ogundipe Akinbode, Hannah	0099	As Research Manager within the What Works Department at King's College London, Hannah co-ordinates the design and implementation of robust research and evaluation projects to help gain a better understanding of student experiences. Her work contributes to the evidence-base of 'what works' in promoting social mobility and student success through the design, delivery and evaluation of projects to influence outreach. She studied Sociology with Psychology (BA), then completed a PGCE in Social Science. This led Hannah to work within the state education system where she gained eight years of experience working as teacher in various inner London secondary schools. She most recently studied a subject related masters in Comparative Education at UCL and is extremely passionate about promoting better educational outcomes for all young people, especially those from under-represented groups. She is excited at the opportunities that her job provides to work to this end.	
O'Reilly, Jelena	0289	Jelena is an Associate Lecturer in Psychology in Education (Teaching and Scholarship) at the University of York since February 2020, following a completion of her PhD in the Department of Education-University of York. Alongside her PhD, she also worked as a Graduate Teaching Assistant (GTA) in the Department for a number of years. She obtained her BA and MA degrees from the University of Zagreb, majoring in English Language and Linguistics (with a focus on teaching). She worked as a TESOL teacher and Director of Studies at a foreign languages school in Zagreb, Croatia. Her PhD research focused on second language acquisition of morpho-syntax, focusing on the processing and production of English article and tense-aspect. More recently, her research interests have expanded to other aspects of language, and she has worked on projects involving the	

		development of child language, both first and second/foreign. In addition to teaching and research, she is interested in academic mental health, especially in PhD student and have given a number of invited talks on the topic.	
Panova, Anna	0296	Anna Panova is a research fellow of the Centre for Institutional Studies at National Research University Higher School of Economics in Moscow, Russia (HSE) and a senior lecturer at the Economics Department of HSE. She has a PhD in Economics.	
Papageorgiou, Vasiliki	0209	Vasiliki (Vily) Papageorgiou is a Doctoral Researcher based in the Centre for HE Research & Scholarship, Imperial College London. Her research focuses on digital pedagogy, pedagogical design in multidisciplinary university teams and educational innovation. Vily has a background in education/ learning sciences and through her masters she specialised in Technology-Enhanced Learning (TEL). She is a qualified teacher and Fellow of HEA (FHEA). Before starting her PhD, she worked as a researcher in several large-scale EU funded projects in the TEL domain, as a learning designer and teacher in nursery and primary schools.	
Parker, Jonathan	0283 0555	Jonathan Parker is a Senior Lecturer in Politics at Keele University. He researches higher education policy and curriculum, particularly around issues of research methods and undergraduate research. His upcoming book, Challenging the Liberal Arts: Undergraduate Education in the US and UK will be published by SUNY Press in 2022.	@Dr_Jon_Parke r
Pazio, Monika	0508	Monika Pazio is a Senior Teaching Fellow in Educational Development at Imperial College London. Her background is in applied linguistics and e-learning. Her current research interests focus on the relationship between feedback, language and culture.	@monikapazio
Peach, Nathalie	0497	Nathalie Peach has held senior Human Resources positions at several blue-chip organisations such as L'Oréal, The Body Shop and Pearson. She led large complex projects and worked with business leaders to develop teams and individuals across a wide spectrum of industries (consumer goods, retail, publishing and education), both in the UK and internationally. In 2018, she was appointed Director of Work Integrated Learning at Pearson College London, where she leads on the student experience, the design and management of their degree programmes embedded in the workplace. She is responsible for key relationships with employer partners, from the private and public sectors and start-ups, and leads on the College's guaranteed internship scheme. Alongside her leadership role and executive coaching activity, she teaches People Management and Leadership to undergraduate students at Pearson College. Nathalie has lived in 6 different countries (France, Brazil, Mexico, New, York, Italy and the UK), speaks 5 languages fluently and raises two children in a bilingual household.	
Pedrini, Giulio	0637	Giulio Pedrini is junior assistant professor in economic policy at the Kore University of Enna. He holds a degree in economics (University of Genoa), a master in Law and Economics (Erasmus University of Rotterdam), and a Phd in Law and Economics (University of Bologna). He was adjunct professor at the University of Bologna, research fellow at the universities of Milan-Bicocca, Padua, and Bolzano, and visiting researcher at the Institute for Employment Research -	

		University of Warwick, and at the Université Libre de Bruxelles. His primary areas of research are economics of education and training, and regional and urban economics.	
Peevska-Cutting, Boryana	0474	Dr Boryana Peevska-Cutting is Deputy Vice-Principal (Academic Affairs) at Pearson College London, with College-wide responsibility for quality assurance, academic policy, regulator liaison, governance, access and participation. Dr Peevska-Cutting holds a doctorate from King's College, London, specialising in higher education policy. She is co-Chair of the Quality Manager's Network at Independent HE, a Quality Assurance Agency Reviewer.	
Pickford, Sophie	0262	Dr. Sophie Pickford is an Affiliated Lecturer and Teaching Associate in the department of History of Art at the University of Cambridge. She is Director of Studies in History of Art at Lucy Cavendish College, and is an Associate of the SCR at King's College. She supervises and lectures extensively for the University, and has recently been involved with convening the first year undergraduate History of Art course. Sophie is in the process of completing Cambridge's Postgraduate Certificate in Teaching and Learning in Higher Education, and has particular research interests in decolonization, study skills development, and small group teaching practices.	
Pike, Claire	0313	Although Claire's personal academic background is in Science, her academic career has evolved with Higher Education at its heart. In her current role as Deputy Dean (Education), Claire has responsibility for: educational strategy; learning and teaching, including pedagogical innovation; student experience, success and employability; and quality assurance/enhancement; across a very wide range of discipline areas. Claire also has considerable input and focus upon educational strategy and operation at whole-institution-level. Beyond her institution, Claire is a Principal Fellow of Advance HE, a member of the Education Policy Advisory Group and the Curriculum Committee of the Royal Society of Biology, and a member of the Executive Committee of the Heads of University Centres of Biomedical Science, with a particular focus on Education.	
Pinnell, Jodie	0153	I am a Senior Lecturer in the School of Education and Sociology on a range of undergraduate and postgraduate provision. My professional background is in Outdoor Education, with the foundations of my career in Further Education, teaching level 3 courses, and postgraduate teacher training. My academic expertise spans technology and learning, digital educational technology, and outdoor adventure education. I am a Senior Fellow of the Higher Education Academy UK, and also have expertise in working with children in both outdoor and online environments. My current role encompasses leading 2 undergraduate courses in Childhood Studies and as Senior Tutor, supporting school-wide pastoral support practices.	@jodieEdu
Pischetola, Magda	0164	Postdoctoral researcher at the IT University of Copenhagen, Center of Computing Education Research, Department of Computer Science (July 2020-present). Affiliated to the Teknosofikum project, funded by the Danish Ministry of Higher Education and Science, with the purpose to enhance higher education teachers' professional development in digital competencies and computational	

		empowerment. Former professor at the Pontifícia Universidade Católica do Rio de Janeiro, Department of Education (2013-2020). Teaching appointments and research in the area of Media, Technology and Education. Visiting professor at Aalborg University and University of Copenhagen (2019-2020). Research interests: sociomaterial theories in educational research; feminist studies; new materialist informatics.	
Polipowski, Aline	0246	Coming from the world of sponsorship and fundraising, Aline contributed to create a school's Foundation. Building up experience with partnerships in the field of corporate and social responsibility, Aline changes her orientation, handling the implementation of a CSR label, based on ISO 26000. This overview on CSR within a business school helped her to consider pedagogy as the main way to generate positive impact on society through teaching and learning. Thus, Aline decided 4 years ago to be trained on the job of instructional designer. Her missions include digital learning production as well as developing storyboards or creating and facilitating hackathons.	
Powell, Stephen	0623	Dr Stephen Powell (PFHEA) is Associate Head of the University Teaching Academy at Manchester Metropolitan University. Stephen has worked in education for over 20 years, initially as a teacher in the compulsory school sector, and then in Higher Education as a developer of innovative online programmes. He has particular experience in curriculum design and development to meet the needs of learners in the workplace and the use of inquiry-based approaches to learning, and patchwork text as a form of assessment. He has developed and managed numerous projects in higher education working with colleagues to develop new taught provision and improve institutions educational systems and processes using action research and systems thinking.	@stephenp
Price, Robyn	0123	Robyn Price is the Bibliometrics and Indicators manager in the Central Faculty, Library Services, at Imperial College London. Robyn is responsible for bibliometric analysis and education at Imperial. She has established a bibliometric service to deliver responsible metrics support to staff and students. She is also interested in equity in scholarly communications and research, alternative metrics, grey literature and open access. Previously, Robyn worked in the editorial teams of open access and subscription journals.	
Püttmann, Vitus	0448	Vitus Püttmann is a research associate and doctoral candidate at the Institute of Economic Policy and an associated member of the Leibniz Center for Science and Society's (LCSS) graduate school, both at the Leibniz University Hannover. His research focuses on the "third mission" of higher education, covering the activities of higher education institutions and academics in the areas of knowledge and technology transfer, continuing education and societal engagement. Following his studies of educational science, sociology and philosophy at the University of Münster, he has been working as a project manager at the CHE Centre for Higher Education and as a consultant for the World Bank.	
Quinlan, Kathleen M	0509 0557	Dr. Kathleen M. Quinlan is Professor of Higher Education and Director of the Centre for the Study of Higher Education at the University of Kent. She holds a PhD in Education from the Stanford	

		<p>School of Education and has researched teaching and learning in higher education for more than 20 years. She has focused on disciplinarity in teaching and educational development, with projects on the teaching of history, classics, veterinary medicine, and engineering. Recently, she has been investigating how students' interest develops during higher education, following her edited the book, <i>How Higher Education Feels: Commentaries on Poems that Illuminate Emotions in Learning and Teaching</i> (Sense Publishers, 2016). She has led educational development programmes at the University of Oxford, Cornell University's College of Veterinary Medicine, and the Australian National University. Her strategic contribution to educational enhancement in higher education was recognised with the award of Principal Fellowship of the Higher Education Academy. View her profile here: https://www.kent.ac.uk/cshe/people/staff/quinlan2.html</p>	
Raaper, Rille	0163 0165	<p>Dr Rille Raaper is an Associate Professor in Sociology of Higher Education in the School of Education at Durham University. Rille specialises in student identity, experience and agency in higher education. She has conducted numerous research projects on higher education policy and practice and its impact on students as learners, citizens and political agents. Rille has published widely in related areas, and she provides her expertise to editorial boards of the journals <i>Critical Studies in Education</i> and <i>Teaching in Higher Education</i>.</p>	rillera
Rainford, Jon	0382 0483	<p>Dr Jon Rainford is an early career researcher working within the intersections between Sociology and Education. Having worked across a range of educational settings, his recently completed doctoral research focused on exploring the gaps between policy and practice in relation to widening participation in higher education. His research interests also centre on how creative methods broadly conceived can be used both in data collection and effective engagement of publics with research including in online spaces.</p>	@JonRainford
Ramezani, SeyedehGolafrooz	0529 0559	<p>I was graduated last year (2020) from the University of Kurdistan, Iran, in the field of Higher Education (P.h.d). I have been living in Finland for 2 years. I am in the Finish Institute for Educational Research as a visiting researcher for 2 years as well. I am interested in policy-making and planning in higher education, Academic Capitalism, and all of the dimensions related to it (based on my Ph.D. thesis, Ranking strategy's university, internationalization, mobility, funding policies, and so on...). I am passionate about doing research about higher education with a person or groups consistently in international networks. As for this paper, I will need to be supported on someone's behalf to do that profoundly.</p>	
Rekola, Mika	0638	<p>Mika Rekola is University Lecturer in Forest Economics and Director of the Master of Science Program in Forest Sciences, Department of Forest Sciences at University of Helsinki, Finland. His research interests are in forest education, educational sciences, human resources and ecosystem services. As well as his extensive scholarship on global forest education, he has published several papers on the supervision and evaluation of interdisciplinary theses at the University of Helsinki. Recently he delivered a major keynote</p>	

		address at the International Conference on Forest Education (June 2021). He is working with Sandra Acker and Gina Wisker on the 'editor project'.	
Ridgway, Angelia	0118	Angelia Ridgway, M. Ed., Ph.D. Is a Professor at University of Indianapolis School of Education. She currently serves as Director of the Master of Arts in Teaching (MAT) and Secondary Education Programs and as a Faculty Fellow in the UIndy Faculty Academy. Angelia is active as a member of the International Society of Technology in Education (ISTE), Association of Supervision and Curriculum Development, and part of a grassroots advocacy group to influence State-level policy impacting teachers and schools in Indiana. Angelia has published several books on original pedagogical approaches with her latest "Don't Ditch that Tech: Differentiation in a Digital World," aiming to assist teachers in meeting the needs of more students through the use of instructional technology and differentiation. Angelia taught Spanish in secondary schools for over a decade, with a brief stint overseas in early childhood education, before landing at UIndy to support its secondary education programs.	
Robinson, Natasha	0576	Dr Natasha Robinson is a postdoctoral research officer at the Centre for Global Higher Education, Department of Education, University of Oxford. Her current research explores higher education in Africa, and the role of Chinese foreign policy in shaping knowledge production in Africa, about Africa, and by African researchers.	@nklrobinson
Roller, Marvin	0481	Marvin Roller graduated in education from the Ludwigsburg University of Education, Germany, in 2015. He is currently working as a lecturer and junior researcher in the Department of International Educational Leadership and Management of the Ludwigsburg University of Education.	
Roper, Laura	0138	Laura has a passion for humanistic leadership and encouraging people to embrace continuous improvement and best practice. With a background in Higher Education quality assurance and project management, Laura has held a number of roles within Bournemouth University, giving her a wide range of experience and insights into HE processes. Working with a variety of academic and professional colleagues in HE has prompted Laura to think differently about how to achieve improvements in service. To support this learning she is a Fellow of the Higher Education Academy and a Chartered Business and Management Educator. Laura is currently completing a PhD in sub-cultures in Higher Education.	laulauroper
Rowell, Carli	0360	Dr Carli Rowell joined the department in September 2019. Prior to Sussex she worked at the University of Glasgow (Research Fellow 18-19), the University of Sussex (Teaching Fellow 17-18) and at the University of Warwick (Doctoral Researcher and Associate Tutor 13-17). Carli is a sociologist, feminist and ethnographer and much of her work grapples with issues pertaining to contemporary social, spatial and geopolitical (im)mobilities particularly in relation to educational (in)equalities on a global, national and local level. She has over half a decade of experience of designing and delivering sociological modules and has taught at all levels of UKHE. She has conducted research, taught and have been a visiting scholar in both the	carliriarowell

		Southern (Rwanda 2019; South Africa 2017; Tanzania 2016; India 2015; and Ghana 2013) and Northern (America 2017; Canada 2015; and China 2014) hemisphere.	
Rozhkova, Ksenia	0386	Ksenia Rozhkova is a Junior Research Fellow in the Laboratory for Labour Market Studies at the National Research University Higher School of Economics (HSE) (Moscow, Russia). She earned a Bachelor's degree in Economics in 2019 and a Master's degree in Applied Economic in 2021 from HSE. Her research interests are broadly in labour economics, investments in human capital and skills.	
Rumyantseva, Nataliya	0253	Since earning a PhD in Higher Education management from Peabody College at Vanderbilt University (USA), Nataliya has held two academic roles in the UK (Lecturer at the University of Southampton; Senior Lecturer at the University of Greenwich) since 2009 and conducted research into academic work, institutional and normative factors that promote and sustain de-professionalisation of academic labour, university change management/reform process, ethics and corruption in higher education. Nataliya has designed and delivered multiple CPD training for the capacity building projects for practicing university administrators from across UK, European Union, Ukraine and Kazakhstan.	
Saarinen, Taina	0285	Taina Saarinen is Research Professor of Higher Education at the University of Jyväskylä, with a previous position in language education policy. She has published widely on language policies of higher education as well as contemporary and historical language policies, recently in journals such as Higher Education, Rethinking History, and Language Policy. Her recent monograph Higher Education, Language and New Nationalism in Finland: Recycled Histories (2020, Palgrave) analyses the historically recycled and new nationalist language policy discourses in Finnish higher education.	
Saarinen, Taina	0435	Taina Saarinen is Research Professor of Higher Education at the University of Jyväskylä, with a previous position in language education policy. She has published widely on language policies of higher education as well as contemporary and historical language policies, recently in journals such as Higher Education, Rethinking History, and Language Policy. Her recent monograph Higher Education, Language and New Nationalism in Finland: Recycled Histories (2020, Palgrave) analyses the historically recycled and new nationalist language policy discourses in Finnish higher education.	@tainasaarinen
Sakr, Mona	0243	Dr Mona Sakr is Senior Lecturer in Education and Early Childhood. She has published extensively on creative, digital and playful pedagogies both in early childhood education and higher education.	@DrMonaSakr
Sälzle, Sonja	0330	Frau Dr. Sonja Sälzle, Institut für Bildungstransfer der Hochschule Biberach Geboren 1975 in Stuttgart 1994 - 1999 Studium der Sozialpädagogik an der Evangelischen Hochschule Freiburg 1999 - 2000 Mitarbeiterin an der Kontaktstelle für praxisorientierte Forschung Freiburg 2001 - 2001 Magisterstudium Europastudien an der RWTH Aachen 2003 - 2014 Personalentwicklerin in verschiedenen Unternehmen 2015 - 2019 Promotion im Fachbereich Erwachsenenbildung an der Pädagogischen Hochschule Freiburg Seit 2015 stellv. Leitung des Instituts für Bildungstransfer an der Hochschule Biberach	

Scurry , Tracy	0506	Tracy Scurry is a Senior Lecturer in Human Resource Management at Newcastle University Business School. Her work seeks to reframe understandings about graduate careers by demonstrating their multi-level and relational nature. She is interested in exploring how individual and societal factors interplay to influence outcomes, current research examines how imbalances and inequalities frame career experiences. She has an established track record of attracting research funding (British Academy, Department of Business Innovation and Skills (BIS) and N8) and engaging with non-academic stakeholders in a variety of forms (KTP and ESRC Seminar Series). She has conducted research for policy makers (BIS and the North East Local Economic Partnership), acted as an expert for professional bodies (e.g. Association for Careers and Guidance Services) and has worked with regional branches of the Chartered Institute for Personnel Development (CIPD) and the North East Chambers of Commerce (NECC) to engage members with research and organise events.	@ScurryTracy
Serkova , Yevgeniya	0542	Yevgeniya Serkova is a Research Assistant at Nazarbayev University Graduate School of Education in Kazakhstan. Her research interests include university graduates' work readiness, university-industry partnerships and international education.	
Shannon, Erin	0340	Erin Shannon is a feminist sociologist of higher education. She is a senior research associate on the ESRC-funded project, Examining institutional responses to sexual misconduct: Higher education after #MeToo, in which capacity she has worked at the University of Portsmouth and currently at the University of York. Through her involvement with Higher education after #MeToo, she is an associate member of the lobby and research organisation, The 1752 Group, which addresses staff sexual misconduct in higher education. Erin completed her Ph.D. in the Centre for Research on Education and Social Justice in University of York's Department of Education in September 2020. Taking a feminist organisational studies approach, her doctoral thesis compared how universities in England and in the United States respond to student disclosures of sexual violence through policy discourse analysis and interviews with staff involved in disclosure response as well as with student survivors of sexual violence who (attempted to) report to their universities.	@Erin_R_Shannon
Sharma, Himani	0479	Himani Sharma is a third year doctoral scholar in the Department of Media and Communication at MICA, India. She is a visiting scholar in the Department of Media, Society and Communication at the University of Innsbruck, Austria. Her current research is concerned with micro-credentials offered by the educational technology (EdTech) platforms and its adoption in higher education. With a post graduation in business administration (MBA) and mass communication (MJMC), she has previously worked as an assistant professor at a management school in Bengaluru, India. Her area of interest for research also includes educational leadership, digitization in higher education, educational change and future of work (FoW), and issues of equity and inclusivity in higher education.	
Shaw, Nicholas	0449	Nicholas is an Associate Teaching Professor in the Faculty of Liberal Education at Seoul National University in South Korea. His research	

		interests include effective teaching and learning online, forced online and blended conditions, and supporting students in their career transitions.	
Shen, Yan	0121	Yan Shen is a lecturer in School of Languages and Cultures, Shanghai University of Political Science and Law and a PhD student at Department of Educational Research, Lancaster University. Her current research interest focuses on technology enhanced language teaching and learning, classroom assessment and course evaluation.	
Skopec, Mark	0123	Mark Skopec is a Research Assistant in the Department of Primary Care and Public Health at Imperial College London. Mark's research focuses on geographic bias, hierarchies of knowledge, and other barriers to introducing low- and middle-income country research and ideas into high-income countries. He is also a Graduate Teaching Assistant for the Global Health Innovations module on Imperial College's online Global Master's in Public Health course.	
Smith McGloin, Rebekah	0496	Rebekah is Director of the Doctoral School and Research Operations at Nottingham Trent University. She has a track record in the configuration, set-up and delivery of regional, national and international doctoral training programmes. Rebekah has a national profile for policy work related to doctoral education. She chaired the UKCGE National Working Group on Diversity and Sustainability of Organisational Structures for Doctoral Provision and is co-author (with Carolyn Wynne) of Structural Changes in Doctoral Education in The UK (UKCGE, 2015). Rebekah is a member of the UKRI Bioscience Skills and Careers Strategy Panel and was an expert panel reviewer for the UK Concordat for Researchers (2019). Rebekah has published recently on doctoral mobility and doctoral progression through a critical mobilities lens. ORCID id: https://orcid.org/0000-0001-9074-4596	
Somerville, Fenella	0569	Fenella Somerville is a post-doctoral research fellow in the SARChI Chair Higher Education and Human Development research group in the Centre for Development Support at the University of the Free State. With 20 years of experience in teaching and management in South African schools and higher education institutions (mostly, although not exclusively, in the private sector) Fenella returned to study. She graduated with MEd cum laude (specialising in Inclusive Education) from the University of the Witwatersrand in 2017, and in January 2021 completed a PhD in Development Studies at the University of the Free State. Her research interests are in inclusive education, human development and the use of the capability approach as a framework to evaluate higher education institutions and processes. Her primary focus has been on private higher education in the South African higher education system. She has no previous publications.	@FenellaFenella
Spangler, Vera	0435	Vera Spangler is an educational anthropologist. She has a research interest in youth mobility, higher education internationalisation, mobilities of knowledge and creative methods. Vera has conducted ethnographic fieldwork in Denmark, examining the geographies and anthropologies of international students. In her recent work (Spangler & Adriansen, 2021), she explores everyday social practices in the 'international classroom from a spatial perspective.	

Spronken-smith, Rachel	0260	<p>Professor Rachel Spronken-Smith is Dean of the Graduate Research School, teaches and supervises in both Higher Education and Geography. She initially trained as a geographer, taking up a lecturing position at the University of Canterbury, where she worked for nine years after returning from completing her PhD in British Columbia. Her teaching was recognised with a University of Canterbury Teaching Award in 2002, an OUSA Supervision Award in 2012, a University of Otago Teaching Award in 2013 and a national Sustained Excellence in Teaching Award in 2015. Rachel was appointed as a Senior Lecturer in HEDC in 2004. She worked as an academic developer and was Head of HEDC from 2009–2012. In 2016 she won the TERNZ-HERDSA medal for Sustained Contribution to the Research Environment in New Zealand, and a Fulbright Scholar Award for research in the US on graduate outcomes for PhD candidates. Rachel's interests in higher education research include doctoral education and outcomes, learning through inquiry and undergraduate research, the teaching-research nexus, curriculum change, graduate attributes and aspects of the student experience. She regularly undertakes consultancy work for university and polytechnic staff on undertake curriculum renewal, especially when the focus is on embedding inquiry in curricula.</p>	
Squire, Ruth	0244 0382	<p>Ruth is an ESRC funded PhD student in the Sheffield Hallam University Institute of Education. Her research examines how third sector organisations influence widening participation policy and practice. Drawing on interviews with charity employees and with policy makers, her research explores how policies to widen participation in higher education are developed, understood and enacted in England. As a former widening participation manager and evaluation lead, and as a research student, Ruth has contributed to national widening participation programme evaluations for HEFCE and the Office for Students. She has published research on working-class student officers in students' unions, on third sector involvement in widening participation practice and on the potential of widening participation practitioners to engage with and carry out research.</p>	@curiousruth
Staunton, Tom	0072	<p>Tom Staunton is a Lecturer in Career Development at the International Centre for Guidance Studies based at the University of Derby, UK. His teaching roles focus on training careers professionals across a number of different settings. His research interests focus on the way the internet and especially social media is changing the field of careers development with a particular concern for how people undertaking career development activities and careers practitioners are affected by this development and could respond to them. He is currently undertaking a PhD looking at how HE graduates employ and experience social media platforms as part of their post-university careers transitions.</p>	@tomstaunton 84
Stavrou, Sophia	0372	<p>Dr. Sophia Stavrou is Lecturer in Sociology at the Department of Social and Political Sciences of the University of Cyprus. She is currently the coordinator of the research programme YOUTHGRAMS 'From Higher Education to Work: Sociology of Youth Trajectories in the Making' funded by the UCY. Her work has been published in international scientific journals, such as International Studies in</p>	

		Sociology of Education, Journal of Education Policy, Mots. Les Langages du Politique, Sociologie du Travail, among others, as well as in collective edited volumes in international academic publishing houses. She is the author of the monograph L'Université au diapason du Marché (L'Harmattan-Academia, 2017). Her main research interests are in the areas of the sociology of higher education, with an emphasis on social education and in the sociology of the curriculum, relations between higher education and work sociology of education, with an emphasis on social inequalities in education and in the sociology of curriculum, higher education policy, the new governance of universities, the social impact of quality assessment and quality assurance mechanisms, as well as the evolution of academic disciplines and knowledge, in particular in humanities and social sciences.	
Stentiford, Lauren	0469	Dr Lauren Stentiford is a Lecturer in Education in the Graduate School of Education, University of Exeter. Her research explores inequalities in compulsory and higher education, and she has a particular interest in gender, social class, disability and the intersection of these identity facets. She has published in the areas of gender and inclusion in higher education. She is trained in systematic literature review methodology and has conducted and published quantitative and qualitative reviews. Her research has been funded by ESRC, British Academy/Leverhulme Trust and BERA.	
Stervinou, Sandrine	0246	Sandrine Stervinou is associate professor at Audencia. She holds a PhD in economics from the University of Rennes 1, France, and teaches economics and strategic management. Her research focuses on the social economy and worker cooperatives. She is also responsible for the major "Managing for Sustainable Impact". Regarding pedagogical production, she received an award in 2018 from the Aspen Institute for a course entitled Alternative Economic Models.	
Struetzel, Tania	0554	Tania currently leads the Student Engagement provision at the University of Greenwich focusing on student engagement, retention and student voice. She joined the University of Greenwich in July 2019 and previously worked in Greenwich Learning and Teaching (GLT) as Student & Staff Engagement Coordinator leading on student engagement activities in learning & teaching. In this role, she was the institutional project lead for the development of the Curriculum Framework and the SHIFT2021 L&T conference. Tania completed the PgCert Student Engagement in Higher Education at the University of Winchester. Before joining Greenwich, she worked across Students' Unions and Universities, including Middlesex University where she was the institutional project lead for the TSEP Inclusive Engagement project exploring the experience of student representatives identifying as students of colour. Tania is currently a member of the student engagement network RAISE committee and an External Trustee for a Students' Union. She was also previously a member of the QAA Student Strategic Advisory Committee.	@TStruetzel
Symon, Ben	0324	Ben Symon is a PhD candidate at the University of Melbourne. Before coming to higher education research, he was a lawyer and a secondary school English and Psychology teacher. He began his	

		doctoral research project before covid, looking at the experience of university teacher development. However, this work soon had to be adapted in response to the swiftly changing circumstances.	
Tamimi, Mohammed	0400	Mohammed Tamimi is an assistant professor of English at Palestine Polytechnic University-Hebron, Palestine. He is the project manager and lead for Palestine in the NORAD six-year funded project titled: "Equip Palestine with E-Learning (E-Pal)". He holds a PhD in Second Language Acquisition and Teaching majoring in Pedagogy and minoring in Instructional Technology from the University of Arizona, Tucson-USA. He is a certified trainer in e-moderation, integrating technology in education, life skills, entrepreneurship, and communication skills. He is a pedagogy specialist, teacher trainer, alternative assessment and instructional technology specialist, curriculum developer and designer, ICT specialist. His research interest is in blended learning, flipped classroom, online learning, pedagogy, instructional technology, language and culture, Enterprising Teaching Methods, learning style, alternative assessment, and teaching and learning.	@tamimimohammed
Tang, Jonathan	0286	Jonathan Tang teaches academic argumentation to undergraduates from science and engineering disciplines at the National University of Singapore. He is also a doctoral student at Lancaster University. His doctoral research inquires into the knowledge base of faculty development with specialization in the Scholarship of Teaching and Learning (SoTL).	
Tate, Adam	0453	Adam Tate joined Nottingham Trent University's Academic Practice team in March 2021 as a Lecturer in Academic Practice to support and teach the Academic Professional Apprenticeship (APA) / Postgraduate Certificate of Learning & Teaching in Higher Education (PGCLTHE). He is passionate about effective holistic education utilising appropriate pedagogies for the educational setting/discipline and removing barriers to participation. Alongside his work at NTU, he is studying for a PhD in Education at Oxford Brookes University; his PhD looks at how full-time undergraduate students' behaviours and practices are influenced and shaped by universities as an extension of the soft power of the State. Prior to joining NTU, he was an Associate Lecturer at Oxford Brookes University in the Oxford Centre for Staff and Learning Development as a member of the teaching team for the Learning & Teaching in Higher Education module. His research interests are focused on interdisciplinary research into social theory, youth, and education. He is a member of the Society for Research into Higher Education, and he has been involved in several Scholarship of Teaching & Learning projects identifying best practice, and extensively involved in student representation systems.	@Adam_Tate1
Taylor, Yvette	0180 0450	Yvette Taylor is Professor, School of Education, University of Strathclyde, UK. She is a feminist sociologist and researches intersecting social and educational inequalities, including manifestations of gender, social class and sexuality.	
Taylor, Carol	0134	Carol A. Taylor is Professor of Higher Education and Gender in the Department of Education at the University of Bath where she is Director of Research and leads the Learning, Pedagogy and Diversity Research cluster. Carol's research focuses on the entangled relations	@CATaylorBath

		of knowledge, power, gender, space and ethics in higher education and utilizes trans- and interdisciplinary feminist, new materialist and posthumanist theories and methodologies. Carol is co-editor of the journal Gender and Education. She serves on the Editorial Boards of Teaching in Higher Education, Critical Studies in Teaching and Learning and Journal of Posthumanism. Carol's latest books are Taylor, C. A., Ulmer, J., and Hughes, C. (Eds.) (2020) Transdisciplinary Feminist Research: Innovations in Theory, Method and Practice. London: Routledge; Taylor, C. A. and Bayley, A. (Eds.) (2019) Posthumanism and Higher Education: Reimagining Pedagogy, Practice and Research. London: Palgrave Macmillan, and Taylor, C. A., Abbas, A. and Amade-Escot, C. (Eds.) (2019) Gender in Learning and Teaching: Feminist Dialogues across International Boundaries. London: Routledge.	
Taylor Bunce, Louise	0137 0139	Dr Louise Taylor Bunce is a Principal Lecturer Student Experience at Oxford Brookes University. She is a Chartered Psychologist and has taught psychology for over 15 years. Her research focuses on educational issues relating to inclusion, identities, and wellbeing in higher education. She is editor of Psychology Teaching Review and recently won a University Alliance 'Braveheart' award for her work in developing anti-racist educational practice.	L_Bunce
Taylor-Smith, Ella	0057 0117	Dr Ella Taylor-Smith is a Senior Research Fellow in the Centre for Computing Education Research, within Edinburgh Napier University, focusing on students' perspectives, especially around transitions, work-based learning, and degree apprenticeships. Her background is in social informatics and eParticipation.	
Teeroovengadam , Viraiyan	0548	Dr Viraiyan Teeroovengadam is a senior lecturer at the University of Mauritius. His primary research interests are in the fields of higher education, quality assurance and services marketing. He holds a PhD in Service Management, a Masters in Educational Leadership and Management, and is a graduate in Law and Management. He has published in respected academic journals such as European Business Review, Quality Assurance in Education and Journal of Contemporary Hospitality Management. While being well versed with both quantitative and qualitative methods, he has a keen interest in statistical modeling and psychometrics.	
Telling, Kathryn	0177	Kathryn Telling is a lecturer in sociology at the University of Sussex. She is interested in interdisciplinarity and its relationship to elitist ideas about who and what higher education is for, and is writing a book on this topic forthcoming with Bristol University Press.	@KathrynTelling
Thibodeau, Danielle	0201	Danielle has over 15 years of experience in a variety of educational settings, but the bulk of her work has focused on the development of programming that supports people from communities not traditionally represented in university to access higher education. She has experience forming and sustaining partnerships between HE and FE institutions, the private sector, and various professional communities. In addition to her work with universities, her background includes work with not-for-profit organisations that work in conjunction with HEIs to further support marginalised communities. In her current role as an Innovation and Learning Manager with the Queen Mary Academy at QMUL, she supports the	

		development of academic and professional staff as educators by identifying and sharing best practices, and responding to the strategic goals of the institution and sector trends. She is part of the team for an Advance HE project on Developing Flexible Ecosystems examining approaches to flexible learning opportunities across the UK sector.	
Thind, Ranjit	0485	Ranjit Thind BA (Hons), PGCEHE, MA, FHEA, FRSA, MCMI is a Lecturer in International Fashion Marketing and Management at Coventry University London, UK. His senior management experience in the global fashion industry provides the context for his research interests on decolonisation of the management curriculum.	
Thomas, Dave S.P.	0509	Dave S. P Thomas is a Doctoral Researcher and Occupational Therapist (specialism in Occupational Science). His doctoral research adopts a 'race-focused' approach to exploring the relationship between university students' perceptions of the cultural sensitivity of the curriculum and its impact on their engagement (as measured by their interaction with teachers and their interest in their program of study). This research, and his scholarly outlook, grows from a deep understanding of contemporary structural inequalities. He brings an intersectional Critical-Race-Theory perspective to both his teaching, research scholarship. He is the lead editor of Doing Equity and Diversity for Success in Higher Education (Thomas and Arday, 2021), a book that illuminates the dynamic interplay between historical events and discourse and more sophisticated and racialized acts of violence. He is the lead editor of Towards Decolonising the University: A Kaleidoscope for Empowered Action (Thomas and Jivraj, 2020), a book that amplified the silenced voices of students of colour in the academy. Dave is also the co-editor of Diversity, Inclusion and Decolonisation: Practical Tools for Improving Teaching, Research and Scholarship (Day, Lee, Thomas and Sipckard, 2021). He a Fellow of the Higher Education Academy and member of the Health and Care Professions Council EDI Forum.	@DaveThomas OT
Thow, Morag	0498	Morag Thow was a Lecturer in Physiotherapy at the Glasgow Caledonian University for over 27 years. She specialises in Cardiac Rehabilitation, the subject of her research and publications and was awarded the MBE for her services to Cardiac Rehabilitation. She is interested in many aspects of behaviour change in the promotion of exercise. This interest in behaviour change includes promoting and researching good writing behaviour.	
Timmerman, Nora	0603	Nora Timmerman is a teacher, parent, organizer, gardener, dancer, and desert rat who works as Senior Lecturer in Sustainable Communities at Northern Arizona University. Nora is the 2017 Teacher of the Year in her college and the author of the upcoming book, "Between integrity and complicity: Educators' stories in tangled times." She loves queer, liberatory politics and teaches at the intersection of activism & organizing, ecological justice, and education.	
Traczykowski, Lauren	0427	Dr Lauren Traczykowski is Senior Lecturer in Law (Ethics) and Director of External Engagement for the CRISIS Centre at Aston University. She is also a Board Director of the Birmingham Food Council CIC. Lauren teaches (Global) Business Ethics and Ethics in a Crisis and is a	@LTRACZY

		Senior Fellow of the Higher Education Academy (now AdvanceHE). Dr Traczykowski also serves on Aston University's Decolonizing the Curriculum Working Group (DCWG) contributing to the University's three-year plan to have the university's curriculum ultimately reflect and embed the voices, experiences and histories of all peoples.	
Trowler, Vicki	0142	Dr Vicki Trowler is a postdoctoral researcher in the School of Applied Sciences at the University of Huddersfield. Vicki has worked in a range of contexts and capacities in Higher Education in South Africa and the UK. Vicki's recent research concerns the intersection of student engagement in higher education with issues of social justice, widening participation, student transitions and the student voice.	@WorkingVicki
Tsegay, Samson	0408	Dr Samson Maekele Tsegay is a Research Facilitator at Anglia Ruskin University, UK. He studied MA and PhD degrees in Educational Leadership and Policy (Comparative Education) on a Chinese Government Scholarships at Beijing Normal University, China. He finished his PhD with a CGPA of 4.00/4.00 (having an average mark of 96%) and was awarded "2018 Excellent International Student Graduate". In 2020, he also completed another PhD in Education and Social Justice at the University of Roehampton, UK. He was a recipient of the distinguished Roehampton University-Sacred Heart (RUSH) Scholarship. Before joining Beijing Normal University, Dr Tsegay worked in Eritrea as a graduate assistant and program coordinator for about ten years. He was the Coordinator of Distance Education and Evening programs of the University of Asmara and the National Board for Higher Education, Eritrea. Furthermore, he worked as a Visiting Lecturer at Beijing Normal University and the University of Roehampton. He is the author of many articles in peer-reviewed journals and book chapters. His research interests focus on comparative education, globalization, and migration and higher education.	@samex221
Tzanakou , Charoula	0207	Daria Luchinskaya is a Lecturer at the Department of Work, Employment and Organisation, University of Strathclyde. She is interested in the inequalities in graduate transitions to employment and in the role of skill development and skill utilisation in relation to graduate employment.	@ctzanakou
Van Wyk, Brenda	0111	Dr Brenda van Wyk is the Deputy Dean: Research and Postgraduate Studies at The Independent Institute of Education, an internationally accredited private higher education institution. She holds a PhD in Information and Knowledge Management from the University of Pretoria, South Africa. She managed the implementation of research repositories at The University of Zululand as well as The Independent Institute of Education. Her research interests are digital scholarship research curation, competitive advantage and knowledge capital of research, institutional repositories, and digital learning commons. She has published in journals and conference proceedings including the International ETD Conference Proceedings	
Vaughan, Sian	0519	Dr Sian Vaughan is Reader in Research Practice at Birmingham School of Art, Birmingham City University. Broadly her research interests concern the pedagogies that underpin research in art and design, and the modalities of interpretation and mediation of public engagement with contemporary art. Her art research focuses on artistic practices	@DrSianVaughan

		with archives, history, and institutions with a particular focus on creative research methods as knowledge generation. Her educational research is focused on the practices and pedagogies of doctoral education and particularly in how these are responding to creative practice in research. She enjoys working collaboratively and across disciplines and has disseminated her work widely through peer-reviewed chapters, journal articles and conference presentations in the fields of public art, museum studies, archives and education	
Visser-Wijnveen, Gerda J.	0565	Dr. Gerda Visser-Wijnveen is the Quality Assurance Manager at the Anton de Kom University of Suriname. Her responsibilities include academic development in both teaching and research, institutional research and evaluation, as well as internal and external quality assurance of all Bachelor and Master programmes. Among other higher education-related themes, her research focuses on the research-teaching nexus. Dr. Visser-Wijnveen served as the Editor for Research into Higher Education Abstracts from 2012 until 2020.	
Waddington, Kathryn	0250	Kathryn Waddington: Is a Chartered Psychologist and Reader in Work and Organisational Psychology at the University of Westminster. Her research interests include the role of gossip in the workplace, organisational communication and knowledge, and the development of compassionate institutional cultures. She recently edited the book Towards the Compassionate University published by Routledge; and is author of Gossip, Organisation and Work: A Research Overview, which will be published by Routledge in 2021.	@KathrynWadding2
Waghorne, Joseph	0260	Dr Joe Waghorne was recently Monitoring and Evaluation officer at the University of Kent and now plays a similar role at the University of Essex. At Kent he worked with the Evaluation Ambassadors. Joe's favourite part of the evaluation and data management roles he has and has had is playing with data and using it to tell narratives about the way things work. Joe successfully completed a PhD at the University of Brighton in the field of Education looking at the experience of students undertaking doctorates in professional practice and was a part-time research officer there in the Centre for Learning and Teaching.	
Waite, Marion	0570	After a career in the NHS as a nurse, midwife and health visitor Marion joined Higher Education in 2002 to follow her interest in professional education. Since then Marion has developed her role as a teacher, staff developer and nurse and pedagogic researcher with a specialist focus on improving patient outcomes, student learning, and the student experience.	
Wardle, Lorna	0524 0546	Lorna Wardle is a Principal Lecturer in the Institute of Education at Nottingham Trent University. She has significant experience of working within the Early Years sector as a practitioner and senior leader. Lorna has been at NTU for several years working within the field of Early Years and Higher Education and currently leads the development, delivery and leadership of a number of academic undergraduate education courses. She is a Senior Fellow of the Higher Education Academy and has a research and practice led approach to further her pedagogical knowledge of the education sector.	

Warren, Digby	0501	Digby Warren, Professor of Higher Education and Head of the Centre for Professional and Educational Development at London Metropolitan University, has been working in the field of higher education (HE) development for nearly 30 years. His chief area of expertise is curriculum development and HE pedagogy, with a focus on student diversity and transformational approaches. Leader of a Master's programme on teaching in HE, he organises a range of professional development activities for academic staff. On the international front, he played a lead role in two successful EU-funded projects (2011-2018) for teaching enhancement and modernisation of HE. Digby Warren is co-editor, with Paul McIntosh, of <i>Creativity in the Classroom: Case Studies in Using the Arts & Humanities in Teaching and Learning in Higher Education</i> (Intellect Books, Bristol; University of Chicago Press, 2013) and, with Helen Pokorny, of <i>Enhancing Teaching Practice in Higher Education</i> (Sage, 2016; second edition 2021).	
Waters, Johanna	0285	Johanna Waters is Professor of Human Geography at University College London and co-Director of the Migration Research Unit. She is Fellow of the Learned Society of Wales and Visiting Fellow of Kellogg College, Oxford. Johanna has published on the internationalisation of education, transnational families, transnational higher education and international students. Her latest book (J. Waters and R. Brooks, 2021) is entitled 'Student Migrants and Contemporary Educational Mobilities', published by Palgrave.	
Webb, Susan	0370	Sue Webb is a Professor of Education at Monash University, Australia (now adjunct) and was previously Professor and Director of Continuing Education at the University of Sheffield, UK. She has researched the policy effects and practices related to access and participation of students from under-represented groups in the field of further and higher education, including the experiences of migrants and refugees. Currently, she is leading a project funded by the Australian Research Council Discovery Project DP170101885 entitled - Vocational institutions, undergraduate degrees: distinction or inequality? Additionally, she has been collaborating with others in Monash University and Deakin University on a longitudinal qualitative study of the higher education experiences of people from asylum seeking backgrounds. She is also Co-Editor of the <i>International Journal of Lifelong Education</i> .	Suetweeting
Wharton, Yvette	0128	Yvette us a lecturer in the Division of Sport and Exercise Science focusing on Physical Activity and Health. In addition, she has an interest in employability especially relating to transferrable skills and has successfully adapted delivery and assessments in her modules to reflect this. She also has links with Dundee Culture and Leisure to provide research presentations by Abertay staff and post graduate students and volunteer opportunities for undergraduates.	
Wheaton, Alison	0185	Alison Wheaton is a 4th year doctoral student at UCL's Institute of Education where she is completing her thesis on the role of English university governing bodies under the supervision of Dr. Tatiana Fumasoli, Associate Professor. Previously, Alison was President of a UK private higher education provider at which time she served on HEFCE's Leadership, Governance and Management Strategic Advisory	

		Committee and was a founder member of the UK-wide Standing Committee on Quality Assessment. Her move into higher education followed an extensive executive-level career in complex, branded, customer-focussed businesses. Her publications include: Payment for University Governors? A discussion paper (Report 118) was published by the Higher Education Policy Institute London in 2019. Still unwieldy, male, pale & stale? Isomorphic influences on English university governing bodies. Working paper no. 69, May 2021, Oxford: the Centre for Global Higher Education.	
Wicklow, Kate	0622	Kate has recently completed her PhD at Lancaster University exploring first in family student perceptions of value for money, and the construction of HE as a market. She is also the Policy Manager for GuildHE, one of the two officially recognised representative bodies for UK higher education providers who represent a diverse range of institutions, including universities, FE and independent HE providers. Kate leads work on behalf of GuildHE in the areas of Regulation, Funding, Admissions, Teaching and Learning, Student Experience and Skills.	katewicklow
Williams, Dylan	0273	Dylan Williams teaches academic literatures in the Faculty of Liberal Education at Seoul National University. He received his PhD from The University of Manchester in 2019 and his thesis is titled: 'Situated Linguistic Capital: Theorising South Korean Higher Education Students' Perceptions of Trust in English-Medium Instruction'. In his research he uses critical sociological perspectives to explore the interplay between agency and structure in South Korean Higher Education. From this, his research interests straddle EMI, internationalization, translanguaging, linguistic capital, constructivism, trust, and epistemic injustice.	@dylgwilliams
Willis , James	0118	James E. Willis, III, Ph.D. is an Associate Adjunct Faculty member in the Department of Philosophy and Religion and a Faculty Extender in the Shaheen College of Arts and Sciences at the University of Indianapolis. Educated in the United States (Roanoke College) and the United Kingdom (University of St. Andrews and King's College London), his professional experience and published research includes specialization in pedagogical and technology assessment, open digital badges, and ethics in learning analytics. His recent work includes working with faculty on a number of technologies and teaching modalities, researching changing shifts in pedagogy with technology, teaching courses in world religions, and publishing at the intersection of religion and political theory.	
Wilson, Anna	0301	Anna Wilson is a Lecturer in Lifelong Learning at the University of Stirling. Prior to undertaking a second PhD in Education, she worked as an academic physicist for over 15 years. Her research interests include digital technologies, sustainability and professional learning, with a strong emphasis on methodological innovation.	@anwstirling
Wisker, Gina	0260 0293	Professor Gina Wisker is Associate Professor in Higher Education Management at the University of Bath's International Centre for Higher Education Management (ICHEM) where her current role is supervising doctoral students , and Gina is also Professor 11 at the University of the Arctic in Tromso Norway where she co runs the postgraduate supervision course. Previously Professor of Higher	

		Education & Contemporary Literature at Anglia Ruskin University then University of Brighton (now Emeritus), Head of the Centre for Learning & Teaching in both universities . Published 26 books (some edited) 140 + articles: The Postgraduate Research Handbook (2001; 2nd ed. 2007); The Good Supervisor (2005, 2012); Getting Published (2015); The Undergraduate Research Handbook (2nd ed, 2018). Key Concepts in Postcolonial Literature (2007); Horror Fiction: An Introduction (2005); Margaret Atwood, an Introduction to Critical Views of Her Fiction (2012); Contemporary Women’s Gothic Fiction (2016) . National Teaching Fellow, Principal fellow of the HEA, SFEDA,FRSA.	
Wisker, Gina	0638	Gina Wisker supervises doctoral students at the University of Bath in the International Centre for Higher Education Management, UK, and co-runs supervision courses at the UiT - The Arctic University of Norway at Tromsø. She is Emeritus Professor of the University of Brighton, where she was Head of the Centre for Learning and Teaching. She has published numerous books and articles on topics including supervision and other aspects of undergraduate and postgraduate research as well as work on gothic fiction and postcolonial literature. Her most recent research is the SARIHE project (ESRC, NRF), a social justice project with rural students in South Africa transitioning into and through higher education, working with colleagues in the UK (Bristol) and South Africa including student co-researchers. As well as the ‘editor project’ with Sandra Acker and Mika Rekola, she is working on a project on ‘rescue supervision’ and completing a book on contemporary women’s ghost stories. She is Chief Editor of the journal Innovations in Education and Teaching International (IETI).	
Wood, James	0291 0294 0449	James graduated from the UCL Institute of Education in 2020, with a Doctorate in Higher Education Feedback and Technology. He is currently an Associate Teaching Professor in the Faculty of Liberal Education at Seoul National University in South Korea. His academic work explores how feedback uptake and learner engagement can be supported from socio-constructivist, socio-cultural, and socio-material perspectives utilising technology as well as teaching and learning in online and blended conditions. He hopes to expand his work successfully supporting feedback uptake and literacy with interventions to support educator digital feedback literacy more broadly in higher education and is open to collaborations and associations to support this agenda.	https://twitter.com/Dr_James_Wood
Wynne, Carolyn	0496	Carolyn is the Director of the Doctoral College & Centre for Research Capability and Development at Coventry University with responsibility for 900 doctoral candidates and the strategic leadership for the delivery of quality research degree programmes and researcher development activity from PhD to Professor. Carolyn has worked in the HE sector for 14 years, in numerous strategic roles supporting PGT and PGR. She is currently the Co-Chair of the UKCGE Graduate School Managers Network, Chair of the University Alliance Head of Graduate Schools Network, and sits on the EUA-CDE thematic steering group for Cotutelle and Dual Award programmes.	

		Carolyn is also about to enrol as a part-time PhD candidate in September 2021.	
Wynter, Carlene	0427	Dr Carlene Wynter is an Accounting and Taxation Lecturer in the Aston Business School. Dr Wynter is a chartered accountant and is a member of the Institute of Chartered Accountants of Jamaica. Dr Wynter's research interest is tax policy, tax compliance, tax enforcement, culture and taxation, taxation and housing, and tax reform. She teaches at the undergraduate and postgraduate levels. She has been recently appointed to the Resident Scrutiny Panel with Black Country Housing. Dr Carlene Wynter serves on Aston University's Decolonizing the Curriculum Working Group (DCWG) contributing to the University's three-year plan to have the university's curriculum ultimately reflect and embed the voices, experiences and histories of all peoples. She also serves on both the University and the Business School's Diversity, Equality and Inclusion Committees. She is a member of BAME Staff Network member.	
Xiao, Ling	0362	Dr Ling Xiao is a Senior Lecturer in Finance at the School of Business and Management, Royal Holloway, University of London, with considerable experience of teaching in higher education. She is a Senior Fellow of the Higher Education Academy with research interests in risk and returns modelling of financial and energy markets with a view to improving understanding of market behaviour and portfolio investment. She has specific interests in sustainable accounting education and is currently leading the Management for Education Research Group in the School.	
Xu, Xin	0396	Xin Xu is a Research Fellow at the Centre for Global Higher Education, Department of Education, University of Oxford. Xin's research focuses on academic research, global higher education, and Chinese higher education. Xin's publications appear in academic journals in English and Chinese languages. Forthcoming books include Changing Higher Education in East Asia (co-edited with Simon Marginson; Bloomsbury) and The Handbook of Meta-Research (co-edited with Alis Oancea, Gemma Derrick, and Nuzha Nuseibeh; Edward Elgar).	https://twitter.com/Xinxulily
Xu, Yanru	0210	Dr Yanru Xu is a postdoc in University of Chinese Academy of Sciences. Her research interests focus on research-teaching-study nexus in HE, HE management, and sociology of education.	
Xu, Xing	0156	Dr Xing Xu obtained her PhD from the University of Newcastle, Australia, and is Lecturer at Sichuan International Studies University. Her research interests include internationalization of higher education, doctoral students' evaluation of educational experience, academic mobility, identity construction of doctoral students, and qualitative inquiry. Her publications have appeared in Higher Education Research and Development, The Australian Educational Researcher, Reflective Practice, etc. Her recent co-authored book The Eastern Train on the Western Track: An Australian Case of Chinese Doctoral Students' Adaptation was published by Springer in 2020.	
Yakavenka, Hanna	0485	Dr. Hanna Yakavenka MA, MRes, PhD, SFHEA is the Associate Dean of Internationalisation and Business Development at Coventry University London, UK. She has research expertise in inter-cultural learning and knowledge transfer supported by extensive experience	

		of international HE partnerships, curriculum design and programme reviews.	
Yan, Fei	0231	Fei Yan is a post-doctoral research fellow at the Education University of Hong Kong and was previously a post-doctoral research fellow at South China Normal University. His research interests include Chinese national identity, citizenship education and education for minority ethnic groups in China.	
Yassim, Mazia	0303	Mazia is the Faculty Quality Enhancement Lead and Programme Leader for MA Marketing Suite of programmes at the University of Greenwich Business School. She has been in academia for over 15 years and researches in the areas of pedagogy and social justice.	
Yu, Yun	0588	Dr Yun Yu is a Lecturer at Shanghai Normal University in Shanghai, China, after completing her PhD in education at the School of Education at the University of Glasgow and post-doctoral fellowship at East China Normal University. She is interested in issues of international education mobility, international students, educational equality, social inclusion and intercultural engagement. She uses mixed methods in her research, which is committed to deepen the understanding from various perspectives about the dynamics of teaching, learning and interaction for international students within and beyond higher education.	
Zhang, Cassie	0086	Cassie is a PhD candidate at UCL Institute of Education, Centre for Higher Education Studies (CHES). Cassie's current research examines the emergence, evolution, and institutionalization of Chinese Education Recruitment Agencies. Due to her multidisciplinary education background and work experience, Cassie is particularly interested in mixed methods and interdisciplinary social science research. Papers that Cassie has authored/co-authored have been accepted at top conferences, and she has presented her research to a wide range of audiences from various disciplines.	@C_Zhang_
Zhang, Bowen	0154	Bowen Zhang is a PhD candidate and teaching assistant at the University of Manchester, located in the Manchester Institute of Education (MIE). Her research expertise focus broadly on the internationalisation of Chinese higher education, and epistemological exchange between Chinese and the Western universities. Bowen Zhang also works as external secretary of the 2020-2021 committee of British Postgraduate Network for Chinese Studies (BPCS).	charlzhang_
Zhang, Wei	0537	Dr Wei Zhang is an associate professor at the School of Education, University of Leicester, 21 University Road, Leicester, LE1 7RF, UK; email: wz24@leicester.ac.uk, 0044 116 229 7506. Her research interests in higher education focus on critical policy analysis, university finances, organisational leadership and governance. Methodologically, she adopts case studies or quasi-experimental designs, using mixed methods to conduct educational evaluation and policy analysis.	
Zhao, Xin	0157	Dr Xin Zhao is a University Teacher at the Information School of the University of Sheffield. Her research interests include digital pedagogy and the internationalisation of higher education.	
Zike, Jennifer	0218	Dr Jennifer Zike is a Research Fellow in the Department of Learning and Teaching Enhancement at Edinburgh Napier University.	

Zong, Xiaohua	0537	Dr Xiaohua Zong (corresponding author) is an associate professor of education at the Institute of Education at Nanjing University, 22 Hankou Road, Nanjing City, Jiangsu Province, P. R. China; e-mail: zongxh@nju.edu.cn, 0086 1529551616. His research focuses on university research evaluation, performance-based research funding, and policies of establishing world-class universities in China.	
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