The role of research in higher education and research assessment

00:17:42 CGHE Annual Conference: Welcome back everyone! A reminder on housekeeping for conference sessions. All sessions are being recorded and will be posted online later this week, as will all slides and a transcript of the chat function conversation. Please keep yourself muted unless you have been asked to speak or ask a question.

00:18:28 CGHE Annual Conference: To ask a question, use the chat function and write out the question you wish to ask. At the end of the presentation, if your question is selected by the Chair you will be invited to ask it yourself directly. When invited to ask a question, please unmute yourself, switch on your video, and state your name and where you are from.

00:21:22 Bruno Mallett: https://prezi.com/view/UdTangNvQUhyueVcq1wn/

00:42:38 Pete Leihy: Looks like a great project

00:51:17 Ellen Hazelkorn: Please use the chat to write out your questions. I will call on you after the presentations end.

00:51:59 Susan Marango: Is there a link to the full research paper?

00:52:19 Pete Leihy: Are disciplines themselves on top, or are disciplines on the bottom, in this scheme?

00:52:54 Alis Oancea: Susan Marango: The slides will be shared but these are emerging insights from the preliminary analysis - the full analysis will be shared later in the summer

00:53:37 Susan Marango: Ok, many thanks.

00:54:13 Michael Woolf: This is only a tenuously connected issue but there is a paradox; we claim to be committed to decolonizing our curricula. At the same time, we are starving

research in precisely those disciplines that are critical to that agenda-- in particular literature and history: tools by which we reveal silenced voices and hidden experiences. Not really a question

00:58:57 Celia Whitchurch: The idea of a research ecosystem is very helpful eg inclusion of technical staff. Has any thought been given to the role of pedagogical research in the teaching ecosystem, particularly with the advent of t-only positions?

01:02:33 Victoria: Congratulations! It is an authentic demonstration of high culture. The connections between epistemology, ontology and research methodology at frontiers in sciences are delineated in terms of relevant literature. The entire presentation reflects the supercomplexity of the mechanisms related disciplinary identities.

01:03:16 Angela Tavares de Jesus: Could you please share the link? I miss the first minutes of presentation. Thank you

01:04:13 Marta: Such an interesting project - congratulations and good luck with your work!

01:05:44 Nicoleta Gaciu: How you define 'global survey'?

01:06:11 Alis Oancea: Link to doctoral research gallery: https://prezi.com/view/UdTangNvQUhyueVcq1wn/

01:06:37 Marta: Thank you.

01:08:19 CGHE Annual Conference: Thank you for joining this session. The final session of day one, 'PANEL – Broadening the epistemic agenda: equity and diversity in global circuits of knowledge', will start at 4.30pm (UK). Link here: https://www.cgheconference2022.com/

01:09:11 Angela Tavares de Jesus: Thank you

01:09:23 Pete Leihy: the evolving correspondence between disciplinary approaches and departmental and other organisational structures is really fascinating

01:10:17 Xin Xu: Thank you very much for joining us and sharing ideas.

If you are interested in updates on our project, you can find the information on the website (https://www.researchcghe.org/research/2020-2023/project/the-role-of-research-in-higher-education-and-research-assessment/), or join our mailing list to receive our newsletter (http://eepurl.com/hxYFov). Thank you.

01:11:01 Rob Cuthbert: We should not separate the 'research ecosystem' from the 'teaching ecosystem'. We should treat academic practice holistically and look at the varieties of academic practice in different contexts.

01:11:15 Angela Tavares de Jesus: Agree.

01:11:16 Soyoung Lee: It is a really interesting project. Thank you for your presentations! You mentioned briefly about the diverse cultural roots underlying your findings and the international comparative project. For instance, it would be really interesting to see really how culture impacts the definitions of research, if there's anything you can share at this

stage? And where is culture located in your framework of system/institution/people regarding research?

01:12:35 Yushan Xie: Thank you all for the presentation. Are there any themes or findings at this stage that have become more prominent, as compared to research which has been done 5-10 years ago, in relation to the changing world we live in, e.g., digitisation, VUCA (volatility, uncertainty, complexity, and ambiguity), world politics, etc?

01:12:37 Dobre, Silvia C. (ELS-OXF): Excellent presentation!

01:12:38 Dr. Susie Davis: This session shares similarities with Trisha Greenhalgh's Bourdieu-inspired keynote which mentioned orthodoxy and heterodoxy in terms of how research is defined, what counts as research etc. Am excited to learn about the emerging implications from this research project (a question we probably don't have time for!).

01:12:45 Victoria: Thank you!

01:12:49 Dobre, Silvia C. (ELS-OXF): Good luck with the project, impressive!

01:12:51 Leandro Rodriguez-Medina: Good luck with this great project!!!

01:12:51 James Robson: I completely agree @Rob Cuthbert. It's really important to look at the ways in which research and teaching intersect. Similarly, it's important to look at the intersection with innovation systems and impact and knowledge exchange

01:12:52 Nuzha Nuseibeh: Thank you all!