

# The Cinderella Syndrome: revisiting Access and Widening Participation in Higher Education, 20 April 2021



00:41:30 Simon Marginson: Come all you Cindirellas, Prince Charmings, Fairy Godparents, Pumpkins, Shoemakers etc - it is time to formulate your questions for Juliette.

00:41:38 Simon Marginson: Questions please!

00:48:09 Simon Marginson: Only have one question so far - needing more!

00:48:42 Simon Marginson: consider it a 'glass slipper' opportunity to star in the webinar format

00:50:18 Johnny Rich: Not a question, I'm afraid, but in terms of rankings of universities for social mobility, I thought this 2018 Gini analysis of UK unis was interesting:

<https://www.hepi.ac.uk/wp-content/uploads/2018/04/HEPI-Policy-Note-6-Benchmarking-widening-participation-FINAL.pdf>

00:51:05 Adesanya M. Alabi: Thank you so much

00:51:59 Soyoung Lee: Thank you for your very insightful presentation. Maybe we need a shift in our perspective.

Your research has shown how HE cannot provide what students are falsely expecting that they will get from HE. I'd like to question your assumption about students' expectation about HE. And are you assuming that students are not aware of this myth of access? How does your study address students' expectations about happily ever 'within' HE, not 'after' HE?

00:52:15 Kamil Luczaj: Thank you for this interesting presentation, Juliette. I was wondering if you know any statistics on the first-generation lecturers (not students) in Europe

00:53:58 Nurreza Laila: Thank you so much for the good presentation, Juliette. I'm so happy to join this presentation..

00:54:27 Hongwei Gu: How to increase public support for institutions, so that universities can be adequately funded to address the needs of the most economically challenged students?

Thanks Juliette for this insightful talk.

00:55:58 Johnny Rich: To some extent, Good Will Hunting is the myth you're looking for, Simon. Any transformation myth will depend on a dramatic conflict: for social mobility the conflict will be about non-acceptance and the financial, time poverty constraints of study.

00:56:05 Juuso Nieminen: Thank you so much for the presentation! This is more like a reflection rather than a simple question: How do you see the opportunities that other institutions/agencies beyond HE could offer for people from disadvantaged backgrounds? Perhaps similar cultural/social capital could be produced elsewhere - should we shift our gaze away from HE that has already been noted as elitist, ableist etc? You briefly mentioned online courses, I think. What if external agencies started producing education of structured knowledge (agencies produced, perhaps, by the "disadvantaged" people themselves, hence "resistance")?

00:56:44 Laura Czerniewicz: There is a distinction to be made between what Fraser calls affirmative remedies and transformative remedies. Sounds like you are focusing on reorganising the social system (since HE mirrors society). At the same time there are useful affirmative or ameliorative remedies - these are not trivial or irrelevant

00:57:13 Zachery Spire: Can we live outside this capitalist society context and simultaneously critique its conditions? Are we at risk of actually doing exactly what we are proposing to escape? And isn't it simply acknowledging what has perhaps already been within our institutions....Taking into account more identities and experiences within our policies, planning and practices seems to return to a 'baseline' of 'how do we all get along'? How do we all get along and do so by celebrating our diversity? Rather than accept, are we not inspired to Celebrate our Diversity at the individual, social and institutional levels?

00:57:25 Farhana Mehtab: Thanks a lot for the good presentation, Juliette. I'm so happy to join this presentation..

00:58:25 Terri Kim: How do we understand the increasing number of dropouts? - which seem to have become a new fad - e.g. in Korea. which has realised universal access to HE earlier than others among OECD countries. In the age of Industry 4.0, the value of HE seems to be less significant than before. E.g. the celebrity billionaire college dropouts - such as Mark Zuckerberg, Bill Gates, Steve Jobs.

01:02:39 Jane Kerubo: Thank you Juliette for the good presentation. You mentioned something about drop out. In Kenya today the government has withdrawn government funding to 12,000 university students who have overstayed at the university- Not completing their programs on time! Did your research identify reasons for non completion of programs?

01:05:41 Farhana Mehtab: Will the participants get the video records?

01:08:22 CGHE Webinars: Thanks for joining us today, a recording of this webinar will be on the CGHE site tomorrow morning: <https://www.researchcghe.org/events/cghe-seminar/the-cinderella-syndrome-revisiting-access-and-widening-participation-in-higher-education/>

01:09:00 Farhana Mehtab: Thank you so much.

01:09:08 CGHE Webinars: Our next webinar, 'Self-formation in international higher education: Evidence from Turkish international students', will take place on Thursday. You can register here: <https://www.researchcghe.org/events/cghe-seminar/self-formation-in-international-higher-education-evidence-from-turkish-international-students/>

01:10:04 CGHE Webinars: You can also sign-up for the CGHE Annual Conference 2021: Remaking higher education for a more equal world on 11-12 May here: <https://cgheannualconference2021.hubilo.com/>

01:15:47 Ruth Brooks: Thanks very much Juliette and CGHE, such a great narrative/way to describe a very real challenge.

01:15:59 Zachery Spire: Thank you so much! Brilliant presentation and discussion!

01:21:19 Mario Azevedo: Great! Instigating presentation! Congratulations! Many thanks!

01:21:22 Victorița Trif: Thank you!

01:21:43 Syafiqah Abdul Rahim: Thank you Juliette! great presentation to spark ideas!

01:21:50 Adesanya M. Alabi: Thank you so much for this presentation; very profound !

01:22:00 Johnny Rich: Thanks, Juliette, everyone.

01:22:02 Jane Kerubo: Thank you for this webinar