HEIRNETWORK

HIGHER EDUCATION INSTITUTIONAL
RESEARCH NETWORK

University of Brighton

INSTITUTIONAL RESEARCH IN A
CHANGING HIGHER EDUCATION WORLD

8 and 9 September 2022 mornings Online

15th Annual HEIR Network Conference

#HEIR2022

Proudly sponsored by **explorance.**

WELCOME FROM THE CHAIRS

A warm and virtual welcome to the UK and Ireland's Higher Education Institutional Research (HEIR) Network's 15th annual conference.

Experienced HEIR Networkers will notice a change to our traditional format this year caused by the uncertainty of the pandemic and the difficulties in planning such events during the last year. As such we remain online for the third year.

However, as you can see our programme remains packed full of the usual excellent, interesting and thought-provoking speakers that you would expect at a HEIR event. A top keynote will kick off each morning and we then have a number of invited speakers presenting on issues related to each of the day's theme.

The theme for this year is 'Institutional Research in a Changing HE World' and we have two different strands over the two days focussing on:

'Shifting student engagement' and 'Emerging new data and institutional research themes'.

On behalf of the HEIR Network Planning Group we hope you find the event enjoyable and useful and look forward to hearing from you during the sessions and receiving your feedback.

We'd also like to highlight that we have a slot in the programme for an informal HEIR Networking session at 12.40pm on Friday and would love to see many of you there too where we can catch up with familiar faces and make new connections.

Members of the Planning Group will be there to answer any questions on the Network and to find out what you would find useful from the Network for the new 2022/23 academic year.

Rachel Bowden
Co-Chair of the HEIR Network and
Head of the Evaluation and Policy Department,
University of Brighton

Matt Hiely-Rayner
Co-Chair of the HEIR Network and
Director of Strategic Planning and Change,
Buckinghamshire New University

ABOUT THE UK & IRELAND HEIR NETWORK

HEIRNETWORK

HIGHER EDUCATION INSTITUTIONAL RESEARCH NETWORK

WHO WE ARE
The UK and Ireland Higher Education Institutional Research (HEIR) network was established in 2008 to bring together institutional research (IR) enthusiasts and practitioners working in the UK and Ireland higher education sectors.

The HEIR network believes that IR is playing an increasingly important role in enhancing learning and teaching practice and providing timely and relevant evidence to aid management decision making at all levels within UK and Irish higher education institutions.

The network is coordinated by a voluntary Planning Group that focuses on supporting the network through providing networking opportunities, hosting online sessions of relevance to the HEIR community, and facilitating different host institutions in organising the main annual HEIR conference.

WHAT WE DO
The activities of the Network are focused on achieving the following four objectives:
1. To build an IR community in the UK and Ireland that can help individuals develop their knowledge and expertise and contribute to the building of capacity for IR across the sector
2. To be a forum for discussion around contemporary issues and for sharing ideas, experiences, practices and solutions to issues and problems
3. To inform HE policy and practice through engaging directly with policy-makers
4. To work with other bodies to impact on HE policy and practice.

EVENTS AND OUR ANNUAL CONFERENCE
The Network has organised fourteen successful conferences to date in Southampton (2008), Sheffield (2009), DCU, Dublin (2010), Kingston (2011), Liverpool (2012) Birmingham (2013) Oxford Brookes (2014), University of Western Scotland (UWS) (2015), Liverpool John Moores University (2016), Robert Gordon University, Aberdeen (2017), the Royal College of Surgeons in Ireland (RCSI) (2018), University of Wolverhampton (2019), University of Brighton (2020 online) and the University of St Andrews (2021 online).

More recently since the pandemic, we have also worked to provide a range of new online lunchtime sessions on current themes such as; Monitoring and Evaluation of Access and Participation Plans; the Future of National Student Surveys in the UK and Ireland; the methodology behind the compilation of the Guardian University Guide and qualitative analysis of student feedback.

Check out the Network's website and join the mailing list and the Network **www.heirnetwork.org.uk**

2022 HEIR NETWORK ANNUAL CONFERENCE

The organisation of this year's event has been a truly collaborative effort. With no single institutional host, every member of the Planning Group has got involved and worked together to shape the theme, keynotes, invited speakers and poster sessions. You'll get the chance to meet them throughout the event, including as Chair of many of the sessions and in the informal networking space too.

Special thanks are also due to Vicky McDonald, Administrative Assistant in the Evaluation & Policy Department at the University of Brighton for her tireless support and assistance in ensuring the smooth operation of this event.

HERE THEY ALL ARE:

Prof. Phil Gravestock
University of Wolverhampton

Paula Keys
University of South Wales

Aisling McKenna
Dublin City University

Dr. Nigel Page
Kingston University

Gráinne McDonagh
RCSI University of Medicine and Health Sciences

Lee O'Farrell
University College Dublin

Dr. Gerald Prescott
University of St. Andrews

Vicky McDonald
University of Brighton

2023 HEIR NETWORK ANNUAL CONFERENCE

We are delighted to let you know that for 2023's event we will be back in-person and making a return visit to Kingston University London.

Kingston University London is delighted to be next year's host for HEIR 2023 and, we hope to welcome delegates and HEIR Network supporters, past and present, to be able to join us in person in the leafy suburbs of London alongside the banks of the river Thames, for what will be a very special two-day conference with an outstanding selection of keynotes.

For HEIR 2023, we will focus on 'Utilising Institutional Research to Address Equity in Higher Education', highlighting the many ways in which institutional research, evaluation and data analysis increasingly play a pivotal role in supporting, evidencing, and strengthening equality for all in the HE environment. Key dates for your diary: Thursday 7 September and Friday 8 September 2023

#HEIR2023

https://www.kingston.ac.uk/aboutkingstonuniversity/location/penrhyn-road/town-house/

Picture above Town House: Kingston University's new award-winning building on the Penrhyn Road campus.

KEYNOTE BIOGRAPHIES

Mary Curnock Cook CBE @MaryCurnockCook

Mary Curnock Cook is an independent education expert serving in a non-executive capacity on a number of Boards.

From 2010-2017, Mary was Chief Executive of UCAS. Earlier in her career she held executive and non-executive positions in the education, hospitality, food and biotech sectors.

Mary is chair of Pearson Education, its UK arm, and also chairs the governing body of the Dyson Institute. She is a non-exec Director at the Student Loans Company, the London Interdisciplinary School, the Student Room and Education Cubed, and a Trustee at the Higher Education Policy Institute (HEPI). She has the role of Network Chair for Emerge Education, the leading edtech investor in Europe.

In 2021, Mary took on the Chair of the UPP Foundation Student Futures Commission, set up to ensure successful student futures following the pandemic. She is a regular speaker and commentator on HE policy and practice and a recognised champion of the student interest.

Mary has an MSc from London Business School and was awarded an OBE in 2000, and a CBE in 2020 for services to further and higher education. She is an honorary Fellow of Birkbeck and Goldsmiths and has an honorary doctorate from the University of Gloucestershire.

Professor Sir Peter Scott

Peter Scott is emeritus Professor of Higher Education Studies at University College London, Institute of Education. He was Scotland's first Commissioner for Fair Access from 2017 to 2022.

He was Vice-Chancellor of Kingston University from 1998 until 2010, and previously Pro-Vice-Chancellor and Professor of Education at the University of Leeds. His earlier career was spent in journalism and he was Editor of 'The Times Higher Education'.

He was also a member of the board of the Higher Education Funding Council for England (HEFCE) where he chaired its widening participation strategic committee. He was knighted in 2007 for services to education and has published widely on education and widening access issues.

His latest book is 'Retreat or Resolution: Tackling the Crisis of Mass Higher Education'.

CONFERENCE PROGRAMME

DAY 1: THURSDAY 8 SEPTEMBER 2022

Institutional Research in a Changing HE World: shifting student engagement

Time	What	Chair
9.45–9.55	Introduction and welcome to Day 1	Rachel Bowden
9.55–10.55	**Keynote 1** Student Futures Manifestos. what role for institutional researchers? Mary Curnock Cook CBE, Chair of the UPP Foundation Student Futures Commission	Aisling McKenna
10.55–11.05	**Break**	
11.05–12.35	Invited speakers and Q & A	HEIR Planning Group
1.1 11.05–11.35	**Dr Michelle Morgan** Dean of Students, University of East London Understanding prior learning experiences and concerns on entry to 'reimage' the student experience for success	Steve Woodfield
1.2 11.35 – 12.05	**Dr Liz Bennett** Huddersfield University Director of Teaching and Learning, School of Education, University of Huddersfield Learner Dashboards can they support student agency and empowerment?	Gerald Prescott
1.3 12.05–12.35	**Professor Alan Smeaton** Professor of Computing and Founding Director of the Insight Centre for Data Analytics, Dublin City University Experiences of Students Using their Personal Data for their Wellbeing	Grainne McDonagh
2.1-2.7 12.35–13.45	Poster Session – with lightning talks	Phil Gravestock
13.45	Close – end of Day 1	Rachel Bowden

CONFERENCE PROGRAMME

DAY 2: FRIDAY 9 SEPTEMBER 2022

Institutional Research in a Changing HE World: emerging new data and IR themes

Time	What	Chair
9.45–9.55	Introduction and welcome to Day 2	Matt Hiely-Rayner
9.55–10.55	**Keynote 2** Shifting Patterns of Governance in Higher Education **Professor Sir Peter Scott** Commissioner for Fair Access (Scotland) and emeritus Professor of Higher Education Studies, UCL	Paula Keys
10.55–11.05	**Break**	
11.05–12.35	Invited speakers and Q & A	HEIR Planning Group
3.1 11.05–11.35	**Dr James Newham** VC Senior Fellow, Northumbria University Mental Health Analytics: Using data to better support student wellbeing	Lee O'Farrell
3.2 11.35–12.05	**Dr Omar Khan** Director of TASO, Centre for Transforming Access and Student Outcomes Latest updates from TASO	Steve Woodfield
3.3 12.05–12.35	**Professor Paul Ashwin** Head Educational Research Department, University of Lancaster Measuring the quality of university education: beyond the nonsense of university rankings	Phil Gravestock
12.35–12.40	Thanks, 2023 Conference news and formal conference close	Rachel Bowden and Matt Hiely-Rayner
12.40–13.00	Informal Networking session	Hosted by HEIR Network Planning Group members
4.0 13.00–14.00	Changes in the 2023 Guardian University Guide Matt Hiely-Rayner Director of Intelligent Metrix	Rachel Bowden

CONTENTS

THURSDAY 8 SEPTEMBER

Institutional Research in a Changing HE World: Shifting Student Engagement

CONTENTS

FRIDAY 9 SEPTEMBER

Institutional Research in a Changing HE World: emerging new data and IR themes

DAY ONE

KEYNOTE 1
MARY CURNOCK COOK

Time	09.55–10.55
Track	Shifting Student Engagement
Title	Student Futures Manifestos: what role for institutional researchers?
Abstract	The UPP Foundation Student Futures Commission was set up to make sure that potential and current university students could get back on track for successful futures in the wake of the pandemic. Our central recommendation was that universities should co-produce a Student Futures Manifesto with their students to bring together existing and new initiatives and ways of working in a powerful statement of advocacy for successful student futures. In this session Mary Curnock Cook, who Chairs the Student Futures Commission, will draw on the work of the Commission to talk about the elements that could contribute to a meaningful Student Futures Manifesto and consider the role of Institutional Researchers in developing and evaluating their impact.
🐦	@MaryCurnockCook

SESSIONS

1.1

Presenter: Dr Michelle Morgan, Dean of students, University of East London

Chair: Steve Woodfield

Title: Understanding prior learning experiences and concerns on entry to 'reimage' the student experience for success

Abstract: As we come out of the Covid19 Pandemic, this talk will look at the key issues we need consider as we start to adjust to a 'new normal' higher education environment. This transition will be further complicated this coming year as we face another student crisis which is financial hardship.

Using the themes in the Student Experience Transitions model as a framework, this session will have four overarching aims and objectives in 'Reimagining the student learning experience' which are:
- Where are we now?
- What do we know?
- What we need to consider?
- And what are our future challenges?

1.2

Presenter: Dr Liz Bennett, Director of Teaching and Learning, School of Education, University of Huddersfield

Chair: Gerald Prescott

Title: Learner Dashboards can they support student agency and empowerment?

Abstract: The paper takes a student-centred perspective to understanding the range of ways that students respond to receiving information about their learning behaviours presented on a dashboard. It identifies four principles to inform the design of dashboards which support learner agency and empowerment, features which Prinsloo and Slade (2016) suggest are central to ethical adoption of learning analytics and Winstone and Carless's (2019) paradigms for student feedback. Examples of how these can be implemented are discussed

SESSIONS

1.3

Presenter: Professor Alan Smeaton, Insight Centre for Data Analytics, Dublin City University

Chair: Grainne McDonagh

Title: Experiences of Students Using their Personal Data for their Wellbeing

Abstract: The FLOURISH module at DCU focuses on overall student wellness and wellbeing and is like similar modules taught elsewhere at places like Yale and Berkeley. However I believe that those wellness or science of happiness courses elsewhere miss a trick in that they do not use students' personal data in any way. The syllabus for FLOURISH at DCU covers topics including sleep, nutrition, physical activity, behaviour change, digital footprints, cognitive psychology, healthy choices and more. For most of these topics there is an opportunity to use personal data to support better learning about the topic. In the FLOURISH module students get to see how their own personal data can be used by them as a force for their own good as they learn about those wellness-related topics in a data-informed way. Students gather and use their own personal data as they learn about these topics. The outcome is that students learn about aspects of their wellness and wellbeing which are not taught elsewhere and which they may mis-learn from unreliable sources such as social media or their peers. Additionally, the personal data aspects of their own digital literacy is enhanced by them seeing their own data being used for good. Following a pilot during which the FLOURISH module was taken by 170 2nd year undergraduate students as an optional microcredential, it is made available to the entire undergraduate cohort in the forthcoming academic year

POSTER SESSIONS

2.1

Presenter: Sue Beckingham, National Teaching Fellow | Principal Lecturer in Digital Analytics and Technologies | TLA Lead for Computing | Educational Developer (TEL) | Visiting Fellow Edge Hill University Sheffield Hallam University | Department of Computing | College of Business, Technology and Engineering

Title: Recommendations from the ground: Student led use of social media to foster inclusive groupwork

Abstract: Prior research has highlighted that whilst engaging in groupwork can have many benefits, in practice it can also present a range of challenges. We know that our diverse student body includes those that commute to university, juggle work and have caring responsibilities; they may have a learning contract; or as international students are listening, learning, and speaking in a second language. All of these can impact on the logistics and success of in-person group meetings, a crucial component of groupwork. This poster outlines the outcomes of a qualitative study with recent graduates and final year students and their personal recommendations to make groupwork more inclusive, supportive and valued. The research will share from the student's perspective how social media and digital technology can support group cohesion, trust, and productivity; along with suggestions that could help all students better prepare for a multimodal approach to groupwork.

2.2

Presenter: Eleanor Townsend, University of Exeter

Title: The Gay Agenda: Fair representation and inclusion of LGBTQ+ people in the medical curriculum

Abstract: Inclusive education is an increasingly important area of pedagogical research. Inclusivity offers educational benefits to not only those within minority groups, but also by cultivating open-mindedness and merging of new ideas and beliefs. This is doubly true for medical education, where students' educational experiences potentially impact health outcomes of their future patients. Currently, the University of Exeter medical curriculum is undergoing an audit with regards to the representation and inclusion of LGBTQ+ people. This poster will present the current findings, examples and areas with scope for inclusion, and challenges to representation. Overall, this work is a reflection on the importance of inclusive education and the wide-reaching impact it can have.

POSTER SESSIONS

2.3

Presenter: Karen Cooper* & Dr Rosalyn Collings, UG Psychology Dissertation 2022 student*. University of Wolverhampton.

Title: Exploring UK mature students experience of returning to campus teaching following COVID lockdowns: A thematic analysis.

Abstract: The COVID-19 pandemic has significantly impacted students with institutions required to rapidly change delivery modalities from 2020-2022 to satisfy student demands and maintain teaching quality. During the UK lockdowns Higher Education Institutions transitioned to fully online learning incorporating synchronous and asynchronous teaching strategies. The transition highlighted difficulties faced by students from digital poverty to additional caring responsibilities. In September 2021 Universities returned to hybrid teaching incorporating face-to-face campus teaching. The following study focuses on mature students' feelings, expectations, and experiences of returning to campus. Interviews with five students from the University of Wolverhampton highlighted three main themes: 1) "Ghostly Spaces" focused on the quietness of both campus and the eery silence of synchronous online teaching; 2) "Constricted Choices" discusses the feelings of loss of control at the rapid changes as well as anxieties of returning during a continued pandemic; and 3) "Disciplined Engagement" focused on peer support and requirement for structure for motivation online and on campus. Findings are discussed in relation to supporting students, peer support and providing structured blended learning.

2.4

Presenter: Dr Nigel Page, Associate Professor, School Director of Learning and Teaching, School of Life Sciences, Pharmacy and Chemistry, Kingston University London

Title: Shifting student engagement: The impact of commuting and COVID-19 on assessment gaps at a London University.

Abstract: Previously, we have identified significant differences between our ethnically diverse and white students in their commuting habits (Page et al. 2021). This demonstrated significantly longer and complex journeys faced by commuting students with significant time spent on travel that created extra stress, dissatisfaction, and differential attainment. There has been little research to demonstrate the direct impact on individual attainment, BME awarding gaps throughout the COVID-19 pandemic (when essentially most students no longer commuted to study). Here, we report the impact of the significant reduction in commuting through the COVID-19 pandemic on attainment between a diverse range of students who would previously have commuted.

POSTER SESSIONS

2.5

Presenter: Maura McGinn, Director, UCD Institutional Research

Lisa Bennett, Institutional Research Analyst, University College Dublin

Title: Covid-19 and StudentSurvey.ie: the impact of learning at distance and return to campus environment on engagement with StudentSurvey.ie at University College Dublin

Abstract: The impact of Covid-19 and the experience of learning at distance resulted in unprecedented changes to student responses to the national Irish survey of student engagement, StudentSurvey.ie. At University College Dublin, there was a decrease in the scores for almost all questions across all indicators. This included not only those questions focusing on student interactions and engagement with the campus environment, but also indicators related to student learning and their experiences of teaching. Students returned to a campus-based learning experience in September 2022. This poster will examine whether, and to what extent, the student experience has returned to pre-pandemic levels, as reflected through their feedback in the national survey

2.6

Presenter: Joanna E Carter, Student Insight and Sector Policy Manager, Strategic Planning and Business Intelligence Service, University of Hull J.E.Carter@hull.ac.uk

Title: Evolving staff engagement with survey results and interaction with data.

Abstract: The poster will present an overview of the survey data dashboards being produced by the University of Hull's Student Insight and Sector Policy Team. It will discuss:
1. The background issues with how data was being shared; multiple platforms, management of access control, bottlenecking at dissemination.
2. The response we have implemented; it has taken 12 months to produce Power BI dynamic data dashboards for all our survey results. These are self-service, designed to fulfil the needs of all types of staff reporting responsibilities and include statistical indicators of change / reliability.
3. The ways in which we are communicating the dashboards; methods to promote and encourage engagement.
4. The impact the dashboards have had; initial feedback.
5. Challenges we are aware of; ensuring surveys are continually improved for valid reasons and not to fit a dashboard format.
6. The future direction; efficiency, stronger focus on analysis and finding / using insights.

POSTER SESSIONS

2.7

Presenter: Explorance

Title: The Student Life Cycle: understanding the student journey inside and outside the classroom for greater success

Abstract: Information to follow

2.8

Presenter: [POSTER SHARED BUT NO TALK] Ella Ella Brown* & Dr Rosalyn Collings - UG Psychology 2022 Dissertation Student*, University of Wolverhampton

Title: Exploring Academic Staff Perceptions of Disclosing Mental Ill Health and Perceived Barriers to Seeking Support from Line Management: A Mixed Methodology Approach.

Abstract: There is a plethora of student mental health research with university policies focusing on student wellbeing and belonging. In stark contrast there is an absence of mental health research from the academic's point of view. With high levels of burnout understanding academic staff perceived stigma and barriers to help seeking is important. Using a short survey including the Military Stigma Scale and Attitudes Towards Seeking Professional Psychological Help Scale alongside some open ended questions focusing on current barriers to disclosing mental ill health to line managers this survey UK Higher Education academics emphasised the continued perceived stigma within our industry.. Participants scored very highly on the stigma scale which correlated negatively with help seeking with a medium effect size. Only 21% had disclosed mental health diagnosis to their line manager citing barriers all relating to being viewed as "less capable", having mental ill health used against them and losing progression opportunities. Those who had disclosed reported a split in the outcome with some experiencing a great level of support while others experienced bullying and escalation of their mental health to unnecessary levels. Results are discussed in terms of changing cultures and management training. The difficulty experienced in recruiting participants to a study around mental health are also discussed as stigma remains high and is still having a detrimental impact on academic staff in Higher Education.

DAY TWO

KEYNOTE 2
PROFESSOR PETER SCOTT

Time	09.55–10.55
Chair	Paula Keys
Title	Shifting Patterns of Governance in Higher Education

Abstract

Over the past two decades university planning has got serious. What was once a largely decorative activity has now become the dominant driver of institutional priorities - and, increasingly, performance. But the purposes that planning now has to serve have splintered. They now embrace shaping institutional profiles (and managing reputations), mobilising internal support, monitoring progress, complying with external demands and much more. Often these purposes conflict with each other - operationally and normatively.

The two arenas most impacted by these developments are governance, in particular governing bodies now loaded with increased responsibilities, and planning units and departments. They have to juggle quantitative and qualitative inputs, balance internally focused (strategic) and externally focused (compliance) outputs and reconcile short-term imperatives with longer-term development. My talk will explore some of these dilemmas.

SESSIONS – 11.05–12.35

3.1

Presenter: Dr James Newham, VC Senior Fellow, Northumbria University, OfS funded Mental Health Analytics project

Chair: Lee O'Farrell

Title: Mental Health Analytics: Using data to better support student wellbeing

Abstract: Rates of attempted suicide, planned suicide, and suicidal thoughts in university students have estimated rates of 3.2%, 6.1%, and 22.3% respectively; and only 1 in 3 people who die by suicide are known to mental health services. There is an imperative to develop preventative strategies that provide support to students at risk before they reach crisis point. Commissioned by the Office for Students, our project aimed develop a 'whole university' approach to mental health and wellbeing whereby all students receive better guidance on seeking support. To develop this approach, we used literature reviews, interviews with support service staff, and case audits to determine appropriate data sources associated with mental wellbeing and collected self-reported wellbeing data from over 50K students. These data were incorporated within an analytics system designed to identify risk patterns across student cohorts. Through implementing a model of student consent, we used this analytic system to identify students at risk and send them personalised communications that signpost them to appropriate support. This talk will give an overview of how this approach led to us identifying more students at risk and our success in getting them access to support, while highlighting issues of data governance, data integration, service capacity, and student engagement.

3.2

Presenter: Dr Omar Khan, Director of TASO, Centre for Transforming Access and Student Outcomes

Chair: Nigel Page

Title: Update from TASO

Abstract: Information to follow

SESSIONS

3.3

Presenter: Professor Paul Ashwin, Head Educational Research Department, University of Lancaster

Chair: Phil Gravestock

Title: Measuring the quality of university education: beyond the nonsense of university rankings

Abstract: University rankings tell us about the reputation of universities but nothing about the quality of education they offer. In this talk, I will explore ways of measuring the quality of university education that give a meaningful insight into the quality of teaching and learning on particular degree programmes.
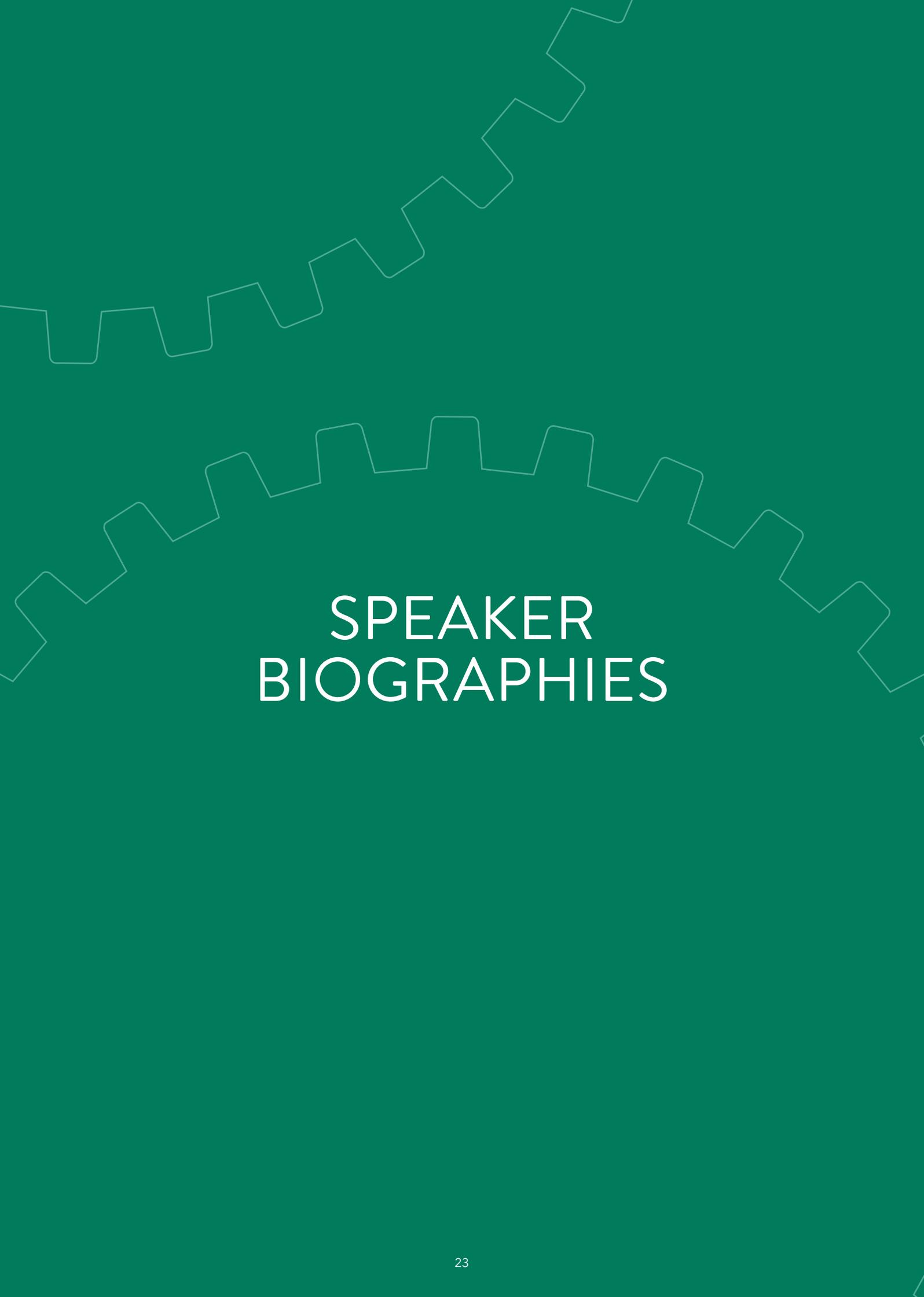
4.0

Presenter: Matt Hiely-Rayner, Director of Intelligent Metrix

Chair: Rachel Bowden

Title: Changes in the 2023 Guardian University Guide

Abstract: The 2023 Guardian University Guide will be published on Saturday 10 September and will feature an expansion to cover 66 subjects. As Director of Intelligent Metrix, the company that compiles the rankings for the University Guide, Matt Hiely-Rayner will explain the process by which new subjects were selected, the issues encountered when altering the subject suite, and the other data discontinuities that covid, sector policy and methodology changes presented.

SPEAKER BIOGRAPHIES

SPEAKER BIOS

DR LIZ BENNETT

Dr Liz Bennett is Director of Teaching and Learning within the School of Education and Professional Development at the University of Huddersfield. She is also one of the Editors of Research in Learning Technology, the journal of the Association for Learning Technology.

🐦 @LizBennett1

PROFESSOR PAUL ASHWIN

Paul Ashwin is Professor of Higher Education and Head of the Department of Educational Research, Lancaster University. He is Deputy Director of the Centre for Global Higher Education, an ESRC-funded research centre involving 10 international universities. Paul's research is focused on the educational role of higher education. His book, 'Transforming University Education: A Manifesto' (2020), argues for a focus on the educational, rather than economic, purposes of university degrees in order to understand their transformational impact on students and societies. He is also the lead author on Reflective Teaching in Higher Education (2015, 2020) written by an international team to support the development of research-informed university teaching.

🐦 @paulashwin

SPEAKER BIOS

MATT HIELY-RAYNER

Director Intelligent Metrix
Matt is co-Chair of the HEIR planning group, Director of Strategic Planning & Change at Buckinghamshire New University and Director of Intelligent Metrix.

Matt is Director of Strategic Planning & Change at Buckinghamshire New University where he is developing a more data-driven approach to strategic change, including the introduction of predictive analytics to increase student prospects of success. With a particular interest in HE metrics that approximate the student experience, Matt previously worked on using value added scores to illustrate the unexplained gaps in degree classifications between student groups and was previously at Kingston University, overseeing the University's institutional research function that evaluated the success of the University's efforts to address its attainment gaps. The value added metrics derive from Matt's other occupation, which is compiling the rankings for the Guardian's University Guide.

DR MICHELLE MORGAN

Dr Michelle Morgan is Dean of Students at the University of East London. Michelle is extensively published in the area of supporting student diversity and improving the student learning experience at undergraduate and postgraduate taught level in, through and out of the student study journey. Her two edited books that revolve around her Student Experience Transitions Model (SET) are designed to help academic and professional service colleagues support students. She has developed a free portal for staff which provides a range of information and links for anyone interested in improving the student experience in higher education www.improvingthestudentexperience.com

During her varied career, Michelle has been a faculty manager, lecturer, researcher and academic manager. She describes herself as a 'Third Space Professional' student experience practitioner who develops initiatives based on pragmatic and practical research. Michelle has over 50 publications and has presented over 100 national and international conference papers (including 45 keynotes and 30 invited papers). She co-wrote and co-presented a 5 part Radio series for BBC China in 2011 on the student learning experience. She is an alumni of the University of Brighton and Bournemouth.

Michelle was creator and PI/Project Lead of an innovative, £2.7 million, 11 university collaborative HEFCE grant, looking at the study expectations and attitudes of postgraduate taught (PGT) students. Michelle is a Principal Fellow of the HEA, Fellow of the AUA , an elected council member of UKCGE and for a second year, a judge on The Guardian University awards panel. She is an NTF Reviewer and Student Minds Mental Health Charter Assessor.

 @it_se

SPEAKER BIOS

DR OMAR KHAN

Dr Omar Khan joined TASO in June 2020.
Omar has led TASO's transition into an independent charity, developing its team and strategy to widen participation in higher education and eliminate equality gaps between students. His research and professional background has focused on equality and social mobility, particularly in education and the labour market, and he regularly speaks on these topics in the UK and globally.

Omar holds several advisory positions, including trustee of the Political Studies Association and of the Barrow Cadbury Trust, chair of the Ethnicity Strand Advisory Group to Understanding Society, and a member of the 2021 REF and 2014 REF assessments. Omar has previously been a board or advisory group member at the University of East London, the Financial Inclusion Commission, the Department for Work and Pensions, and a 2012 Clore Social Leadership Fellow.

Omar joined TASO from race equality think tank the Runnymede Trust, where he had been Director since 2014, growing the organisation and increasing its profile. He completed a doctorate in political science from the University of Oxford in 2008.

@omaromalleykhan

PROFESSOR ALAN SMEATON

Professor of Computing and Founding Director of the Insight Centre for Data Analytics

Alan joined DCU in 1987 from University College Dublin where he completed his PhD. He was subsequently appointed Senior Lecturer and then Full Professor of Computing, in 1997. He has been Executive Dean of Faculty and Head of the School of Computing (twice). Alan's research output includes more than 700 publications with over 20,000 citations and a h-index of 70. He is an elected member of the Royal Irish Academy and Academy Gold Medal Winner, a Fellow of the IEEE, Principal Fellow of AdvanceHE and winner of several other awards for his work. He is a founding Director of the Insight Centre for Data Analytics which funds 400 researchers across Universities in Ireland and was the largest non-capital public research award ever given in Ireland though he has stepped back from his executive role in directing this in order to concentrate on his own teaching and research. He is a regular contributor to Irish and international media with several media "pieces" each year on radio, TV, news and online, in Ireland and internationally and on topics usually around Artificial Intelligence, data analytics, and technology in general.

@asmeaton

SPEAKER BIOS

DR JAMES NEWHAM

Dr James Newham completed his PhD at the University of Manchester and completed his MPhil Neuroscience at Newcastle University. From developing an interest in maternal and child health he had a joint appointment at King's College London as both Lecturer in Child Public Health and as Trial Coordinator. He joined Northumbria University in December 2019 and is currently a Senior Lecturer who is responsible for leading the design and implementation of the £2m Office for Students-funded Mental Health Analytics project. His research interests centre on mental health determinants and behaviour change interventions in families, children and young people, and vulnerable groups; with the central theme being preventative public health solutions for poor mental health.

 @JamesJNewham

15th Annual HEIR Network Conference

#HEIR2022