

SRHE

ANNUAL REPORT

2022

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Administrative details

This is the 2022 *Annual Report* for the Society for Research into Higher Education (SRHE). The Society is a charity registered with the UK Charity Commission – reference number 313850. The Society is also a Limited Company, registration number 868820. The registered office for the Society for Research into Higher Education is:
Society Building, Regents Wharf, 8 All Saints Street, London, N1 9RL. This is also the principal and sole office of the Society.

Trustees (Governing Council Officers) at 13th December 2022

Chair:

Professor Pauline Kneale, *University of Plymouth*

Honorary Treasurer:

Mr David Palfreyman, *New College, Oxford*

Governing Council Members:

Harriet Barnes, *Higher Education Funding Council for Wales*

Dr Ibrar Bhatt, *Queen's University Belfast*

Professor Rachel Brooks, *University of Surrey*

Ms Andrea Cameron, *Abertay University*

Professor Jane Creaton, *University of Portsmouth*

Professor Susan Harris-Huemmert, *German University of Administrative Science, Speyer*

Dr Emily Henderson, *University of Warwick*

Professor Pauline Kneale, *University of Plymouth*

Professor Anna Mountford Zimdars, *University of Exeter*

Professor Jacqueline Stevenson, *Open University*

Professor Gina Wisker, *University of Bath*

Chief Executive Officer

Dr Clare Loughlin-Chow

Executive

Franco Carta *Finance Officer*

Rob Gresham *Manager: Operations & Finance / Company Secretary*

Dr Sinéad Murphy *Manager: Conferences and Events*

Dr Rihana Suliman *SRHE Coordinator: Events, Operations, & Projects*

Katie Tindle *Business Development and Engagement Lead*

CHAIR'S INTRODUCTION



Financial year August 2021 – July 2022
Reporting year January 2022 – December 2022

Thank you for taking time to read our 2022 Annual Report, the Society's first such review since 2019. There was a pause as the pandemic focused all our efforts towards setting up and managing SRHE meetings, publications, workshops and conferences online. In the past twelve months we have seen the re-establishment many activities, and as the events reported here evidence, we are moving forward again.

This has been my first year as Chair of the Society for Research into Higher Education. I was very pleased to be invited by the Governing Council in January to take over the Chair from Professor Chris Pole who had steered the Society with calm, humorous excellence for the previous five years. Chris has given brilliant leadership to the Society and worked tirelessly with the Team to see us through the pandemic. I miss his outstanding committee skills.

It is pleasing to observe that although the Society continued to face COVID-related challenges over the course of the year, it continued to provide a significant catalogue of activities, and saw it build upon the significant experience it has gained of on-line engagement, whilst also overseeing the beginnings of a return to in-person activities. Highlights include:

- A recovery in our membership numbers, which, like those of many societies, saw a drop over the course of the pandemic. At September 27th 2022 we had a membership of 834, in contrast to 694 at this point in 2021, a gain of 20% [CLC1] [KT2]
- The 2022 Annual Conference on Mobilities in Higher Education, saw 477 delegates registered, with 160 papers accepted for presentation out of 254 submissions [CLC3], and 40 different countries represented by international delegates. This conference was held entirely online (as was the 2021 conference) over the course of 5 days, using the format to further support the theme of mobilities. Plenaries were scheduled to accompany thought-provoking paper groupings, discussions, symposia, network sessions, and a virtual poster gallery. Our editors and publishers also provided sessions that were useful for new researchers and more experienced colleagues alike. We plan to return to an in-person conference in 2023, but will continue to offer some element of on-line participation, in line with delegates' feedback and experience gained from our two very successful online conferences.

- 1,037 participants attended across 41 Network and Professional Development events . Our thanks go to our Network Convenors and Workshop Facilitators for their hard work and dedication during this difficult period, and their willingness to adapt to online provision. The majority of events were held online during 2022 as we began to reintroduce in-person events to our programme towards the end of the year.
- The granting of 4 research awards (£10,000 each) and two scoping awards (£5,000 each), on topics ranging from the roles of ancillary staff in HE, through to decolonisation initiatives in the curriculum. 3 newer researchers awards (£3,000 each) were also granted in 2022.

2022 has been a period of change and recovery. Over the course of the year we have also said goodbye to the Director, Hon Treasurer and Vice Chair. As the newly-appointed chair, among my first tasks was to find replacements for our Director and Treasurer -- both big roles to fill. Helen Perkins was ready to move on to other challenges after 17 years as Director, leaving in June 2022. Her leadership and steering of the Society has been outstanding, and I know many members will miss seeing her at conference. David Palfreyman stood down as Treasurer at the end of the year after a similarly lengthy term. His careful stewardship of the funds has been exemplary and his expertise with investments leaves us in good order. During the course of the year personal reasons meant that Helen Higson, who had been Vice Chair of General Council also resigned her role.

Happily we have been able to fill all these roles by the end of the year. We have welcomed Clare Loughlin-Chow to the Directorship, Andrea Cameron as Treasurer and Professor Jacqueline Stevenson as Vice Chair. New trustees elected in the autumn are Dr Dina Belluigi, Dr Karen Gravett and Professor Chris Millward. I also want to highlight the 'Get Involved' initiative launched this year to help members understand how the Society is organised and to enable more people to engage with us in various ways. This has led to welcome new additions to the committees.

The 2022 AGM began the process of consideration of further development and strategic thinking across 2023, with a consideration of the results of the member survey conducted in July 2022. The survey was designed to help gain insights in order to strengthen our member offering, refine our current activities and design new ones, and identify which areas of growth are of particular importance to our members. Its results will help to inform our forward planning.

Professor Pauline Kneale
Chair

A WORD FROM THE SOCIETY'S DIRECTOR



Financial year August 2021 – July 2022
Reporting year January 2022 – December 2022

In this, my first commentary on an SRHE annual report, I must of course first acknowledge and thank my predecessor, Helen Perkins, and the executive team, who provided essential support to our members during the challenging period of the pandemic, and the bulk of whose work is reflected in these pages. I was delighted to be appointed as CEO in September 2022, and can attest to the excellent condition of the Society, and the work done to ensure as seamless a transition as possible.

In her introduction, the Society Chair has provided a comprehensive overview of the Society's central activities and the different ways in which we have connected and engaged with research and researchers over what has been a difficult period for staff and members alike. The team made a virtue out of a necessity in adapting to online provision of services, and encouraged ongoing communication and engagement. In a challenging period where many other charities and societies found it difficult to cope, SRHE continued to pursue its goals of supporting and disseminating research, supporting both new and established researchers, engaging on policy issues, and providing fora for discussion and opportunities for publication. The pursuit of its mission to advance the understanding of higher education did not founder in the face of the enormous challenges posed.

The Society's primary engagement is conducted through activities such as our Networks and our extensive programme of Research Seminars; Professional Development Programmes, our Annual Conferences and funding of Research Awards. In addition, SRHE is a major publisher of research, with three Society-owned titles: *Studies in Higher Education*, *Policy Reviews in Higher Education*, and *Research into Higher Education Abstracts*, alongside a joint partnership with Routledge on the SRHE Book Series and with Wiley on *Higher Education Quarterly*.

These represent the Society's core activities, but within this broad framework, and even in the context of the challenges posed by the pandemic, we are looking ahead, seeking new approaches in our activities and broadening our connectivity within higher education on a global basis. The development and design of new courses and content depends on keeping closely in touch with the research landscape in our field, enabling us to spot new topics and react quickly to provide opportunities to explore these ideas.

Internally within the Society, forward momentum is ensured via the support and input of the SRHE Research and Development Committee, Publications Committee, our Research Network Convenors, and the facilitators of our Professional Development Workshops. Our events and annual Conference provide opportunities to meet with individual members of the Society and research groups. Externally we continue to grow and sustain much wider international connections and relationships. Strong international participation at our annual conferences leads to many new connections being forged with and amongst delegates.

As both an independent, self-funded small business and a registered charity the business of running a Learned Society is subject to substantial regulation and scrutiny, with the introduction of new codes of conduct and ethics for charities and new legislation introduced regularly. The substantive review of our *Articles of Association* and *Bye-laws* conducted by the Governance and Appointments Committee and adopted in November 2020 represented a critically important exercise in good governance, and the revisions have bedded in across 2021-2022, with a further review planned for 2023. Keeping abreast of regulatory compliance and advising the Society on impact must always run in parallel alongside all our academic and scholarly work and activities.

The Society also took the opportunity afforded by the pandemic to review its office arrangements, again making a virtue of the necessity of pandemic-imposed remote and hybrid working. New premises in the NCVO building on Regent's Canal were secured in 2022, with the move taking place in the spring and early summer. The new office and meeting space offer flexible and affordable provision for the Society's team and wider activities, with excellent IT and AV provision. We look forward to making the most of the opportunities the space affords as we add returning in-person activities to continuing online provision in 2023, and look forward to welcoming members to engage with us in this lovely new space. Please consider this an open invitation to come and see us!

The Society Executive team is very small, just six people, some part-time. Everything we do and achieve is as a team effort. This has been another very busy and active year which also saw some staffing changes, Francois Smit having left in 2021 (ably succeeded by Sinéad Murphy), and Rihana Suliman joining in 2022. They worked with the rest of the team – Rob Gresham, Franco Carta, and Katie Tindle – in playing a significant role in the Society's continuing success throughout the pandemic. I feel that it is very important to recognise this and express thanks for the team's commitment, support, and hard work, leading to the excellent results for the Society and its members reflected in this report. I am extremely impressed by the level of dedication and high-quality work that has supported the Society throughout the pandemic, and the team's role in this, along with that of the previous Director, Helen Perkins, should not be underestimated.

I am very much looking forward to working with colleagues, society members, and external stakeholders throughout 2023 and beyond, building on the excellent basis outlined in this report to further develop a strategic approach for the advancement of an understanding of higher education.

Dr Clare Loughlin-Chow
CEO

MEMBERSHIP UPDATE

CURRENT MEMBER BENEFITS

- Free delegate place at the 2022 SRHE Annual Conference (5-9 December 2022, online)
- Free attendance at any SRHE Seminars and SRHE supported events
- Full online access to *Higher Education Quarterly*
- Reduced rates (over 50%) for *Studies in Higher Education* & free on-line access to the journal archive
- Free copies of *SRHE News*, providing an international review of all that is current in research into HE
- 20% discount on all books and journals published by Wiley Publishing
- A reduced Article Processing Charge (APC) for Gold Open Access publication in the *Studies in Higher Education* journal
- The opportunity to apply for SRHE annual research grants
- Free subscription to Research into Higher Education Abstracts, including on-line access to the current issue and the full on-line archive of Abstracts
- On-line access to Higher Education (HE) journals such as *Teaching in HE*, *Assessment & Evaluation in HE*, *European Journal of HE*, *Innovations in Education and Teaching International*, *Journal of Marketing for HE*, *Perspectives: Policy and Practice in HE*, and *Quality in HE*
- 30% discount on all books published by Routledge/Taylor and Francis
- Access to a member-only resource of detailed examples of previously successful applications for SRHE Award funding

MEMBER RATES 2021-22

Stand membership	-----	£110.00
Retired (annual subscription)	-----	£70.00
Retired (lifetime membership)	-----	£300.00
Student*	-----	£50.00
Print subscription to <i>Studies & Policy Reviews in HE</i>	-----	£80.00
<i>Higher Education Quarterly</i>	-----	£35.00

For residents of Official Development Assistance countries – as defined by the OECD's Development Assistance Committee at <http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/dac-list.htm> reduced rates of membership apply. If you are currently receiving a local salary in countries that appear in any of the columns within the OECD eligibility list a 75% discount on the above rates is available.

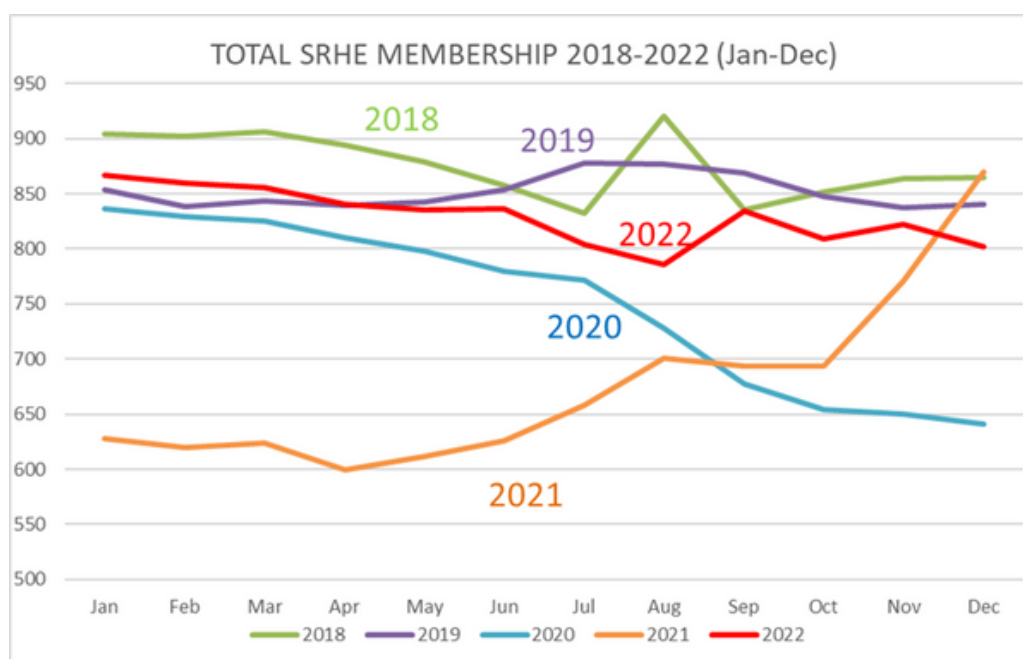
CURRENT MEMBERSHIP NUMBERS (in comparison with last year)

Member Group	30.09.2021	27.09.2022	% Change
Individual	514	596	+16%
Retired	67	65	-3%
Student	99	137	+37%
From ODA countries	14	36	
TOTAL	694	834	+20%

Membership Numbers

We've experienced an encouraging year-on-year increase in our number of members in comparison to 2021. We believe this lull had much to do with the wide reaching effects of the Covid-19 pandemic, which impacted our ability to deliver in-person events – one of our key member benefits. However, by sharing a varied suite of online benefits, in particular offering a free online annual conference attendance to members, we were able to rebuild our member base by +20%. The snapshot view above is taken at September in order to demonstrate the effect of the push on conference registrations in 2021, which was still being felt but evened out in 2022.

The average 2021 calendar year membership was 657 (based on monthly snapshots), and this increased in 2022 to 833, nearing pre-pandemic levels. The table below of memberships across five years gives a more detailed picture of the COVID-related fluctuations in membership and the recovery encouraged and experienced over the past two years.



CURRENT MEMBERSHIP NUMBERS (in comparison with last year)

SRHE has an international membership, with members based in over 45 countries. According to addresses provided at registration, the majority of members are based in Europe (88%), followed by Oceania and Asia (4% each), North America (3%), Africa (1%), and South America (>1%).

Membership Income

With over £61,000 received by July 31st 2022, we rose more than our budgeted membership income, bringing in £6,550 over a budgeted £55K. This is a 15% increase on the 2020-21 financial year, during which the Society received just over £53,000 in membership.

Membership types and categories

The table below shows the membership mix across the 3 categories over the past 3 years

Membership type	Individual	Student	Retired
2020	72%	17%	11%
2021	*78%	*16%	5%
2022	*75%	*17%	8%

*Including ODA members



Rob Gresham
Manager: Operations and Finance

Standing Committees (as at 15th December 2022)

GOVERNANCE AND APPOINTMENTS COMMITTEE

Acting chair: Professor Jane Creaton

University of Portsmouth

Committee members:

Harriet Barnes

Higher Education Funding Council for Wales

Professor Pauline Kneale

University of Plymouth

Professor Susan Harris-Huemmert

Ludwigsburg University of Education

MANAGEMENT AND FINANCE COMMITTEE

Chair: Professor Pauline Kneale

University of Plymouth

Committee members:

Ms Andrea Cameron

Abertay University

Professor Jacqueline Stevenson

University of Leeds

Mr David Palfreyman

New College, University of Oxford

Research and Development Committee

Chair: Professor Jacqueline Stevenson

University of Leeds

Vice chair: Dr Camille Kandiko Howson

Imperial College London

Committee members:

Dr Ibrar Bhatt

Queen's University, Belfast

Dr Charlie Davis

University of Nottingham

Freya Ernsting

Manchester Metropolitan University

Dr Neil Harrison

University of Oxford

Dr Emily Henderson

University of Warwick

Dr Anesa Hosein

University of Surrey

Dr Sam Illingworth

Edinburgh Napier University

Dr Jennifer Leigh

University of Kent

Professor Pauline Kneale

University of Plymouth

Dr Justine Mercer

University of Warwick

Dr Namrata Rao

Liverpool Hope University, UK

Dr Stuart Read

Bath Spa University

Mr Steve Woodfield

British Academy

SRHE Conference 2022



Mobilities in Higher Education

5 - 9 December 2022, Online event

The 2022 Conference invited analyses of mobilities, and barriers to movement, occurring at every scale of the higher education landscape and reflections on material and imaginative geographies of (staff/student) mobility. These topics were discussed in depth by the plenary speakers:

- Access, Participation and (Im)mobilities in Higher Education
 - Dr Emily F. Henderson, University of Warwick, UK
 - Dr Nidhi S. Sabharwal, National Institute of Educational Planning and Administration (NIEPA), New Delhi, India
- Reframing Education in Emergency
 - Dr Tom Parkinson, Senior Lecturer, Centre for the Study of Higher Education, Reader and Programme Director of the MA and PGDip in HE, University of Kent, UK
 - Professor Miassar AlHasan, Head of Sham University Studies and Research Centre, Syria
 - Dr Abdulkader Rashwani, Sham University Deputy Rector and Dean of the Faculty of Engineering, Syria
 - Professor Aysha Divan, Faculty of Biological Sciences Director of Student Education, University of Leeds.
- Imagined Futures for Higher Education
 - Professor Johanna L. Waters, University College London, UK
 - Professor Rachel Brooks, University of Surrey, UK
 - Professor Louise Morley, Emerita Professor at the University of Sussex, UK

Videos of these presentations, are available to watch via the SRHE website at <https://srhe.ac.uk/plenary-speakers/>

A total of 160 individual papers, 9 symposia and 16 posters were accepted for presentation at this year's conference, across a range of research domains and from authors at a variety of career stages. 477 registered delegates hailed from 40 countries*, across Europe (85% of delegates), Asia (5%), Oceania (4%), North America (3%), Africa and South America (1% each).

**Based on home institution given at registration*

SRHE Conference 2022



Mobilities in Higher Education

5 - 9 December 2022, Online event

Amongst this packed programme of innovative research, we were also pleased to host:

- Editor sessions with Professor Ellen Hazelkorn, joint Editor of Policy Reviews in Higher Education on “Journal publishing for policy impact” and Dr João Miguel dos Santos of Higher Education Quarterly on “Demystifying Peer Review”
- Networking events hosted by our Higher Education Policy; Learning, Teaching and Assessment; Newer Researcher; Postgraduate Issues; and Employability, Enterprise and Work-Based Learning Networks
- Sponsored sessions and workshops from Routledge, Taylor and Francis, Vitae and Bloomsbury, and workshops for Early Career Researchers.
- A launch event for our forthcoming SRHE series on Landscapes of Learning for Unknown Futures: Prospects for Space in Higher Education with Prof Sam Elkington and Dr Jill Dickinson. Learn more about the series here: [click here](#)
- An introduction to SRHE Accolades. The Accolades are range of awards recognising the contributions of our members to the field of Higher Education, to the academic community, and to SRHE itself. To learn more about the Accolades [click here](#)

We're also very pleased to congratulate Fionna McLauchlan, King's College London on winning our Newer Researcher poster prize. The winning poster can be viewed [here](#) along with the other excellent submissions.

We owe thanks to all authors and delegates for making the 2022 conference such a vibrant and enjoyable event, as well as our invaluable teams of Moderators, Reviewers and Session Chairs, without whom these events would not be possible

SRHE RESEARCH AWARDS 2022

After peer review, selection panel discussion and consensus, the Society made the following awards in 2022:

- Four Member-only awards of £10,000 each for research focused on any aspect of higher education
- Two Scoping awards of £5,000 each for the exploration of any new or emerging area of higher education research, leading to a plan for further research. Scoping awards were open to all and applications were received from members and non-members of the Society.

Research Awards 2022: 4 awards of £10,000 each

From students to graduates: Examining the post-graduation transitions of care-experienced higher education students in Wales
by Dr Ceryn Evans, University of Swansea

Governments harnessing the power of data to get 'value for money': Simulation studies evaluating England's Office for Students B3 Proceed Metric
by Dr Alexander Bradley, University of Portsmouth

Doing the dirty work of academia? Ancillary staff in UK Higher Education
by Prof. Marie-Pierre Moreau, Anglia Ruskin University

Measuring the relationship between institutional diversity and student equity in Latin American countries
by Prof. Maria-Ligia Barbosa, Federal University of Rio de Janeiro

Research Awards 2022: 2 awards of £5,000 each

From students to graduates: Examining the post-graduation transitions of care-experienced higher education students in Wales
by Dr Ceryn Evans, University of Swansea

Governments harnessing the power of data to get 'value for money': Simulation studies evaluating England's Office for Students B3 Proceed Metric
by Dr Alexander Bradley, University of Portsmouth

Awards completed since the last annual report

The following is a summary of award progress since the last report, published in 2019. Many of our awardees experienced their work was significantly disrupted during the pandemic, but remained flexible and proactive despite impacts on travel, staffing and access to participants, often reworking their scheme of research to mitigate these problems. We are pleased to share with you the following updates on these funded projects:

2019 Research Awards	
Access to Attainment: What are the Responsibilities of Universities towards their Diverse Student Communities? <i>by Mary Deane, Oxford Brookes University & Sian Alsop, University of Coventry</i>	Read the final report
Cash Cows or Pedagogic Partners? Mapping pedagogic practices for and with international students <i>by Sylvie Lomer & Jenna Mittelmeier, University of Manchester</i>	Read the final report
Understanding University Academic Staff Attitudes towards Recognising and Responding to Student Radicalisation: The role of universities as safeguarders in the 21st Century <i>by David Parker, Aston University & Lasse Lindekilde, Aarhus University</i>	Read the final report
Managerialism and academic professional autonomy – power and resistance in post-1992 and Russell group universities: The case of lecture capture technology <i>by Nataliya Rummyantseva, Ruth Ballardie, & Ratnes Alakahone, University of Greenwich</i>	Read the final report
Developing Compassionate Pedagogical Practice with Students as Co-Researchers: A Focused-Ethnographic Case Study <i>by Kathryn Waddington & Bryan Bonaparte, University of Westminster</i>	Final report in review
Transnational Academic Mobility to Global South: An Exploratory Study of International Faculty in China <i>by Xin Xu, CGHE, University of Oxford & Giulio Marini, University College London.</i>	Read the final report

2019 Scoping Awards	
The coming “intelligent university”? Exploring the potential impact of artificial intelligence (AI) on UK Higher Education <i>by Andrew Cox, University of Sheffield</i>	Read the final report
How are we positioning apprenticeships? A critical analysis of job adverts for degree apprentices <i>by Khristin Fabian & Ella Taylor Smith, Edinburgh Napier University</i>	Read the final report
Representations of Gypsy, Roma and Traveller Communities in higher education widening participation discourse: a critical review and agenda for future research <i>by Natalie Forster, Northumbria University & Dr Christina Cooper, Newcastle University</i>	Read the final report

Awards completed since the annual last report

2020 Research Awards	
Dear Diary: Equality implications for female academics of changes to working practices in lockdown and beyond <i>by Kate Carruthers Thomas, Birmingham City University</i>	Read the final report
Transforming performance pedagogies: interactions between new technology and traditional methods <i>by Christina Guillaumier & Diana Salazar, Royal College of Music</i>	Final report in review
Academic profession, contingent employment and career pathways during a crisis <i>by Elina Meliou, Aston Business School & Ana Lopes, Newcastle University Business School</i>	Read the final report
The Contribution of Universities to Racial Equity: Epistemic Violence and Alternative Forms of Cultural Capital <i>by Rajani Naidoo, University of Bath, Professor Andre Keet, Nelson Mandela University, South Africa, & Professor Stephanie Lavaux, Universidad del Rosario, Colombia</i>	Final report due Jan 2023

2020 Scoping Awards	
Investigating how socio-economic background influences music students' aspirations, sense of identity and belonging within UK conservatoires <i>by Kirsty Devaney, Birmingham City University</i>	Final report due Jan 2023
Marking whiteness in widening access and participation policy <i>by Manny Madriaga, Sheffield Hallam University</i>	Read final report

Research Awards 2021, reports due spring 2023	
Belonging to and beyond higher education in hybrid spaces <i>by Dr Karen Gravett, University of Surrey</i>	
'Sort by relevance': Exploring assumptions about algorithm-mediated academic literature searches <i>by Dr Katy Jordan, University of Cambridge</i>	
Who do you think you are: An exploratory investigation of medical students' development of their possible selves <i>by Dr Ana Madeira Teixeira Baptista, Imperial College, London</i>	
Scoping Awards 2021, reports due spring 2023	
Chinese Higher Education Pedagogies in Social Sciences and Humanities: An Academic and Policy Literature Review <i>by Dr Miguel Antonio Lim, University of Manchester</i>	
Graduate Employability in an Era of 'Technological Unemployment' <i>by Dr Jisun Jung, University of Hong Kong</i>	
Pursuing higher education in contexts of socio-spatial exclusion: a scoping study of the educational trajectories of youth from informal settlements <i>by Dr Faith Mkwanzani, University of the Free State</i>	

Newer Researcher Award

Winners 2022

These awards provide funding to Newer Researchers intending to pursue a career in higher education research, with which to undertake an initial research project. Successful award holders are provided with the support of a mentor, and are invited to become a member of the Society's Research and Development Committee which enables a wider involvement in higher education research developments. In 2022, the Society was delighted to make three awards of £3,000 as follows:

Exploring awarding gaps for British Black students at university through Participatory Visual Ethnography
Laura Barnett, University of Surrey.

Laura Barnett joined the Surrey Institute of Education at the University of Surrey in April 2018 as a Lecturer in Higher Education. Prior to this she has worked as a student learning developer at several UK universities, with specialist roles in supporting students from widening participation backgrounds. Laura completed her PhD in 2018 at Canterbury Christ Church University with an ethnographic study of youth 'binge' drinking in the UK. She also holds a BA (Hons) Media and Cultural



Studies. Laura's research interests relate to inclusivity and inequalities in higher education where she is keen to further develop her educational research interests using participatory and visual ethnographic approaches to explore lived experiences in HE.

In this SRHE project, Laura will explore how Black British students experience their learning, teaching and curriculum (including content, design, delivery and assessment) at university from different disciplinary perspectives to explore how these experiences might explain awarding gaps. This will be achieved through a participatory visual ethnographic approach which entails students acting in a dual role as both researchers and participants with Laura, adopting ethnographic methods (e.g. participant observation, engaging in interviews etc.) to collect qualitative data exploring students' social identities and experiences of diversity and inclusion in learning and teaching. It is hoped that this study will bring to the forefront the voices and experiences of Black students offering qualitative insights relating to inequalities around awarding gaps for black students that are enduring in HE.

Newer Researcher Award Winners 2022

Scientific collaborations between the United Kingdom and Middle Eastern and North African countries in the post-Brexit and post-pandemic world
Yusuf Ikbal Oldac, Hong Kong Research Grants Council & Lingnan University



Yusuf Ikbal Oldac is a Hong Kong Research Grants Council Post-Doc Fellow at the Institute of Policy Studies, Lingnan University. He recently graduated from his fully-funded PhD study at the University of Oxford. Yusuf received his undergraduate degree from Turkey's Boğaziçi University, Faculty of Education and master's degree from Turkey's Middle East Technical University in Educational Leadership and Administration. He is the recipient of multiple academic and research awards

from institutions such as the British Association for International and Comparative Education and the Oxford Centre for Islamic Studies. His overall research focuses on global science and international higher education.

For his SRHE-funded project, Yusuf will investigate the scientific collaborations between the UK and Middle Eastern and North African (MENA) countries. Such scientific collaborations are significant for post-Brexit and post-pandemic Britain, as the scientific collaborations with European countries are stagnating, according to the latest Web of Science data. By contrast, the UK's research collaborations with MENA countries are on an increasing trend. For the UK, MENA countries are the immediate neighbours beyond Europe. As part of the global trend of pluralisation of science systems, MENA countries have rapidly developed more productive science systems. Therefore, the increased collaborations between the UK and MENA science systems are mutually beneficial and could lead to a lasting positive impact on global science.

Newer Researcher Award

Winners 2022

Narrative CVs – evaluative storytelling and the construction of academic value(s)
Justyna Bandola-Gill, University of Birmingham

Justyna Bandola-Gill holds a PhD in Science and Technology Studies from the University of Edinburgh. She is currently working as Research Fellow at the University of Edinburgh and soon will be joining the University of Birmingham as an Assistant Professor in Sociology and Social Policy. Justyna's research focuses on the cultural, institutional and political effects of measurement and evaluation with a focus on higher education and sustainable development. She has a particular interest in the evolving evaluation principles (for example the research impact agenda) and their impact on the broader academic cultures.



In this SRHE project, Justyna will explore the emergent practices of evaluation involved in the assessment of narrative CVs. This CV format, recently introduced by UKRI, asks researchers for a descriptive story of their contributions to the field, leadership potential and wider societal impact, rather than just a list of publications and grants. The aim of this innovation is to reconfigure the reward and recognition system in order to capture a diversity of contributions, practices and career paths in academia. The goal of this SRHE project is to explore the narrative evaluative inquiry involved in the assessment of narrative CVs to investigate whether this format indeed lends itself to an appreciation of different values in academic life and whether (and how) it extends the idea of 'excellence' beyond metrics. It will do so by exploring both story-telling and story-listening involved in the assessment of academic CVs. The project will employ an innovative methodology, including vignette-based qualitative interviews to explore the assessors' interpretative processes involved in the assessment of standard and narrative CVs.

SRHE MEMBER SURVEY

You said, we did

In July of In July of 2022 year we issued our first holistic member survey. We issued this survey to help gain insights in order to strengthen our member offering, refine our current activities and design new ones, and identify which areas of growth are of particular importance to our member community.

We received 175 responses (21% membership), who identified themselves at the following career stages:

- Early career 26%
- Mid-career 30%
- Established 36%
- Retired 8%

The majority of our members classify themselves as teaching focussed academics (74), or research focussed academics (71). Around 25% of members express having multiple primary roles, particularly combining teaching and research.

You said	We did
We're not sure how to access our membership benefits.	We have produced an onboarding pack for new members explaining their benefits and where to find them which will be sent to members on renewal of their membership, and is also available to read in the member section of the SRHE website .
We want more support with funding applications.	We've created a funding library of previously successful award proposals to help inform your own applications which is available in the member section of the SRHE website . We also hold introductory webinars as part of our funding calls so that individuals have an opportunity to ask questions of our panel and previous winners.
We want to see an in-person conference in 2023.	For 2023 SRHE is planning an-person conference with an additional online element, further details of which will be released to members in Spring 2023.

SRHE MEMBER SURVEY

You said, we did

You said	We did
We want more in person and networking events but we also want to maintain the flexibility of online engagement	<p>We are holding a mix of in-person and online Network and PDP events throughout 2023. We also programme some online events outside of UK office hours to accommodate our members outside of Europe and those with working commitments, for example SRHE AcWriMo Power Hour of Writing sessions held in the evening and on weekends. We are also exploring hybrid events and flexible learning, for example through our forthcoming symposia series on Landscapes Of Learning For Unknown Futures: Prospects For Space In Higher Education</p>
We would like more developmental support	<p>We have made progress by introducing:</p> <ul style="list-style-type: none"> • The Get Involved initiative which allows members to self-nominate to SRHE Committees and other roles in the Society • <u>SRHE Accolades</u>, a suite of awards recognising the good work of member of our community • SRHE Award library, a reference library of successful SRHE Award proposals <p>We also hold annual developmental Newer Researchers awards, and regular Professional Development Programme events designed to connect and support researchers and practitioners at a range of career stages.</p>
We're not sure how to get more involved	<p>We are continuing work to make SRHE governance and processes more transparent and inclusive. We have already:</p> <ul style="list-style-type: none"> • introduced a Get Involved form to the SRHE Website, which allows members to enquire about opportunities with the Society, committees and networks • made the process to become a convenor more streamlined and have added details of this process to https://srhe.ac.uk/networks/ • simplified the process of joining a committee, the process of which is being added to the SRHE Bye-Laws, available https://srhe.ac.uk/about-srhe/governance/

SRHE MEMBER SURVEY

You said, we did

You said	We did
<p>We want to see more of particular topics and issues:</p> <ul style="list-style-type: none">• Sustainability• Social justice• Staff/researcher and managerial development• Interdisciplinarity	<p>Our Network convenors and SRHE Conference Manager are actively exploring events on these topics. To see our upcoming event listings visit https://srhe.ac.uk/events/ or suggest an event on these topics via https://srhe.ac.uk/get-involved/</p>
<p>We would like more engagement with higher education policy.</p>	<p>We have relaunched our Higher Education Policy Network with convenors Karen Smith and Colin McCaig.</p> <p>In 2022 we held the in person event 'Bridging the gap: improving the relationship between higher education research and policy', and the webinar 'Engaging with Policy, Writing for Parliament'.</p> <p>We have also established a HEP Network discord channel, for members to share policy news and events.</p>

We are currently working through a plan of action arising from the responses to the members, and executive recommendations after consultation with our Governing Council, and plan to revisit the progress made and next steps at a strategy meeting in 2023.

Finally, we are designing more regular opportunities to hear from members and allow them to shape our future trajectory.

STUDIES IN HIGHER EDUCATION



Published by: Routledge Taylor & Francis Group

Frequency: Ten issues per year plus two special issues

Print ISSN: 0307-5079

Online ISSN: 1470-174X

This journal has a wide ranging interest in higher education and the social and institutional contexts within which it takes place, but gives particular emphasis to education as practice, with a view to influencing its development.

Editor in Chief:

Professor Creso Sá

Ontario Institute for Studies in Education, University of Toronto, Canada.

Senior Editor:

Professor Maria Slowey

Higher Education Research Centre (HERC), Dublin City university, Ireland.

Associate Editor:

Dr Johanna Annala, Faculty of Education and Culture, Tampere University, Finland.

Professor Molly Lee, School of Educational Studies, Universiti Sains Malaysia, Penang, Malaysia.

Dr Christian Schneiderberg, International Center for Higher Education Research (INCHER), University of Kassel, Germany.

Associate Professor Wen Wen, Institute of Education, Tsinghua University, China.

Special issues Editors

Associate Professor Jens Jungblut, Department of Political Science, University of Oslo, Norway.

Professor Sarah O'Shea, National Centre for Student Equity in Higher Education, Curtin University, Australia.

2022 has been a good year for Studies in terms of its publication figures and impact. In 2022, Studies received 775,000 downloads, on a par with 2021, and with the most downloaded article receiving 15,695 downloads. The largest proportion of downloads are from the UK/Europe (45%), followed by Asia (19%), North America (17%), Australasia (12%) and Africa (5%). Studies received a 2021 Impact Factor of 4.017, ranking the Journal 46 of 267 in the Education and Education Research category; and a CiteScore of 7.20, ranking the Journal 51 of 1406 in the Education category (note that the 2022 Impact factor will be made available in mid-2023).

SRHE PUBLICATIONS

HIGHER EDUCATION QUARTERLY

VOL. 74 NUMBER 1 JANUARY 2020

Higher
Education
Quarterly



Published by: Wiley-Blackwell

Frequency: Four issues per year

Print ISSN: 0951-5224

Online ISSN: 1468-2273

Higher Education Quarterly occupies a critical space in promoting research into higher education policy and practice internationally. Its remit includes, for instance, institutional approaches to the student experience, management and leadership; system-wide issues such as student funding and widening participation; and international responses to global market environments. It places particular emphasis on comparative material as opposed to single institution or local case studies.

The journal is unique in bringing together issues arising from academic policy and practice and thereby serving a broadly based readership.

Editors:

Dr Tatiana Fumasoli, UCL Institute of Education, University College London

Dr Christine Teelken, Vrije Universiteit Amsterdam (VU Amsterdam), Netherlands

Associate Editor:

Dr João M. Santos, Instituto Universitário de Lisboa (ISCTE-IUL), Portugal

In 2022 Higher Education Quarterly celebrated its 75th anniversary, and the editors produced a piece on the history of the journal to mark this occasion. The journal continues to perform well, but acceptance rates declined across 2022, and there are ambitious targets set for 2023. HEQ will receive its first impact factor in July 2023.

POLICY REVIEWS IN HIGHER EDUCATION



Published by: Taylor & Francis

Frequency: Two issues per year

Print ISSN: 2332-2969

Online ISSN: 2332-2950

The journal aims to open up a space for publishing in-depth accounts of significant areas of policy development affecting higher education internationally. Authors from a range of disciplinary backgrounds are encouraged to analyse higher education from fresh perspectives, including drawing on concepts and theories from other academic fields.

SRHE PUBLICATIONS

POLICY REVIEWS IN HIGHER EDUCATION CONT.

Joint Editors:

Ellen Hazelkorn, Higher Education Policy Research Unit (HEPRU), Dublin Institute of Technology

William Locke, University of Melbourne, Australia

Associate Editors:

Hamish Coates, Tsinghua University, Beijing City, China

Hans De Witt, Centre for International Higher Education, Boston College, USA

In 2022, Policy Reviews in Higher Education received 36,703 downloads, a 49% increase on 2021, with the most downloaded article receiving 21,062 downloads. The largest proportion of downloads were from the UK/Europe (39%), followed by Asia (25%), North America (17%), Australasia (8%), Africa (6%) and Central and South American (5%). The journal will be receiving its first CiteScore in June 2023, and an application has been submitted for the inclusion of Reviews in the ESCI.

RESEARCH INTO HIGHER EDUCATION ABSTRACTS



Published by: Taylor & Francis

Frequency: Three issues per year

Print ISSN: 0034-5326

Online ISSN: 1467-5862

'Research into Higher Education Abstracts is a hugely valuable resource for anyone interested in research into higher education. The online database is easily accessible and the search options allow you to search by category, which is immensely helpful when investigating a particular topic area. It can get you to relevant articles much quicker than other more generic database searches. It also covers a huge range of international journals and therefore alerts you to

research that has been published in journals you might not routinely access.

The breadth of coverage of articles in the database is impressive and can enable access to articles otherwise difficult to locate. It is a very helpful and important database for any researchers into higher education and certainly a resource that can be recommended for anyone new to the field of higher education research.'

Dr Lisa Lucas, Graduate School of Education, University of Bristol.

Editor: Dr Roz Collings

University of Wolverhampton, UK

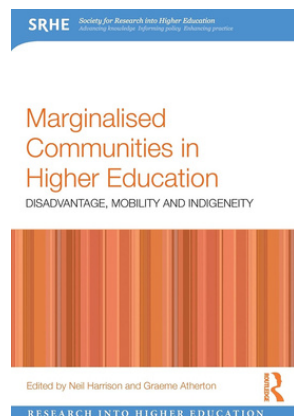
Associate Editor: Dr Shweta Misra

International Centre for Higher Education Research, Kassel, Germany

Research Into Higher Education Abstracts has seen significant activity over 2022, with the number of searches doubling from 2021 (419,897 searches in total). Record views (where the user clicks through to download the full PDF of the article) remain steady as in previous years, hovering around the 500 mark (471 in 2022). The print publication of Abstracts remains popular, however, with many readers preferring to access this publication in a more traditional manner.

SRHE PUBLICATIONS

SRHE/ROUTLEDGE BOOK SERIES



The first book in the SRHE/Routledge series was published in February 2012, and by the end of 2022 a total of 29 books had been published. An additional four titles are due to be published in the near future, with further three titles in development. The series editors' book is also available via open access, and we hope that this will encourage more authors to consider OA options for books in the series.

Submissions to the SRHE Series

The Society continues to invite book proposals for inclusion in the series and welcomes submissions from single authors, co-authors and edited collections.

Initial enquiries on possible submissions may be addressed to the SRHE CEO at clare.loughlin-chow@srhe.ac.uk

Series Editors:

Professor Rachel Brooks
r.brooks@surrey.ac.uk

Professor Sarah O'Shea
sarah.oshea@curtin.edu.au

Publisher: Sarah Hyde, Routledge Books Sarah.Hyde@tandf.co.uk

Recent titles in the series

Marginalised Communities in Higher Education

Edited By Neil Harrison, Graeme Atherton (Published August 2021)

Diary Method in Higher Education Research

Edited By Xuemeng Cao, Emily F. Henderson (Published March 2021)

Reimagining the Higher Education Student

Edited by Rachel Brooks, Sarah O'Shea (Published March 2021)

Designing Effective Feedback Processes in Higher Education: A Learning-Focused Approach

By Naomi Winstone, David Carless (Published July 2019)

The Education Ecology of Universities: Integrating Learning, Strategy and the Academy

By Robert A. Ellis, Peter Goodyear (Published April 2019)

SRHE PUBLICATIONS

SRHE NEWS



This is an in-house, quarterly publication, which is sent electronically to all members of the Society. It provides a comprehensive overview of higher education policy in the UK and beyond, features contributions from members across the globe, and details of upcoming events as well as reports on recent activities. Back issues are available from the members' section of www.srhe.ac.uk. The 50th issue of SRHE News was published in October 2022, with an editorial giving an overview of its coverage of the eventual twelve years in the sector.

Editor: Professor Rob Cuthbert, University of the West of England
Rob.Cuthbert@uwe.ac.uk

SRHE BLOG



The SRHE blogsite www.srheblog.com launched in January 2014 has grown in terms of articles and readership over the past four years. It features short, topical articles on issues from policy to learning and teaching to the student experience and beyond, written by SRHE members as well as from further afield.

Editor: Professor Rob Cuthbert, University of the West of England
Rob.Cuthbert@uwe.ac.uk

SRHE Network & PDP Events 2022

During the past calendar year (1st Jan – 31st Dec) SRHE hosted 22 Professional Development Programme events, and 19 Network and SRHE events (41 in total). A total of 1037 delegates attended these sessions, an average of 25 per event.

The majority of events were held online during 2022 as we slowly reintroduced in-person events to our programme towards the end of the year. Our November 2022 event entitled Bridging the gap: improving the relationship between higher education research and policy was, for instance, well-attended by delegates eager to return to in-person provision. Looking ahead at 2023 we are planning a mix of online and in-person workshops and seminars throughout the year, building on the success of our digital programme and welcoming members into our new premises.

Further details of our past and forthcoming events are available from www.srhe.ac.uk/networks and <https://www.srhe.ac.uk/events/>

680 delegates attended our 19 Network events in 2022 (35 on average) across 8 Networks. Four events listed as SRHE were events devised as part of the SRHE seminar programme lead by other partners and individuals in the SRHE community.

Event title	Date	Network
What Makes a Good SRHE Conference Abstract?	26/01/22	Academic Practice
Preparing your SRHE Conference Submission	25/05/22	
Book Launch: Online Postgraduate Education in a Postdigital World: Beyond Technology	07/06/22	Digital University
Connect with the Network: Employability Enterprise and Work-Based Learning	18/05/22	Employability, Enterprise and Work-based Learning
Engaging with Policy, Writing for Parliament	04/05/22	Higher Education Policy
Bridging the gap: improving the relationship between higher education research and policy	4/11/22	

SRHE Network & PDP Events 2022

Event title	Date	Network
Posthuman Pedagogies in Higher Education	09/02/22	Learning Teaching and Assessment
Do No Harm: Bringing Compassion, Joy and Social Justice into Assessment	15/07/22	
Academics in Exile: Experiences, Aspirations and Potential	05/10/22	
Newer Researchers Connect Forum	12/05/22	Newer Researchers
Newer Researcher Work in Progress Webinar 1	30/08/22	
Newer Researcher Work in Progress Webinar 2	28/09/22	
Newer Researchers Meet-Up for 2022 SRHE Conference	29/11/22	
The Making of Doctoral Supervisors	16/02/22	Postgraduate Issues
UKCGE Research Supervisor Survey 2021: How do Supervisors Perceive and Experience Their Role?	22/06/22	
Higher Education, Colour Evasiveness, Belonging, and PGR Experiences	25/04/22	Student Access and Experience
Newer Researchers Awards webinar	13/01/22	SRHE Event
International Academic Mobility, Agency, and LGBTQ+ Rights	25/02/22	
Developing Insights into Professional Development for Practitioners in Academia: Pracademia	19/10/22	

Professional Development Workshops 2022

The Society continues to offer a series of professional development events to support student and postgraduate researchers, and to help build capacity in higher education. Below is a list of 22 workshops offered during 2022, which were attended by almost 357 delegates, an average of 16 delegates per workshop.

For more information about our forthcoming programme visit <https://www.srhe.ac.uk/events/>

SRHE Network & PDP Events 2022

Event title	Date
SRHE Power Hours of Writing	
Power Hour of Writing series	08/02/22 08/03/22 12/04/22 10/05/22 14/06/22 12/07/22
SRHE Power Hour Day of Writing	02/08/22
Essential professional skills	
Writing a Book Proposal	24/02/22
Presentation Skills	14/04/22
Writing with Impact for Broader Audiences	27/04/22
Presentation Skills: 2022 SRHE Conference	15/11/22
Chairing At SRHE Conference 2022: Guidance & Practice Session	18/11/22
Research methods	
Using Diary Method in Social Research	27/05/22
SRHE & the Non-Traditional Research Methods Network: Part 1, 'Being a Researcher'	17/06/22
SRHE & the Non-Traditional Research Methods Network: Part 2 "Doing Visual and Embodied Research"	7/10/22
Phenomenography: An Approach To Qualitative Research In Higher Education	8/11/22
Academic Writing Month (AcWriMo)	
SRHE AcWriMo: Forming Effective Writing Groups	1/11/22
SRHE AcWriMo: Power Hour of Writing	3/11/22
SRHE AcWriMo: Power Hour of Writing	10/11/22
SRHE AcWriMo: Power Hour of Writing	17/11/22
SRHE AcWriMo: Power Hour of Writing	23/11/22
SRHE AcWriMo: What Works and What's Next	29/11/22

Fellows

Name	Affiliation	Appointed
Professor Marcia Devlin	Federation University Australia	January 2014
Professor Lee Harvey	Copenhagen Business School	January 2013
Professor Monica McLean	University of Nottingham	January 2013
Professor Patrick Ainley	University of Greenwich	January 2012
Professor Carole Leathwood	London Metropolitan University	January 2012
Professor Jeroen Huisman	University of Ghent	January 2012
Professor Lynn McAlpine	University of Oxford/ McGill	January 2012
Professor Rob Cuthbert	University of West of England	January 2011
Professor Claire Callender	University of London, Birkbeck & UCL Institute of Education	January 2011
Professor Paul Trowler	University of Lancaster	January 2011
Professor Ian McNay	University of Greenwich	January 2011
Professor Rosemary Deem	Royal Holloway, University of London	January 2010
Professor Kerri-Lee Krause	Griffith University Australia	January 2010
Professor Robin Middlehurst	University of Kingston, UK	January 2010
Professor Ulrich Teichler	University of Kassel	January 2009
Professor Angela Brew	University of Sydney	January 2008
Professor Gunnar Handal	University of Oslo	January 2008
Professor Dai Hounsell	University of Edinburgh	January 2008
Professor Louise Morley	University of Sussex	January 2008
Professor Michael Shattock	UCL Institute of Education	January 2008
Professor Mantz Yorke	Liverpool John Moores University	January 2008
Professor John Brennan	Open University	January 2006
Professor Oliver Fulton	University of Lancaster	January 2006

Name	Affiliation	Appointed
Professor Malcolm Tight	University of Lancaster	January 2006
Professor Simon Marginson	University of Sydney, Australia	January 2004
Professor Gareth Parry	University of Sheffield	January 2004
Mr John Skelton	Open University Press	January 2004
Professor Noel Entwistle	University of Edinburgh	January 2002
Professor David Dill	University of North Carolina	January 2001
Professor James Ratcliffe	Pennsylvania State University	January 2001
Ms Harriet Croft	University of the West of England	January 2000
Dr Peter Maassen	University of Oslo, Norway	January 2000
Professor Ronald Barnett	UCL Institute of Education	January 1998
Professor Mary Henkel	Brunel University	January 1998
Dr John Wyatt	University of Chichester	January 1998
Dr Marianne Bauer	University of Gothenburg	January 1997
Professor Ingrid Moses	University of New England	January 1996
Professor Sheldon Rothblatt	University of California	January 1996
Professor Sinclair Goodlad	Imperial College London	January 1993
Professor Ference Marton	University of Gothenburg	January 1992
Professor David Boud	University of Technology Sydney	January 1991
Professor John Pratt	University of East London	January 1991
Professor Sir Peter Scott	UCL Institute of Education, London	January 1991
Professor Alan Smithers	University of Buckingham	January 1991

Honorary fellows

Professor Christine Musselin	Institut d'Etudes Politiques de Paris	2014
Professor Jurgen Enders	University of Bath	2011
Professor Michael Peters	University of Waikato, New Zealand	2010

Honorary Treasurer's report



Even after many months of Covid disruption the Society is in reasonable financial shape and probably in a much better place than some other learned societies (and many universities). Cash flow has had to be carefully managed but our key income source relating to Studies in Higher Education is secure as still having some years to go within the long-term deal.

The cancellation of the 2020 & 2021 residential Conferences did not significantly impact on finances given that we never budget the event to create a surplus - nor, of course, a deficit; unlike some learned societies which do depend on income from their annual Conference, and hence have found life financially tough.

Membership and its related subscription income has recovered a little to £66k from £53k last year, but is still below the pre-pandemic levels of £70-£80k, and this remains a concern. That said, the loss of income - c£15k - is not in itself within a budget of around £650k of consequence.

The spending profile of the Society has been designed such that taps can be turned off quickly and hence we have reined in a bit; while Reserves have again been, intentionally, depleted so as to sustain the continuing activity of making Research Awards (albeit reduced in scale) - but we constantly review the Society's ability to deploy from Reserves in this way and will do so in the light of the long-term impact of the Covid pandemic on the financial markets as well as in the context of high inflation on our investments once it looks like things have settled down in terms of market volatility.

Some £300k of the Reserves remains our contingency amount for the (thankfully still somewhat unlikely!) event of the Society having to be wound-up, and the 'spare' continues to give us the ability to fund this extra activity referred to for several more years yet.

As highlighted previously in my Reports, the proportion of Reserves invested in equities and in property funds may well fall if there is a market correction (and indeed has done so during Covid induced market volatility): there is little we can do

about this risk other than monitor it carefully and continue to act prudently as needed (and hence the curtailing of the Awards as noted above).

As I say every year but as is entirely appropriate every year, my thanks are due to the ever-splendid SRHE Team under the (now retired) Director's continued calm and energetic leadership for their competence in managing the Society's business. Finally, again as ever, I am pleased to report another 'clean' Audit Report from our external auditors, and hence that the Society is fully compliant with the Charities SORP and all aspects of Charity Law.

And now I bow out after some 15 years as the Honorary Treasurer and the Society at last having found a replacement - I wish the Society well as I fade back into obscurity.

A handwritten signature in blue ink, appearing to read 'D. Palfreyman', with a long, sweeping horizontal stroke extending to the right.

David Palfreyman OBE, FRSA MA, MBA, LLB

SOCIETY FOR RESEARCH INTO HIGHER EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 JULY 2022

	Notes	Unrestricted funds 2022 £	Restricted funds 2022 £	Total Unrestricted funds 2022 £	Restricted funds 2021 £	Total 2021 £
Income from:						
Donations and legacies	3	15,000	-	15,000	-	15,000
Charitable activities	4	587,340	-	587,340	-	583,338
Investments	5	9,483	47	9,530	56	13,766
Total income		611,823	47	611,870	56	612,104
Expenditure on:						
Raising funds	6	351	-	351	-	1,181
Charitable activities	7	682,284	-	682,284	-	636,671
Total expenditure		682,635	-	682,635	-	637,852
Net gains/(losses) on investments	12	35,920	-	35,920	-	36,323
Net movement in funds		(34,892)	47	(34,845)	56	10,575
Fund balances at 1 August 2021		571,225	57,221	628,446	57,165	617,871
Fund balances at 31 July 2022		536,333	57,268	593,601	57,221	628,446

The statement of financial activities includes all gains and losses recognised in the year.

All income and expenditure derive from continuing activities.

The statement of financial activities also complies with the requirements for an income and expenditure account under the Companies Act 2006.

For the full financial report for 2021-22, including details on the Notes listed 3-19 on this and the next page, please visit <https://find-and-update.company-information.service.gov.uk/company/00868820/filing-history>

SOCIETY FOR RESEARCH INTO HIGHER EDUCATION

BALANCE SHEET

AS AT 31 JULY 2022

	Notes	2022 £	£	2021 £	£
Fixed assets					
Intangible assets	13		16,459		32,918
Tangible assets	14		5,191		2,169
Investments	15		490,351		535,279
			<u>512,001</u>		<u>570,366</u>
Current assets					
Debtors	16	26,179		61,180	
Cash at bank and in hand		313,131		277,458	
		<u>339,310</u>		<u>338,638</u>	
Creditors: amounts falling due within one year	17	(257,710)		(280,558)	
Net current assets			81,600		58,080
Total assets less current liabilities			<u>593,601</u>		<u>628,446</u>
Income funds					
Restricted funds	19	57,268		57,221	
Unrestricted funds		536,333		571,225	
		<u>593,601</u>		<u>628,446</u>	

The financial statements were approved by the Trustees on **27th October 2022**



Professor Pauline Kneale - Chair
Trustee



Mr David Palfreyman - Hon Treasurer
Trustee

Company registration number 868820

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