

Biographies

Higher Education, Funding and Access:
Scotland and the UK in International Perspective

<http://bit.ly/CREID-seminar-HE_funding_access>

Chairs

Professor Jim Gallacher

Jim Gallacher is Professor Emeritus of Lifelong Learning in Glasgow Caledonian University, and Honorary Professor in the University of Stirling and the University of the Highlands and Islands. He is a member of the Board of Management of City of Glasgow College, where he chairs the Learning and Teaching Committee, and was a member of the Scottish Funding Council for Further and Higher Education 2005-10, where he chaired the Access and Inclusion Committee. Recent and current research interests include widening access to further and higher education and links between further and higher education.

Professor Lyn Tett

Lyn Tett is Professor Emerita at the University of Edinburgh and Professor of Community Education at the University of Huddersfield. Her research focuses on post compulsory education and she has a particular interest in the factors such as class, gender, disability that lead to the exclusion of adults from post-compulsory education and of the action that might be taken to promote social inclusion.

Speakers

Lucy Hunter Blackburn

Lucy Hunter Blackburn is a writer and researcher specialising in student funding within the UK. She has twenty years' experience of working in public policy in local and national government, mainly in Scotland, including four years as Head of Higher Education in the Scottish Executive. She is currently a postgraduate student at Moray House School of Education, University of Edinburgh, with a special interest in student borrowing patterns.

Dr Katherine Friend

Katherine Friend is a Lecturer in Undergraduate and Professional Education at Nottingham Trent University. Her area of research investigates the experiences of underrepresented students in higher education in the US and the UK. She considers how government policy to widen participation attempted to provide equal access to all higher education institutions. Her doctoral work examined how, on one hand, the expansion of higher education has fostered discussions pertaining to the social characteristics of the student body, and, on the other hand, how the massification of higher education has paradoxically created an institutional hierarchy.

Professor Trevor Gale

Trevor Gale is a critical sociologist of education and professor of education policy and social justice at the University of Glasgow. His research focuses on the reproduction of inequalities in and through education systems, particularly in schools and higher education and particularly in relation to policy, pedagogy, aspiration, transition, and social justice. He is author of over 100 peer-reviewed publications – books, chapters, articles – which often have influence on policy and practice. For example, his research on student transition formed the basis of QAA Scotland's *Transition Map*, developed to inform practice in Scottish Universities, and has been used to inform the Academic Transitions Toolkit developed at the University of Edinburgh. In 2013 he completed a major report for HEFCE on widening participation in Australian higher education, to inform their assessment of new directions for HE policy and practice in England. Trevor has served on government and professional boards, including as president of the Australian Association for Research in Education, and he is currently a member of the Wales Education Commission. He is the founding editor of *Critical Studies in Education*, the sociology of education journal with the highest impact factor in the UK, and of the Springer book series, *Education Policy and Social Inequality*. From 2008 to 2011 he was the founding director of the National Centre for Student Equity in Higher Education, an Australian Government funded research centre. In 2015 Trevor moved to Scotland to take up the role of Head of the School of Education at the University of Glasgow.

Professor Cristina Iannelli

Cristina Iannelli is Professor of Education and Social Stratification and Co-Director of the Applied Quantitative Methods Network (AQMeN) Centre in Scotland (www.aqmen.ac.uk). Within the Centre she is also leader of the 'Education and Social Stratification' research strand. One of the main aims of this strand is to examine the role of institutional differentiation of curriculum and status in reproducing social inequalities in education and the labour market.

Cristina has extensive research experience as leader and co-investigator of several national and international research projects. After the award of her PhD at the European University Institute (Florence), she worked as Research Fellow at the Centre for Educational Sociology in the University of Edinburgh. During this period she was involved in two major European projects, A Comparative Analysis of Education to Work Transitions in Europe (CATEWE) and Evaluation and Analysis of the Labour Forces Survey 2000 Ad Hoc Module on School-To-Work Transitions in Europe.

She was the principal investigator of the ESRC project Education and Social Mobility in Scotland in the 20th Century which provided an up-to-date picture of social mobility patterns in Scotland. After this study she was awarded a three-year ESRC Research Fellowship on The Role of Educational Structure and Content in the Process of Social Mobility.

She was successfully involved in the creation of a Scotland-wide Advanced Quantitative Methods Network (AQMeN) (funded by the ESRC and the Scottish Funding Council) which aimed to boost capacity in quantitative methods in Scotland. Since January 2013 AQMeN has become an ESRC-funded research centre.

She is involved in a further two major initiatives, Edinburgh Q-Step and the Administrative Data Research Centre in Scotland.

Professor Andrea Óhidý

Óhidý, Andrea, Prof. Dr is professor for education sciences with focus on school pedagogy at the University of Education in Freiburg/Germany. Her research interests include Lifelong Learning, European Education Policies, Pedagogic Professionalism, Teacher Training and Intercultural Studies.

She was born in Budapest (Hungary) and studied school pedagogy in Jászberény and Budapest (Hungary) and educational sciences, sociology and psychology in Muenster (Germany). She wrote her PhD-thesis about the *Lifelong Learning concept of the European Union*, the topic of her habilitation was *Heterogeneity as a challenge for the European education*.

After graduation she worked first as a school teacher in Budapest (Hungary), and was then research fellow at the universities of Bielefeld, Muenster and Magdeburg (Germany) and visiting professor in Magdeburg and Freiburg (Germany), before she was offered a chair in Freiburg. She also worked as an ERASMUS-visiting professor at the universities in Pápa, Veszprém und Budapest (Hungary), Cracow (Poland) and Vienna (Austria).

She visited Edinburgh in 2000 for the first time. Later she attended a language course at the university. She has been several times in Edinburgh – as a tourist and also as a researcher – and hopes to establish a long-term cooperation between the University of Edinburgh and the University of Education in Freiburg.

Professor Sheila Riddell

Sheila Riddell is Director of the Centre for Research in Education Inclusion and Diversity at the Moray House School of Education, University of Edinburgh. She previously worked as Director of the Strathclyde Centre for Disability Research, University of Glasgow.

Her research interests are in the broad field of equality and social inclusion, with particular reference to gender, social class and disability in the fields of education, training, employment and social care. Sheila is currently working on projects investigating higher education, lifelong learning policy, and special and inclusive education across Europe.

Professor Emer Smyth

Emer Smyth is a Research Professor and Head of the Social Research Division at the Economic and Social Research Institute (ESRI) in Dublin, Ireland and is adjunct Professor of Sociology at Trinity College, Dublin. She has published extensively on her main research interests of education, school to work transitions, gender and comparative methodology.

She has conducted a number of studies looking at young people's experiences of the schooling system and the factors shaping their post-school transitions. She is on the management team of the Growing Up in Ireland (GUI) study and has used GUI data to look at arts and cultural participation among children and young people, spatial variation in child outcomes and the transition into primary school. She is currently involved in a study of promotion practices in the civil service and in an evaluation of the Social Inclusion Community Activation programme.

She has a strong interest in comparative research on education issues, and is currently involved in the education and stratification strand of the UK-based Applied Quantitative Methods Network,

conducting comparative research on the influence of school curriculum on entry into higher education and employment.

Professor Marie (Aurélie) Thériault

Marie (Aurélie) Thériault earned her doctorate in linguistics with at Université de Montréal in 2007 under the supervision of professors Jean-Yves Le Guillou and Henri Dorion. At the time, she already had 20 years of experience working for the Montreal School Board as a French teacher in general adult education. Having taught French both as a first and second language, she has accompanied hundreds of adults in their secondary academic path and has helped a large number of them graduate. Hired in 2008 by UQÀM (Université du Québec à Montréal) as a visiting professor for on-site training of future teaching professionals, two years later she went in the department of psychopedagogy and andragogy of Université de Montréal, where she now specializes in learning issues in adults. She became associate professor in 2016. She is a regular researcher at the CRIFPE (Interuniversity Research Centre on Education and the Teaching Profession), which is the main Canadian research centre in educational studies. She is also a regular researcher at Réseau DIALOG, an Aboriginal research network that's part of the INRS (National Institute for Scientific Research), where she contributes as an educational and linguistic specialist. She has personal interest and stakes in all Aboriginal issues. She is known for her knowledge and experience in the ethnographic method and ethnographic archival methods. She is engaged in research which centres its epistemology on the co-production of knowledge. Her works have been financed by Social Sciences and Humanities Research Council and by Smithsonian Institution (Native American Award Fellowship -visiting scholar).

Dr Katy Vigurs

Kate is Associate Professor in the International Centre for Guidance Studies at the University of Derby where she specialises in research on higher education participation and graduate transitions. She recently completed a study for the Society for Research into Higher Education which investigated the influence of higher tuition fees and increased student debt on graduate decision-making in England. One of the outputs of this project was a 30-page research-informed comic book that visually communicates graduating students' perceptions of student finance and its impact on the shaping of their graduate futures. Producing this 'alternative' research output has fuelled Katy's interest in creative methods for public engagement with critical research.

Dr Elisabet Weedon

Elisabet Weedon was a Senior Research Fellow and Depute Director in CREID until 2017. She is now an Honorary Research Fellow at the University of Edinburgh. Her main research interests are in lifelong learning, higher education, disabled students in higher education and additional support needs in Scottish schools. She has been involved with ESRC and EU funded projects in these areas.

Dr Susan Whittaker

Susan Whittaker is a Research Fellow at the Centre for Research in Education Inclusion and Diversity (CREID) at the University of Edinburgh. She has undertaken research on higher education issues, most recently on cross-border study mobility. She currently works mainly on the ENLIVEN project, an EU-funded research project on adult learning and youth training. Her research interests concern the field of post-compulsory education, and social inequalities.

Dr Gill Wyness

Dr Gill Wyness is a Senior Lecturer in Economics of Education at the UCL Institute of Education, and a Research Associate at the Centre for Economic Performance at the London School of Economics. Her main research area is the economics of higher education in the UK, and her work has involved estimating the impact of higher education finance (fees, grants and loans) on university participation using quasi-experimental methods, and investigating the role of information in higher education decisions using a randomised control trial.

Ongoing research involves investigating the impact of student aid on university completion and performance using a unique dataset collected from UK universities, and evaluating the extent of undermatch – where students attend a university that is lower ranked than their academic credentials would permit.

Her work has been published in the Economics of Education Review and Journal of Human Capital.