

SRHE

ANNUAL REPORT

20

23

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This is the *2023 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 15 December 2023

Chair:

Professor Pauline Kneale, University of Plymouth

Vice-Chair:

Professor Jacqueline Stevenson, The Open University

Honorary Treasurer:

Ms Andrea Cameron, Abertay University

Governing Council Members:

Dr Dina Belluigi, Queen's University, Belfast

Dr Ibrar Bhatt, Queen's University Belfast

Professor Rachel Brooks, University of Surrey

Dr Karen Gravett, University of Surrey

Professor Susan Harris-Huemmert, Ludwigsburg University of Education

Dr Emily Henderson, University of Warwick

Professor Chris Millward, University of Birmingham

Professor Anna Mountford Zimdars, University of Exeter

Professor Gina Wisker, University of Bath

SRHE Executive Team

Chief Executive Officer:

Dr Clare Loughlin-Chow

Team:

Franco Carta Finance Officer

Rob Gresham Manager: Operations & Finance / Company Secretary

Mariam Ismail Manager: Engagement and Development

Dr Rihana Suliman Manager: Conferences and Events

CHAIR'S INTRODUCTION



Financial year August 2022 – July 2023

Reporting year January 2023 – December 2023

Welcome to our 2022-23 Annual Report. You will see that in the last year we have been working hard to refocus SRHE activities and evaluate our position as lockdown recedes and familiar business is back on track. There has been plenty of action. The Publications, Research and Development and Governance committees are all pushing forward in their areas, for which I am very grateful. Elsewhere in the report you will find the committee and reports of the Conference and Network and Professional Development events. It is great to see so much activity with a mix of face to face and online delivery. Feedback last year revealed that members were keen to get back to the 2023 Annual Conference in person, and I was delighted to meet up with so many of you in Birmingham at our highly successful conference in December.

Please take a little time to read the *Strategic Plan 2024-2029*, and our Action Plan for the immediate future. It builds heavily on the member survey in July 2022. Are there aspects you would like to get involved with? Progression needs input from colleagues getting involved with events, working groups and committees.

One area of focus is on building membership from all parts of the world and broadening our appeal to postgraduates and faculty. Raising the profile of the newsletter and blog as forum for members is one approach. What else? The team is starting to look at ways to mark and celebrate the 60th anniversary of the Society in 2025. All ideas are welcome. Do get in touch.

Dr Clare Loughlin-Chow has been with us for just over a year and is making a tangible difference to our processes and procedures. I am delighted that office processes have been updated and we are starting a detailed look at governance issues. More detail in her report. Clare has carefully managed some new appointments, as we said goodbye to Dr Sinéad Murphy and Katie Tindle, and welcomed Dr Rihana Suliman to her new role and Mariam Ismail to a new post within the office. Many of you met them at conference, and I encourage you to get in touch with them directly about any ideas you may have on events and conference, and communications.

I am extremely grateful to the entire office team and fellow Trustees for all their work for the Society this year, especially to Clare for her open, transparent and professional leadership.

Professor Pauline Kneale
Chair

A WORD FROM THE SOCIETY'S DIRECTOR



Financial year August 2022 – July 2023
Reporting year January 2023 – December 2023

2023 has been an excellent year for SRHE, with reinvigorated network and professional development engagement, the funding of interesting SRHE award projects, steadily increasing open access journal outputs, and a well-attended and engaging academic conference. It has been wonderful to see the steady regrowth of in-person participation, whilst not losing the benefits of our hard-won online experience.

Our programme of events, annual conference and journal and book publishing activities represent the Society's core activities, but within this context, we are looking ahead, seeking new approaches in our activities and broadening our connectivity within higher education on a global basis. Over the course of the past year, Council and the Executive Team have worked to review and update the Society's Vision and Mission, and to establish a set of shared values, all of which articulate our purpose as a learned society and a registered charity. Based upon this work, we have crafted the *Strategic Plan 2024-2029*, to drive and guide the Society's activities for the next five years. It is an exciting time and you can read more about our ambitious objectives and their supporting priority actions later in this report.

A real highlight of 2023 was the return of the in-person element of our annual conference (6-8 December) which followed our online day on 4 December. Both formats saw good attendance, and the presentation of excellent papers on the theme of *Higher Education Research, Practice, and Policy: Connections & Complexities*. Re-engagement in-person saw fascinating discussions, and provided increased opportunities to connect and re-connect with colleagues and explore research groups and publishing opportunities. 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 involves important regulation and scrutiny. Managing this must run in parallel with and support our academic and scholarly work and activities. Over 2023 we focused on scrutiny of our governance, with an in-depth Governance Effectiveness Review that highlighted areas for improvement. We also instituted a Trustee Skills Audit to identify any gaps in skills, knowledge, or experience on Council, to emphasise in future election calls, and/or to provide members with development opportunities.

The Society Executive team is very small, just five people, some part-time. Everything we do and achieve is as a team effort, dedicated to supporting our membership and advancing the mission of the Society. This has been another very busy and active year which also saw some staffing changes, and I'd like to thank the team for their commitment, support, and hard work, leading to the excellent results for the Society and its members reflected in this report.

I am very much looking forward to working with colleagues, society members, and external stakeholders throughout 2024 and beyond, building on the excellent basis outlined in this report to act on our strategy to advance understanding of higher education through the insights, perspectives and knowledge offered by high-quality research and scholarship.

Dr M. Clare Loughlin-Chow
CEO

MEMBERSHIP UPDATE

CURRENT MEMBER BENEFITS

- Reduced rate delegate place at the in-person 2023 SRHE Annual Conference (6-8 December) plus free place at the online conference (4 December)
- Free attendance at any SRHE Seminars and SRHE supported events
- 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
- Reduced rates for Studies in Higher Education (over 50% reduction on subscription rates) and 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
- 30% discount on all books published by Routledge/Taylor and Francis
- 20% discount on all books and journals published by Wiley Publishing
- The opportunity to apply for the annual research grants
- Application Library: Access to a member-only resource of detailed examples of previously successful applications for SRHE Award funding
- A reduced Article Processing Charge (APC) for Gold Open Access publication in the Studies in Higher Education journal

MEMBER RATES 2022-23

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

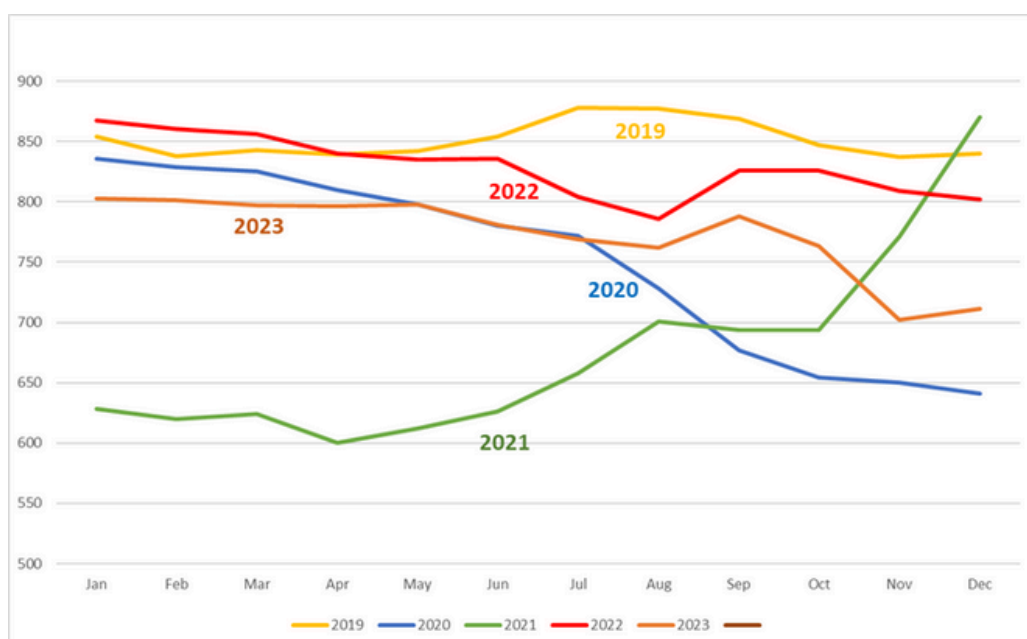
*For residents of Official Development Assistance countries – as defined by the OECD’s Development Assistance Committee at <http://www.oecd.org/dac/financing-sustainable-development/development-finance-standards/daclist.htm> reduced rates of membership apply. If you are currently receiving a local salary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

MEMBERSHIP NUMBERS

Member Group	31/12/2022	31/12/2023	% Change
Individual	572	498	-13
Retired	65	64	-1.5
Student	142	117	-18
From ODA countries	22	32	+45
TOTAL	801	711	-11

We have experienced a decrease in number of members in 2023. Anecdotal evidence from members and the conference delegates survey indicate that contributing factors include the ongoing cost-of-living crisis and a decrease in funding from institutions (the latter has particularly affected early career researchers). The *Strategic Plan* recognises the importance of increasing our membership community and outlines several approaches that we will take to achieve this, including increased promotion of the Society's events and conference, and membership benefits. We also note that continuing to offer free online events to all in 2023 (initially conceived as a temporary COVID initiative) may have reduced the incentive towards membership, and this will be amended in 2024.

The table below of memberships across five years gives a more detailed picture of membership fluctuations, and shows that, after an initial recovery once COVID restrictions were lifted in 2021, membership numbers have displayed a downward trend.



MEMBERSHIP NUMBERS

SRHE has an international membership, with members based in 46 countries. According to addresses provided at registration, the majority of members are based in the UK (78%), followed by Europe (9%), Oceania and Asia (4% each), North America (2%), Africa (1%), and Central and South America (1%).

Membership Income

In net cash terms, the Society received £55,476 between 1st August 2022 and 31st July 2023. This is line with the budget figure for the year of £55,000 but slightly below the previous year's figure of £61,500 for 2021/22. However, as membership payments are always made in advance, the audited figure for membership income over this same 2022-3 period is higher at £74k compared to £66k the previous year (2021-22). These variations simply relate to the timings of actual membership payments: when there are more payments towards the end of the financial year (e.g. June/July) the bulk of this income is recorded in the following year to produce these audited figures.

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
2021	*78%	*16%	5%
2022	*75%	*17%	8%
2023	*73%	*18%	9%

*Including ODA members

Rob Gresham
Manager: Operations and Finance

Standing Committees (as at 15 December 2023)

GOVERNANCE AND APPOINTMENTS COMMITTEE

Chair: Professor Jacqueline Stevenson The Open University

Committee members:

Harriet Barnes

British Academy

Dr Omolabake Fakunle

University of Edinburgh

Sol Miah

University of Cambridge

MANAGEMENT AND FINANCE COMMITTEE

Chair: Professor Pauline Kneale University of Plymouth

Committee members:

Ms Andrea Cameron

Honorary Treasurer Governing Council; Abertay University

Professor Camille Kandiko-Howson

Chair, Research & Development Committee; Imperial College London

Professor Jacqueline Stevenson

Vice-Chair Governing Council; The Open University

Research and Development Committee

Chair: Dr Camille Kandiko-Howson

Imperial College London

Vice chair: Dr Anesa Hosein

University of Surrey

Committee members:

Dr Justyna Bandola-Gill

University of Birmingham

Dr Laura Barnett

University of Surrey

Dr Dina Belluigi

Queen's University, Belfast

Dr Ibrar Bhatt

Queen's University, Belfast

Dr Neil Harrison

University of Oxford

Dr Emily Henderson

University of Warwick

Dr Sam Illingworth

Edinburgh Napier University

Dr Jennifer Leigh

University of Kent

Professor Chris Millward

University of Birmingham

Dr Justine Mercer

University of Warwick

Dr Yusuf Ikbal Oldac

Lingnan University, Hong Kong

Dr Namrata Rao

Liverpool Hope University

Mr Steve Woodfield

British Academy

PUBLICATIONS COMMITTEE

Chair: Professor Rob Cuthbert	University of the West of England, UK
Committee members: Dr Jana Berg	Associate Editor: HEQ, German Centre for Higher Education Research and Science Studies
Professor Rachel Brooks	Editor: SRHE/Routledge Book Series, University of Surrey
Dr Roz Collings	Editor: Research into Higher Education Abstracts, University of Wolverhampton
Dr Karen Gravett	University of Surrey
Professor Susan Harris-Huemmert	Ludwigsburg University of Education
Professor Ellen Hazelkorn	Editor: Policy Reviews in Higher Education, TU Dublin
Dr Miguel Antonio Lim	Associate Editor: HEQ, University of Manchester
Professor William Locke	Joint Editor: Policy Reviews in Higher Education
Professor Ian McNay	University of Greenwich
Dr Shweta Mishra	Associate Editor: Research into Higher Education Abstracts INCHER, University of Kassel
Professor Debananda Misra	Associate Editor: HEQ, Indian Institute of Technology Delhi
Professor Anna Mountford-Zimdars	University of Exeter
Professor Creso Sá	Editor in Chief: Studies in Higher Education, University of Toronto
Dr João Santos	Editor-in-Chief: Higher Education Quarterly, UCL IoE, London
Professor Sarah O'Shea	Editor: SRHE/Routledge Book Series, Curtin University
Professor Maria Slowey	Associate Editor (UK & /Ireland): Studies in HE, Dublin City University
Professor Gina Wisker	University of Bath

SRHE Strategic Plan 2024-2029



Over the past year, Council has been working with the CEO to develop and establish a strategic plan to guide and develop the Society's activities for the next 5 years. We began with a revision of the Society's vision and mission, and developed a set of shared values centring around knowledge, rigour, criticality, engagement, EDI, integrity, and sustainability. Taken together, the Society's vision, mission and values provide the foundation of our planning processes, and all aims and initiatives develop from and can be traced back to these elements.

The plan is organised into a series of strategic objectives in the areas of research, visibility, accessibility, sustainability, and influence. Each of these areas has a subset of priority actions designed to drive the objectives forward, and we will be regularly reporting to Council and to our membership on progress achieved in terms of both outputs and outcomes.

Our Mission: To advance understanding of higher education, through the insights, perspectives and knowledge offered by high-quality research and scholarship. SRHE supports and promotes research, aiming to be the leading international higher education learned society.

Ultimately we aim to develop research capacity and enhance support for research and researchers, better promote our activities and resources to an increased membership, foreground EDI in all that we do, work to safeguard our future as a society, and enhance our relevance more widely and effectively in the higher education sphere (both in the UK and internationally).

The *Strategic Plan* provides a framework for us to pursue these goals.

Our Vision: Higher Education research is valued, supported, and promoted worldwide, and is used to advance knowledge, enhance practice, and inform policy.

SRHE Conference 2023

Higher Education Research, Practice, and Policy: Connections & Complexities

4th December (online) and 6-8th December (in person,
Conference Aston, Birmingham, UK)



The 2023 Conference invited analyses of the relationship between academia and policy by examining the challenges and rewards involved in academic-policy engagement, and addressing questions arising from the different paces and scales of research, vs. policy development. These topics were discussed in depth by the plenary speakers:

- Creating Effective Connections between Higher Education Research and Educational Policy and Practice
 - Professor Dame Nicola Dandridge, University of Bristol, UK
- Re-shaping Tertiary Education
 - Professor Huw Morris, University College London, UK
 - Professor Ellen Hazelkorn, Technological University Dublin, Ireland
 - Professor Chris Millward, University of Birmingham, UK
 - Professor Andy Westwood, University of Manchester, UK

Videos of these presentations, are available to watch via the SRHE website at <https://srhe.ac.uk/2023-plenaries-and-recorded-presentations/>

A total of 25 posters and 257 submissions, including 14 symposia, were accepted for presentation at this year's conference across a range of research domains and from authors at a variety of career stages. 436 delegates hailed from 35 countries*, across Europe (82% of delegates), Asia and Oceania (5% each), North America (3%), South America (2%), and Africa (1% each).

*Based on home institution given at registration



SRHE Conference 2023

We're also very pleased to congratulate Aliya Narbekova (German Centre for Higher Education and Research and Science Studies) on winning the judges' poster prize ([view here](#)) and Kazuhiro Kudo (Dokkyo University) for winning the delegates' vote poster prize ([view here](#)). A collection of the excellent submissions we received can here [found here](#).



We owe thanks to all authors and delegates for making the 2023 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 2023

After peer review, selection panel discussion and consensus, the Society made the following awards in 2023:

- Three 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 2023: 3 awards of £10,000 each

Gatekeepers of knowledge production on higher education: journal editorial board networks and working practices

by Rita Hordosy and Martin Myers, University of Nottingham

Locating women in the Sinaporean higher education sector: challenges, knowledge gaps and future directions

by Sarah Aiston, Teesside University

Class-Based Disablism in Higher Education

by Alison Wilde, Leeds Trinity University

Scoping Awards 2023: 2 awards of £5,000 each

Learning to manage rejection? Investigating the lived experiences of former professional male athletes who have engaged in higher education

by Vicky Hunter, University of Sheffield

The Marginalisation of Teacher Education in Higher Education Institutions

by Lizana Oberholzer, University of Wolverhampton

Further information on the Society's Awards is available from <https://www.srhe.ac.uk/research>

Awards update since the last annual report

2022 Research Awards	
<p>From students to graduates: Examining the post-graduation transitions of care-experienced higher education students in Wales by Dr Ceryn Evans, University of Swansea</p>	Final report in review
<p>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</p>	Final report in review
<p>Doing the dirty work of academia? Ancillary staff in UK Higher Education by Prof. Marie-Pierre Moreau, Anglia Ruskin University</p>	Report in progress
<p>Measuring the relationship between institutional diversity and student equity in Latin American countries by Prof. Maria-Ligia Barbosa, Federal University of Rio de Janeiro</p>	Final report in review
2022 Scoping Awards	
<p>Decolonising UK universities: a systematic review of improvements and challenges in decolonising activities and initiatives in UK higher education by Dr Jawiria Naseem, University of Birmingham</p>	Report in progress
<p>Sustainability literacy in non-STEM higher education programmes: a multilingual systematic review by Dr. Erika Kalocsanyiova, University of Greenwich</p>	Report in progress

2021 Research Awards	
<p>Belonging to and beyond higher education in hybrid spaces by Dr Karen Gravett, University of Surrey</p>	Read final report
<p>'Sort by relevance': Exploring assumptions about algorithm-mediated academic literature searches by Dr Katy Jordan, University of Cambridge</p>	Read final report
<p>Who do you think you are: An exploratory investigation of medical students' development of their possible selves by Dr Ana Madeira Teixeira Baptista, Imperial College, London</p>	Report in progress

Awards update since the annual last report

2021 Scoping Awards	
<p>Chinese Higher Education Pedagogies in Social Sciences and Humanities: An Academic and Policy Literature Review by Dr Miguel Antonio Lim, University of Manchester</p>	Read final report
<p>Graduate Employability in an Era of 'Technological Unemployment' by Dr Jisun Jung, University of Hong Kong</p>	Read final report
<p>Pursuing higher education in contexts of socio-spatial exclusion: a scoping study of the educational trajectories of youth from informal settlements by Dr Faith Mkwananzi, University of the Free State</p>	Read final report

2020 Research Awards	
<p>Dear Diary: Equality implications for female academics of changes to working practices in lockdown and beyond by Kate Carruthers Thomas, Birmingham City University</p>	Read the final report
<p>Transforming performance pedagogies: interactions between new technology and traditional methods by Christina Guillaumier & Diana Salazar, Royal College of Music</p>	Read the final report
<p>Academic profession, contingent employment and career pathways during a crisis by Elina Meliou, Aston Business School & Ana Lopes, Newcastle University Business School</p>	Read the final report
<p>The Contribution of Universities to Racial Equity: Epistemic Violence and Alternative Forms of Cultural Capital by Rajani Naidoo, University of Bath, Professor Andre Keet, Nelson Mandela University, South Africa, & Professor Stephanie Lavaux, Universidad del Rosario, Colombia</p>	Read the final report
2020 Scoping Awards	
<p>Investigating how socio-economic background influences music students' aspirations, sense of identity and belonging within UK conservatoires by Kirsty Devaney, Birmingham City University</p>	Final report in review
<p>Marking whiteness in widening access and participation policy by Manny Madriaga, Sheffield Hallam University</p>	Read final report

Newer Researcher Award Winners 2023

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 2023, the Society was delighted to make three awards of £3,000 as follows:

Towards a Community-Informed Model for PhD research? A place-based exploration of attitudes to doctoral research programmes in Nottingham

Rachel Handforth, Nottingham Trent University.

Rachel Handforth joined Nottingham Trent University as Senior Lecturer in Doctoral Education and Civic Engagement in January 2023 to work on the Co(l)laboratory programme, a new doctoral training programme based in Nottingham. Rachel previously worked as a Research Fellow at the Sheffield Institute of Education at Sheffield Hallam University, before taking on a research and evaluation role at the Careers Research and Advisory Centre and working with Vitae.



Her research interests include access and participation in doctoral education, researcher development and gender inequality in higher education. She completed her PhD in 2018, and her recent book *Belonging, Gender, and Identity in the Doctoral Years* was published by Palgrave Macmillan in 2022.

This SRHE project takes a place-based approach (McCann, 2019) to explore public perceptions of postgraduate research degree programmes. Despite a proliferation of different types of doctorates, there is scant evidence about how doctoral education is understood, and how the potential benefits of doctoral research are perceived by the public. This research takes a public engagement perspective on doctoral programmes, with the starting position that there is a need to better engage local communities with university research agendas (NCCPE, 2019). It notes the increasing number of doctoral researchers in the UK (Smith-McGloin and Wynn, 2022) and that the doctoral degree often represents the start of an individuals' research career (Vitae, 2022), yet historically is an elite qualification (Pasztor and Wakeling, 2018) where access to funding not equal (Leading Routes, 2019).

The aims of the project are to explore public perceptions of the target audiences, purpose, and outcomes of doctoral research programmes; to facilitate discussions of how doctoral research agendas could become informed and shaped by members of local communities; and to enable access to information relating to doctoral research programmes, with the intention of increasing awareness of opportunities for PhD study. The research will consider how doctoral degrees are understood and perceived by members of local communities, and assess local communities' awareness of the costs, benefits, and potential value of doctoral research programmes being undertaken in the region.

This research will involve undertaking focus groups with parents across Nottinghamshire to explore these issues, using a participatory approach to enable access to existing resources which support parents in understanding routes into postgraduate research degrees. Outputs from this research will be co-produced, with participants contributing to a 'Pathways into Research' toolkit, and being invited to shape their local research agenda through further engagement with Co(l)laboratory.

Migrant doctoral supervisors learning to supervise in UK institutions – an inclusive perspective

Bing Lu, University of Warwick

Bing Lu is an Early-Career Fellow in IAS at University of Warwick. Bing's doctoral research investigated how academics who have returned from overseas doctoral study conduct doctoral supervision in their home countries. Bing used supervision recordings as a method to elicit supervisors' reflective accounts about their supervision practices. Bing also holds a MA in Education Innovation from University of Warwick.



Bing is generally interested in transnational mobility, inclusive education, supervision, co-creation and interdisciplinarity. Bing founded the Superb-Vision Network sponsored by Warwick Doctoral College in 2020. Bing has a belief in community, connectivity and communication.

In this SRHE funded project, the plan is to find a unit of three supervisors plus a trainer on the same supervisor development programme in two UK institutions. This project aims to find out how migrant supervisors respond to the professional training programmes provided by the institutions. This project aims to provide implications for the development of inclusive supervision training programmes which support supervisors' professional development through a reflective approach.

Conceptualising and envisioning the ‘sustainable teacher’ within the postdigital university

Vily Papageorgiou, University of Surrey.

Vily Papageorgiou joined the Surrey Institute of Education at the University of Surrey in July 2022 as a Lecturer in Higher Education. She is the pedagogy lead for the delivery of key activities that form part of the institution-wide Curriculum Design Review programme. Vily also teaches on the PGCert in Learning and Teaching in Higher Education. Prior to her current role, she worked as a school teacher, research assistant and learning designer.



Vily holds a bachelor’s degree in Early Childhood Education (with QTS) from the National and Kapodistrian University of Athens (Greece) and a master’s degree in Learning, Technology and Education from the University of Nottingham. She was awarded her PhD in Education by Imperial College London in 2022; her thesis title was ‘Online learning design in higher education: A holistic investigation of people, processes and pedagogy’. Her research expertise and interests include digital pedagogies, education futures, learning design, technology adoption and integration in learning and teaching, educational change, and sociocultural studies.

In this SRHE project, Vily aims to conceptualise the ‘sustainable teacher’ as a not-yet-defined concept and identify approaches that universities can adopt to support them in successfully enacting their roles. ‘Sustainability’ will be used as a multidimensional lens and metaphor to conceptualise the realistic and desirable characteristics of the ‘sustainable teacher’ for responsive and sustainable educational futures. A qualitative research design will be employed to capture in-depth multi-actor insights, with data collection through one-to-one participatory interviews with early and mid-career teachers and middle-leadership and document analysis. This project is anticipated to provide a holistic view of the teacher’s role in the postdigital university with implications for practice and policy

SRHE MEMBER SURVEY

You said, we did update!

Our first holistic member survey was held in July 2022, and was issued to gain insights to inform our strategic planning with a view towards improving our member offering, enhancing our activities and developing new ones, and identifying which areas of growth are of particular importance to our member community. We plan to re-issue the survey every 3 years, in order to assess our members' views of progress on our strategy, and to identify further areas for development.

You said	We did
We're not sure how to access our membership benefits.	The onboarding pack for new members that we produced explaining benefits and where to find them has been sent to new members and to members on renewal of their membership. It is also available to read in the member section of the SRHE website .
We want more support with funding applications.	Our funding library of previously successful award proposals is designed to help inform your applications and is available in the member section of the SRHE website . This has seen good traffic since its inception and we continue to add to it. 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 more in person and networking events but we also want to maintain the flexibility of online engagement	We have continued 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 evenings and on weekends.
We want to see an in-person conference in 2023.	The 2023 SRHE conference was conducted in a split format of one day online and three days in-person (see Conference 2023 below). This was enthusiastically received and the same format will be used in December 2024.

SRHE MEMBER SURVEY

You said, we did

You said	We did
<p>We're not sure how to get more involved</p>	<p>We are continuing work to make SRHE governance and processes more transparent and inclusive. See the CEO's report above, and note that we have also:</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. Based on responses and feedback across 2023, we plan to further update and streamline this process in 2024. made the process to become a network convenor more streamlined and further updated guidance in 2023 simplified the process of joining a committee, and updated the SRHE Bye-Laws accordingly
<p>We would like more developmental support</p>	<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 SRHE Accolades, a suite of awards recognising the good work of member of our community. The first accolades were awarded in 2023 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>
<p>We want to see more of particular topics and issues: Sustainability Social justice Staff/researcher and managerial development Interdisciplinarity</p>	<p>Our Network convenors and SRHE Conference Manager are actively exploring events on these topics. Please see our upcoming event listings or suggest an event on these topics via https://srhe.ac.uk/get-involved/</p> <p>"Sustainability" was highlighted in 2023 as one of the key objectives of the Strategic Plan. The 2024 conference theme of "Higher Education: A Place for Activism and Resistance?" will provide a platform for discussion of social justice issues, in the wider context of academic freedom and freedom of speech.</p>

SRHE MEMBER SURVEY

You said, we did

You said	We did
We would like more engagement with higher education policy.	<p>We have relaunched our Higher Education Policy Network with convenors Karen Smith and Colin McCaig, and in 2023 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>"Influence - enhancing our relevance" was highlighted in 2023 as one of the key objectives of the <i>Strategic Plan</i>, and involves a significant emphasis on policy engagement.</p>

The member survey formed a key resource for Council in establishing the objectives and priority actions of the *Strategic Plan*. We continue to develop the "You Said/We Did" response to members' concerns articulated in this report, and welcome any additional feedback on measures taken, or ways in which we might add to these. We also intend to design more regular opportunities to hear from members and allow them to help shape our future trajectory.

SRHE PUBLICATIONS

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 Giulio Marini, Department of Economics and Business, University of Catania, Italy.

Professor Stephen Wilkins, British University in Dubai, Dubai.

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.

2023 has been an exceptional year for Studies in terms of its publication figures and impact. In 2023, Studies received 1.1M downloads, up 46% since 2022, with the most downloaded article receiving 10,711 downloads. The largest proportion of downloads were from the UK/Europe (42%), followed by Asia (23%), North America (16%), Australasia (11%) and Africa (5%). Studies received a 2022 Impact Factor of 4.2, ranking the Journal 41 of 269 in the Education and Education Research category; and a CiteScore of 8.9, ranking the Journal 50 of 1469 in the Education category (note that the 2023 Impact factor will be made available in mid-2024).

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.

Editor in Chief:

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

Associate Editors:

Dr Jana Berg, German Center for Higher Education Research and Science Studies, Germany

Dr Debananda Misra, Indian Institute of Technology Delhi, India

HEQ's online output increased by 89% compared to 2022 and the journal continues to perform well, achieving 141.7k downloads in 2023 (an increase of 18% from 2022). The journal received its first impact factor of 2.2 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:

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

Professor William Locke, University of Melbourne, Australia.

Consulting Editors:

Professor Hamish Coates, Tsinghua University, Beijing City, China.

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

In 2023, Policy Reviews in Higher Education received 33,824 downloads, in line with its 2022 figures, with the most downloaded article receiving 4,786 downloads. The largest proportion of downloads were from the UK/Europe (38%), followed by Asia (30%), North America (16%), Australasia (8%) and Africa (6%) The journal received its first CiteScore of 6 in June 2023, placing it in the first quartile and within the top 10% of journals in education research. The Journal has been approved for inclusion 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

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 a positive trend in international reach, with a distribution of users across the globe. The database currently holds 17,711 abstracts with a variety of abstracts in development.

SRHE PUBLICATIONS

SRHE/ROUTLEDGE BOOK SERIES

SRHE Society for Research into Higher Education
Learning, Teaching, Technology, Assessment

The first book in the SRHE/Routledge series was published in February 2012, and by the end of 2023 a total of 30 books had been published.

Student Identity
and Political Agency
ACTIVISM, REPRESENTATION AND CONSUMER RIGHTS



An additional two titles are due to be published in the near future, with a further five titles in development. The series editors' book ([Reimagining the Higher Education Student: Constructing and Contesting Identities](#)) is also available via open access, and we hope that this will encourage more authors to consider OA options for books in the series.

Recent titles in the series

Student Identity and Political Agency

By Rille Raaper (August 2023)

Marginalised Communities in Higher Education

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

Exploring 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)

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 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

SRHE PUBLICATIONS

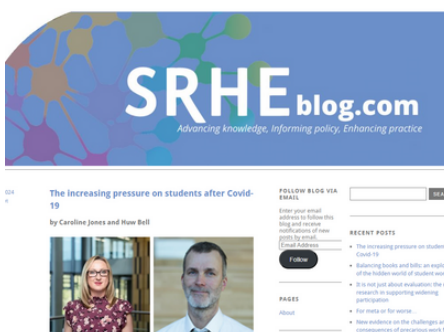
SRHE NEWS



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 2023

During the past calendar year (1st Jan – 31st Dec) SRHE hosted 12 Professional Development Programme events, and 24 Network and SRHE events (36 in total). A total of 1296 delegates attended these sessions, an average of 36 per event.

795 delegates attended our 19 Network events in 2023 (41 on average) across 9 Networks. Five events listed as SRHE were events devised as part of the SRHE seminar programme lead by other partners and individuals in the SRHE community.

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

Event title	Date	Network
What do artificial intelligence systems mean for academic practice?	19/07/2023	Academic Practice
Sociotechnical Imaginaries in Education	27/04/2023	Digital University
Universities and Unicorns – New Forms of Value in Digital Higher Education	21/09/2023	
Political Economy of EdTech	09/11/2023	
Reframing employability and graduate outcomes through sustainable development	29/03/2023	Employability, Enterprise and Work-based Learning
Tracking Graduate Skills Demand	17/07/2023	
Unequal Graduate Outcomes: International perspectives over the Long-Term	11/09/2023	
Launching our new SRHE Network: Higher Education and the COVID-19 Pandemic (HEC19)	24/04/2023	Higher Education and the COVID-19 Pandemic
HEC19 Network showcase: pedagogy and the COVID-19 pandemic	18/07/2023	

SRHE Network & PDP Events 2023

Event title	Date	Network
Discourses of Marketisation: Critical Perspectives	01/06/2023	Higher Education Policy
Unequal Expansion of higher education systems and the institutional models in Latin America	20/06/2023	
International Students and University-to-Work Transition	13/01/2023	International Research and Researchers
International Student Mobility: Thinking Through Ethical Challenges	13/10/2023	
Relational Pedagogies: Connections and Mattering in Higher Education	07/03/2023	Learning, Teaching And Assessment
Leadership in Learning and Teaching	25/10/2023	
Talking Doctorates: reflections, challenges and opportunities in higher education	08/03/2023	Postgraduate Issues
Thriving in Part-time doctoral study: Successfully navigating research communities and supervision	07/09/2023	
Preparing for the Final Assessment of Doctoral Research	22/09/2023	
Transnational Education Student Experiences	09/10/2023	Student Access and Experience
Newer Researcher Award Webinar	16/01/2023	SRHE
Working-Class and Working in Higher Education: Possibilities & Pedagogies	01/02/2023	
Writing a Book Proposal	30/03/2023	
AI in Higher Education: special issue of Studies in Higher Education	13/06/2023	
SRHE AcWriMo: Success with Writing Communities	02/11/2023	

SRHE Network & PDP Events 2023

Professional Development Workshops 2023

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 12 workshops offered during 2023, which were attended by 190 delegates, an average of 16 delegates per workshop.

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

Title	Date
Personal Approaches to Research in Higher Education: portrait methodology, conversational methodology and grounded theory	15/02/2023
Studies in Higher Education on: Preparing Special Issue	03/03/2023
Poetic Reflections in Higher Education	27/03/2023
Perspectives on the Protocols and Procedures of Doctoral Examining	11/05/2023
Landscapes Of Learning For Unknown Futures	
Symposium 1: Networks	26/04/2023
Symposium 2: Flexibilities	14/06/2023
Symposium 3: Assemblages	13/09/2023
Innovations in Emerging Technologies for Online Education (IJIOE)	
Virtual Writing Workshop: Workshop 1	27/06/2023
Virtual Writing Workshop: Workshop 2.	04/07/2023
SRHE AcWriMo	
Power Hour of Writing Session 1	07/11/2023
Power Hour of Writing Session 2	23/11/2023
Power Hour of Writing Session 3	29/11/2023

Accolade Winners 2023

The SRHE Accolades are a range of awards recognising the contributions of our members to the field of Higher Education, to the academic community, and to SRHE itself. These awards recognise a range of exemplary work by members at multiple career stages and in a variety of professional roles.

SERVICES TO THE SOCIETY



Dr Patrick Baughan

Patrick Baughan is Head of Education at The University of Law, where he leads a new department, setting up innovative programmes and contributing to key institutional initiatives. He previously worked at Advance HE as a Senior Learning Advisor and Assessment Lead, supporting UK and international higher education institutions about all aspects of pedagogy, including learning, teaching and assessment, and Education for Sustainable Development (ESD). He has also held positions at UCL, City University (London) and the University of Leicester. His academic background lies in psychology and sociology, but he has been working in the fields of educational development and

research for many years. His publications span areas including curriculum design, assessment, academic integrity, sustainability, and the development of newer researchers. His PhD focused on sociologists' experiences of and views about sustainability in higher education. He is a Network Convener for the European Educational Research Association (EERA) and cofounded the Learning, Teaching and Assessment Network for the Society for Research in Higher Education (SRHE).

Professor Ian McNay

Ian McNay is a Professor Emeritus for Higher Education and Management in the School of Education at the University of Greenwich. Ian joined the University of Greenwich in 1997 as head of the former School of Postcompulsory Education and Training and thereafter re-appointed as a professor. He has since pursued research and publications, taught at graduate level, supervised research students and mentored colleagues. His previous roles are a mix of academic, managerial and advisory, and include leading on Continuing Professional Development (CPD) programmes in Mexico, Indonesia, Ukraine, Switzerland, Spain and countries in between. He has taught in three languages and been published in six, with over 200 outputs in all. He edited Research into Higher Education Abstracts for the Society/Taylor and Francis for over 15 years.



Ian is a current member of the SRHE Publications Committee, has previously served as a Member of the SRHE Governing Council and was made a Fellow of the Society in 2011. He has also previously served on the SRHE Research and Development Committee, and has very often acted as a referee and reviewer on the Society's award and conference panels. Ian also proposed and led a project for the Society, funded by ESRC, on the impact of the Dearing Report with a series of research-based seminars which resulted in an edited book, one of three under the SRHE imprint – Beyond Mass Higher Education: Building on experience, 2005.

Accolade Winners 2023

CONTRIBUTION TO THE FIELD



Professor Maria Burke

Professor M. Burke PhD MBA DMS MA is a Senior Fellow of the Higher Education Academy and Professor of Management at the Faculty of Business and Digital Technologies, University of Winchester where she held the role of Faculty Head of Research from 2015-2022. She is now a member of the University's Centre for Information Rights where her research expertise and interests include the application of digital technology to social systems including areas relating to ethics and technology.

During a very long career in higher education, Professor Burke has supported, mentored, supervised and examined many PGR and PhD students. She has produced over 200 outputs, ranging from books, chapters and peer reviewed journal papers to international conference papers. She has experience of leading and collaborating with students on research projects both as Principal and Co Investigator on various projects, having been successfully awarded several grants valued in total over 1.2 million.

Professor Kathleen M Quinlan

Kathleen M. Quinlan, PhD PFHEA is Professor of Higher Education and Director of the Centre for the Study of Higher Education (CSHE) at the University of Kent, UK. She has held leadership or academic roles at the University of Oxford, Cornell University, and the Australian National University and has authored more than 50 peer-reviewed journal articles, two books, and 10 book chapters. Her research is in the areas of learning, teaching, assessment, and student engagement in higher education. She specialises in research on students' holistic development, particularly students' interest.



She has been principal investigator on grants from the Centre for Transforming Access and Student Outcomes, NERUPI, the Royal Academy of Engineering HE STEM Programme, the Leadership Foundation for Higher Education, as well as co-investigator on projects funded by Advance HE and the Higher Education Careers Services Unit. She holds a BA (Psychology, University of Maine) and PhD (Education, Stanford University).

Accolade Winners 2023

ACADEMIC CITIZENSHIP/SERVICES TO THE ACADEMIC COMMUNITY



Dr Jasvir Kaur Nachatar Singh

Dr Jasvir Kaur Nachatar Singh is an award-winning Senior Lecturer at the Department of Management and Marketing, La Trobe Business School, La Trobe University, Australia. In 2020, Dr Singh received an international teaching recognition from Advance HE, UK as a Fellow (FHEA). In 2018, Dr Singh received two La Trobe University Teaching Awards and Best Presenter Award at the Global Higher Education Forum, Malaysia. Dr Singh's research expertise is in higher education with a particular interest exploring international students'

lived experiences of academic success, employability, career aspirations and learning experiences. Dr Singh also explores lived experiences of skilled migrants and international academics. Dr Singh has published numerous articles in high impact journals and has presented at various national and international higher education conferences. In 2021, Dr Singh was appointed as a Research Fellow at the Malaysian National Higher Education Research Institute.

Dr Xianghan (Christine) O'Dea

Christine has been working in the UK higher education sector for over 20 years. She is also Chinese by ethnic origin and was an international student herself. She has always been highly committed to help and support international students, and aim to provide them with a more inclusive and equal learning environment. She has a sustained reputation as a strong advocate of EDI. Christine was among one of the first in the country designing and developing a transition website to support the transition of both domestic and international



students into Higher Education. Her doctoral research explored specifically the transition of Chinese direct entry students into the UK. EDI and inclusiveness are also one of her main research interests. She has conducted research projects and published high impact papers in this area. Additionally, Christine mentors and supports new and inexperienced colleagues regarding EDI in higher education.

Accolade Winners 2023

ACADEMIC CITIZENSHIP/SERVICES TO THE ACADEMIC COMMUNITY



Dr Thomas Parkinson

Tom is a Reader and Programme Director of the MA and PGDip in Higher Education. With a background in the humanities and social sciences, his research focuses on global disparities in access to opportunity and resources in higher education and the relationship between higher education, society, the individual and the state. As PI, Tom has led research projects funded by the British Academy, the AHRC, the GCRF and Arts Council England.

Tom is a Senior Fellow of the Higher Education Academy and has served as an external examiner or expert validator at University College London (UCL), Queen's University Belfast (QUB), Bath Spa University, The University of Chichester and KM Conservatory, Chennai. He chairs the Council for At-Risk Academics (Cara) Syria Programme Academic Development Steering Group, which supports displaced, persecuted and at risk Syrian academics to continue their academic work.

Dr Namrata Rao

Namrata Rao is a Principal Lecturer in Education at Liverpool Hope University where she coordinates the School of Education's postgraduate taught programmes. Her key areas of research and publication include (but are not restricted to) various aspects of learning and teaching in higher education that influence academic identity and academic practice. She is a Senior Fellow of the Higher Education Academy, executive member of the British Association of International and Comparative Education (BAICE), member of the Research and Development group of the Association for Learning Development in Higher Education (ALDinHE) and co-convenor of the Learning, Teaching and Assessment Network of the Society for Research in Higher Education (SRHE). Her research has been funded by organisations such as the EPSRC, HEA (now Advance HE), Jisc, SEDA, SRHE, ALDinHE and BAICE. Her recent publications include co-edited books on the experiences of International Academics (2018) and Early Career Academics (2021) and three further books on Leadership in Learning and Teaching (in 2022 and 2023).



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 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



The accounts of the Society continue to be in good health as a consequence of prudent management by the SRHE team. Membership increased slightly over the 2022-23 financial year (averaging 798 members in comparison to 790 in 2021-22) generating £74k for the Society. The Society's online conference in 2022 was wholly online and saw almost 500 individuals from across the globe participating. A mixed online and in-person conference in December 2023 has been discussed throughout this report, and marked an extremely successful return to in-person provision, while retaining the advantages of online participation. Seminars and workshops remain a key platform for dissemination activity and the capacity to run these online has generated good attendance, though we are cognisant of an equivalent demand in the wake of the COVID pandemic for face-to-face events to enable networking. As we move forward the Society will seek to offer a balance of both formats.

In keeping with SRHE aims to support pedagogic research, £54k of funds were disbursed to advance these endeavours. The main source of income (c.£500k) comes from periodical royalties. The Society is alert to the increase in open access journals and is working with publishers to ensure resilience in this funding stream.

In the 2022-23 session the Society made the decision, in line with many other charitable organisations, to take a more managed approach to its investment portfolio, appointing an external agency to this end. Our income from investments suffered a slight decrease as the economic downturn that followed the pandemic took its toll on a number of industries. However, this is now showing small but optimistic recovery within the finances.

The accounts, in terms of alignment with annual budget, are regularly reported on to the Society's Management and Finance Committee and this allows SRHE to be responsive should this be required. £300k of reserves remains the contingency should there be a need to wind up operations. A review of staffing has resulted in a reduction in expenditure, as has the relocation of the SRHE premises. The amount now spent on transport and hospitality is a fraction of the pre-pandemic spend with many meetings hosted online. This enables Trustees to balance their other commitments while taking a more sustainable approach to travel.

The annual audit of the SRHE accounts confirmed that these were compliant with the requirements of financial reporting and gave no ongoing concerns about the Society's financial stability.

As stated at the outset the Society continues to be in a healthy financial position, and one which enables it to deliver on its objective of *'the advancement of understanding of higher education through the support and dissemination of research and scholarship'*.

Andrea Cameron
Honorary Treasurer

SOCIETY FOR RESEARCH INTO HIGHER EDUCATION

STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 JULY 2023

	Notes	Unrestricted funds 2023 £	Restricted funds 2023 £	Total 2023 £	Unrestricted funds 2022 £	Restricted funds 2022 £	Total 2022 £
Income from:							
Donations and legacies	3	15,000	-	15,000	15,000	-	15,000
Charitable activities	4	582,547	-	582,547	587,340	-	587,340
Investments	5	11,562	340	11,902	9,483	47	9,530
Total income		609,109	340	609,449	611,823	47	611,870
Expenditure on:							
Raising funds	6	765	-	765	351	-	351
Charitable activities	7	688,656	-	688,656	682,284	-	682,284
Total expenditure		689,421	-	689,421	682,635	-	682,635
Net gains/(losses) on investments	12	(58,871)	-	(58,871)	35,920	-	35,920
Net movement in funds		(139,183)	340	(138,843)	(34,892)	47	(34,845)
Fund balances at 1 August 2022		536,333	57,268	593,601	571,225	57,221	628,446
Fund balances at 31 July 2023		397,150	57,608	454,758	536,333	57,268	593,601

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.

The notes numbered 3-20 refer to the more detailed breakdown of income and expenditure provided in pages 16-27 of this report.

SOCIETY FOR RESEARCH INTO HIGHER EDUCATION

BALANCE SHEET

AS AT 31 JULY 2023

	Notes	2023		2022	
		£	£	£	£
Fixed assets					
Intangible assets	14		-		16,459
Tangible assets	15		3,629		5,191
Investments	16		441,487		490,351
			<u>445,116</u>		<u>512,001</u>
Current assets					
Debtors	17	47,928		26,179	
Cash at bank and in hand		274,840		313,131	
		<u>322,768</u>		<u>339,310</u>	
Creditors: amounts falling due within one year	18	(313,126)		(257,710)	
Net current assets			9,642		81,600
Total assets less current liabilities			<u>454,758</u>		<u>593,601</u>
Income funds					
Restricted funds	20		57,608		57,268
Unrestricted funds			397,150		536,333
			<u>454,758</u>		<u>593,601</u>

The financial statements were approved by the Trustees on 26th October 2023

Professor Pauline Kneale - Chair of the Governing Council
Trustee

Ms Andrea Cameron - Hon Treasurer
Trustee

Company registration number 868820

Contact us

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