WARWICK
THE UNIVERSITY OF WARWICK

EXTENDING CONNECTIONS

WARWICK INTERNATIONAL HIGHER EDUCATION ACADEMY

ANNUAL REPORT 2021

WELCOME

Reflections on an exceptional year

The 2020/21 academic year has undoubtedly been exceptional in many ways. It has been full of new challenges for both staff and students - and by disrupting our habitual behaviours, it has also presented us with opportunities to explore new and creative ways of working together. In forcing us to physically distance, it has often brought us emotionally closer to each other. We have witnessed new connections and new forms of partnership emerge, reinvigorating our sense of community. All staff and students have shown unparalleled resilience, adaptability and flexibility, each striving to do their best to enable us to continue to learn together and thrive. This report captures only a small, albeit important, selection of all the amazing work that has taken place across the entire University. Our celebration of WIHEA Fellows' accomplishments and successes stands as a tribute to everyone's commitment and achievements in such extraordinary times.

Extending connections

The pandemic upended some of WIHEA's plans: we were unable to meet in person; new and existing Fellows could not socialise in traditional ways; and our international visiting schemes had to be paused. Yet we all rose to the challenge of reinvention!

We called on the generosity and experience of existing Fellows to help welcome and introduce new ones to the Academy. We sponsored 66 Strengths Profiles to boost leadership skills and self-awareness. We embraced the transition to virtual mode and used it to enhance WIHEA's visibility and accessibility. Without the restrictions of budgets and room capacity, we were able to open up a number of WIHEA events to colleagues across the University, and indeed globally.

For the first time we have extended our membership beyond Warwick, and we are delighted to welcome more members from universities around the world. Remote meetings also meant we could more easily encourage and sustain engagement with WIHEA Alumni, whose wealth of experience is a true asset to the Academy. Virtual spaces have enabled us to sow the seeds for exciting new networks, whilst ensuring that existing communities continue to flourish.

We received an overwhelming response to our Fellowship call, in both number and quality, which enabled us to welcome 35 new Fellows in our 2020/21 cohort – the largest since WIHEA's Foundation Fellows.

A highlight of the year has been the wide range of projects that we have been able to sponsor. The professionalism, energy, enthusiasm and creativity of the staff and student Fellows who have been working together to deliver on these have been a real source of inspiration. In April 2021 we officially launched WIHEA Connect, a virtual space for broader engagement and collaboration open to all staff and students.

Lessons learnt

So, it has been a strange and busy year, but we have all learnt a lot! We have learnt not to take anything for granted; to appreciate each other's efforts, even when things are not perfect; and to be more adaptable, resilient and inventive. We have come to appreciate more than ever the value of social interaction, of social learning, and of joining formal and informal networks and being part of communities of practice. This year WIHEA has offered, and I hope will continue to offer in years to come, a space where connections and collaborations grow ever stronger, and where we can build on our collective leadership to reimagine and shape the future of education.

Dr Letizia Gramaglia, PFHEA
Head of Academic Development (ADC) &
Director of the Warwick International Higher Education Academy (WIHEA)

CHAMPIONING THE STUDENT VOICE

Luke Mepham
President, Warwick Students' Union

"As President of Warwick Students' Union, I have had an exciting opportunity to engage with WIHEA as an ex-officio Fellow over the 2020/21 academic year.

Much of the Academy's work is centred around improving and developing the student experience at Warwick and beyond. It has been so encouraging to see the passion of all the Fellows, both students and others, for learning and teaching, and for ensuring that the student experience is as inclusive and innovative as possible.

I have particularly enjoyed being part of the Academy's work on implementing restorative justice within a higher education setting. I look forward to seeing how this can be applied at Warwick to better support all students involved in disciplinary processes.

I would like to thank all the WIHEA Fellows for their amazing work, as well as Leti for continuing to oversee and lead this work to improve learning and teaching for all students."

This year's other ex-officio student Fellows were:
- Megan Clarke (Education Officer)
- Shingai Dzumbira (Postgraduate Officer)
- Izzy Bourne (Welfare & Campaigns Officer)

WIHEA STUDENT FELLOWS MAKING A DIFFERENCE

WIHEA Student Fellows have participated in inspiring activities and discussions across the wider University. An outstanding example is their contribution in February 2021 to the Extended Classroom (TEL) Forum. This brought together staff and students from across the institution to share practices and new developments, and to generate collaboration in the use of technology to support learning and teaching. WIHEA Student Fellows shared their experiences of online learning and teaching, reflecting on the challenges, opportunities and hopes of the last year. They were joined by academic colleagues, who discussed their approaches to teaching during the pandemic and how they have developed personalised learning and teaching experiences.

The WIHEA Student Fellows' contribution to the discussion was highly valued by many staff across the University, who expressed keen interest in developing more opportunities to discuss changes openly with students and foster a common understanding of the reciprocal challenges faced by lecturers and students.

On 24 May 2021, several WIHEA Student Fellows also contributed to the '**Everyday Excellence in an Extraordinary Year**' Workshop, held and organised by the Teaching Reward and Recognition Learning Circle. This event celebrated the teaching and other achievements of staff and students in the most challenging of times, and focused on pragmatic ways to capture achievements for recognition and promotion evidence and to assist with mentoring support. The Student Fellows provided excellent insights and made significant contributions as part of the Student Panel.

At WIHEA we are proud of the outstanding contributions of our WIHEA Student Fellows at these events and in all our Networking Sessions, Learning Circle meetings and Projects. We are keen to extend conversation on the various ways in which partnerships between students and staff contribute to enhancing learning and teaching, and we welcome your ideas for further forms of engagement and collaboration.

wihea@warwick.ac.uk.

HOW THE ACADEMY WORKS

The Warwick International Higher Education Academy (WIHEA) was the first academy of educators within the UK. Since its inception in 2015/16, its community, activities and presence have continued to grow and form part of the institution. The Academy was established to make impacts in three key areas: on institutional-level learning and teaching development; on Fellows' career and professional development as educational leaders; and on Warwick's national and international activities within the higher education arena.

Staff and Student Fellows, who are selected through a competitive application and nomination process, commit to making institutional contributions to learning and teaching. Staff Fellows remain in role for three years and Students for one year, following which they become WIHEA Alumni. Fellows usually meet regularly and are joined several times a year by Alumni at WIHEA networking sessions. The sessions enable sharing of updates on institutional and national developments and new research, and provide opportunities to share good practice on topics of current interest. Although all sessions this year have been online, they have continued to provide opportunities for Fellows to learn more about each other's areas of expertise, experience and insights.

Learning Circles, led by Fellows and sometimes co-led by Alumni, focus on debating and researching key strategic topics, and often result in policy proposals or good practice guidance. Masterclasses provide opportunities to share findings from Learning Circles and Projects with the wider WIHEA community and colleagues across the institution. WIHEA also funds co-creation projects on a very broad range of educational topics.

Institutional-level impact

WIHEA aims to increase cross-institutional expertise on a wide range of themes through activities such as those mentioned above, and through the Fellows' commitment to rigorous processes of institutional and pedagogical research to inform institutional debates.

Impact on Staff Fellows' career and professional development

Staff Fellows are from both academic and professional services departments. Those from professional services are often 'third space' professionals who work within the administrative structure and make direct impacts on students and academic practices (Whitchurch, 2008). In their impact statements presented later in this publication, the Fellows relate in their own words how their Fellowships have impacted on their careers and professional learning. As in previous years, many Fellows have undertaken external accreditation, and almost all Fellows recognise that project funding, participation in or leadership of Learning Circles, and involvement in governance or policy development have improved their promotion prospects. At least 17 Fellows have become Professors during the six years of the Academy's existence, and eight have become part of the Education Executive, contributing to the strategic leadership of education at Warwick.

Engagement with WIHEA also means that Fellows are well informed of pedagogical and institutional developments, enhancing their position and standing within their academic and professional services departments.

Fellowships provide unique opportunities for students to participate in exchanges, projects, Learning Circles, learning and teaching policy proposals and development of new academic practice, and to acquire an impressive range of skills, knowledge and experience whilst at the University.

National and international impact

The Academy at Warwick is partnered with the Monash Education Academy at Monash University (Melbourne). The two academies work closely together on staff and knowledge exchanges, educational projects and leadership development, often supported by the unique Monash Warwick Alliance.

Visitors from both universities meet frequently with their counterparts to set up projects on broadening the curriculum or introducing new teaching approaches. International and national experts are invited to engage in our high-level Seminars and (pre-pandemic) short-term stays. This year larger numbers of external colleagues have been invited to attend and contribute to online WIHEA Seminars, resulting in the development of several new networks with external members.

LEARNING CIRCLES

Led by Fellows or co-led by Fellows and Alumni, the WIHEA Learning Circles gather intelligence, collaborate and share their findings to inform strategic and practical thinking and enhance institutional practice and policy. Joining Learning Circles enables Fellows to develop their expertise in areas that either explore new opportunities or tackle current challenges in higher education.

WIHEA has 18 established Learning Circles: Anti-Racist Pedagogy and Process in HE; Authentic Learning; Co-Creation; Employability; Interdisciplinarity; Internationalisation; International Study Group; Learning Analytics; Module Evaluation; Pedagogic Research in HE; Neurodiversity and the Student Experience; Peer Mentoring; Peer Dialogue; Restorative Justice in HE; Teaching Recognition & Reward; Student Voice; Trans & Queer Pedagogies; and Wellbeing Pedagogies. In addition to these, the following three new Learning Circles have been launched this year:

- **Curriculum Review Framework**
  Co-led by Dr Jennie Mills and Maureen McLaughlin, this Learning Circle will explore the concept of developing a Curriculum Review Framework. Members will engage in discussion and share existing practice, as well as exploring how to engage students in playing an integral role in curriculum review. Anticipated outcomes from this Circle include greater institutional awareness of the Curriculum Review Framework development, and active contributions from staff and students to shape the conception, implementation and evaluation of a pilot framework.

- **Learning from Crisis: taking our pandemic learning into the future**
  The Covid-19 pandemic rapidly and drastically altered learning and teaching within HE. Although it resulted in the introduction of new practices that proved to be beneficial and innovative, some practices were relevant only to the context of the crisis itself. This Learning Circle, co-led by Naomi de la Tour (IATL) and Tiana Holgate (Sociology), considers what we want to take forward and leave behind from the time of Covid-19 within Warwick. Focusing specifically on learning and teaching, members have had opportunities to engage with the **Bridges to the Future work developed by the RSA** in response to the pandemic, to frame a process for gathering insights from both staff and students in the Warwick learning and teaching community, and to make recommendations to the University.

- **Developing a Pedagogy of Public Engagement**
  Following the launch in October 2020 of the Warwick Institute of Engagement (WIE), co-led by Professor Michael Scott and Jane Furze, WIHEA explored new, exciting prospects for collaboration. WIE's mission to enhance and expand the ways in which Warwick involves wider external communities and stakeholders in the pursuit of knowledge complements the Academy's commitment to driving and promoting the advancement of learning and teaching excellence.

  We therefore embraced the opportunity for a new Learning Circle focusing on 'Developing a Pedagogy of Public Engagement'. Led by Professor Kevin Moffat, a WIE Honorary Fellow and WIHEA Foundation Fellow, it already has 20 members from the WIE and WIHEA communities. They are working to develop recommendations, best practice guidance and templates in the field of the pedagogy of public engagement (teaching and assessment) at both UG and PGT levels. Members will also work closely with WIE's 'Student Training in Public Engagement' Learning Circle, participate in UG Opportunity and Skills Sessions, and contribute to WIE's Public Engagement module delivered through IATL.

  Where appropriate, this Learning Circle will also support staff and departments (and EPQ) in introducing public engagement aspects to current modules and new public engagement modules and forms of assessment.

  "It's been brilliant to see WIHEA and WIE – and their Fellows – work together so well and so quickly in pursuit of a common goal: providing strategic thought-leadership on what the future of Higher Education should look like and, particularly in relation to teaching public engagement, setting a tone for how a university, its students and staff should interact with our regional and national communities, of which we want to be an integral part" (Professor Michael Scott). Sharing progress so far, Professor Kevin Moffat reports: "With the help of Naomi Kay, the Learning Circle has already catalogued a variety of courses across all faculties. This in itself is exciting to see, as so much is already going on at the University. With members including both experienced academic and professional services staff and students, our Learning Circle seeks to understand current approaches. We shall also go on to listen to the student voice, consider feasibility across disciplines and make recommendations to our colleagues. For those who are as excited as we are to bring these approaches to our teaching and our communities, we hope to be useful!"

Most Learning Circles meet monthly on campus, and despite the logistical challenges of the Covid-19 pandemic, the majority have continued to meet online and progress their work this year. Two examples of recent achievements are captured below.

Exploring the use of Restorative Justice (RJ) in HE

This Learning Circle, co-led by Dr Imogen Davies (WMS) and Dr Jane Bryan (Law), was founded in June 2020 to explore how RJ works in other institutions within and outside of HE, and to develop an evidence base relevant to Warwick by exploring literature and engaging with stakeholders. Following a very positive response from an online WIHEA Symposium, '**Restorative Justice in Higher Education**' in April 2021, which brought together experts from a range of contexts, including Dr David Karp, Professor of Leadership and Director of the Centre for Restorative Justice at the University of San Diego, and Clifford Grimason, recently appointed National Restorative Practice Lead for HM Prison and Probation Service (HMPPS) in England and Wales, this Learning Circle is making significant progress on three strands of work: networks, events and pilots.

An emerging network of colleagues at Warwick and beyond continues to come together to introduce initiatives, share experiences and strategies for growth and embedding activities, and develop solutions to common problems.

Three further seminars have taken place, which focussed on:

- '**How to Build a Restorative University**' with Dr Lindsey Pointer (Vermont Law School), who has very successfully implemented restorative practices in universities in New Zealand and the US and shared some of the challenges and opportunities of her experiences.
- An online screening of '**Circles**', a film on RJ, and a live online talk with Cassidy Friedman, the film's maker, and the central character, Eric Butler, a dedicated high school counsellor who struggles to balance the energy he pours into supporting his at-risk students and his relationship with his own son.
- **A Restorative Justice and Campus Sexual Assault Symposium**, with Charlotte Calkin (Restorative Engagement Forum), Professor Tim Chapman (University of Strathclyde), Alice King (University of Warwick/London Southbank), Tony Walker (Restorative Solutions CIC) and Dr Nadia Wager (University of Huddersfield).

In addition to these events, three potential pilots are being developed, exploring Restorative Approaches to Academic Misconduct, Student Living and Complaints.

Launch of Peer Dialogue Resources

Further to its report evaluating different processes of peer review of teaching, and following extensive discussion and research, the Peer Dialogue (formerly Peer Observation) Learning Circle has gone on to develop a range of support. This has been offered to departments in lieu of the University's plan to implement Peer Dialogue schemes across all departments, which was put on hold due to Covid-19.

In June this year, this Learning Circle, led by Dr Jane Bryan (Law) and Catherine Bennett (WMS), launched '**WIHEA Peer Dialogue Connect**', a new resource to connect staff wishing to engage in peer dialogue. It matches staff by either pairing those who wish to observe practice or connecting colleagues with interests or expertise in a specific area so that they can share practice in small groups. Open to all staff who teach and/or support students' learning, it operates across departments and can be used alongside or instead of local peer dialogue schemes. It also offers a range of Peer Dialogue Case Studies that provide examples of departmental schemes.

This Learning Circle is planning to deliver a Human (Teaching) Library event in Autumn 2021, which will follow the format of a Human Library, but will focus on sharing ideas about teaching.

2020/21 FUNDED PROJECTS

WIHEA project funding aims to enable collaborative partnerships between staff and students to directly improve the learning experience by seeking to recognise, develop and embed outstanding academic practices that enhance student opportunities to 'learn beyond boundaries'. Proposals are invited for development and dissemination projects that result in guidance for departments, programme teams and individuals. This year the focus was on: Internationalisation, Interdisciplinarity, Student Research, Student Engagement and Inclusion, Digital Education, Assessment, Teaching Leadership, and Curriculum Design & Development. The outcomes of the projects funded this year are described below:

Core Skills Support for Apprentices – *led by Sam Hardy (Work-based & Professional Learning)*
As a result of this project, Engineering and Digital Technology Solutions pathways on the Mobius online maths bridging resource have been completed and rolled out to degree apprentices in WMG and the School of Engineering. School of Engineering offer holders were also given access to Mobius in August, enabling them to gain maths skills and confidence prior to starting their undergraduate degree courses.

A proposed plan of content for an 'Apprentice Core Skills' Moodle site has been mapped to the skills needed by apprentices to progress through their apprenticeships, and the knowledge, skills and behaviours (KSBs) set out in their individual learning plans.

Digital Pedagogy Library – *co-led by Dr Rebecca Stone (Arts) and Jess Humphreys (ADC)*
The Digital Pedagogy Library showcases the excellent work taking place across the Faculty of Arts and beyond in the field of digital pedagogy. By drawing together examples of excellence in digital learning, teaching, assessment and student experience, the project shares disciplinary and interdisciplinary best practice, with the aim of inspiring broader engagement and innovation in the digital sphere. The Library demonstrates the role and value of the arts in the digital age, creates a space for colleagues to learn from staff and student expertise, and stimulates further advances in this field.

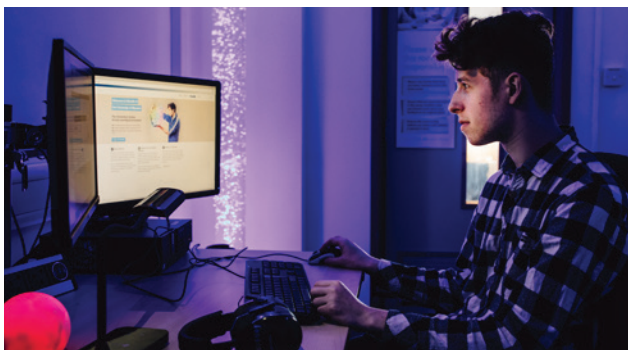
Illuminations: A Storied Account of Workforce Wellbeing at Warwick – *co-led by Rachel Dickinson (WBS/DOS) and Dr Elena Riva (IATL)*
Starting with the idea of a Writing Circle, the project team commissioned writer, poet and educator George Ttoouli to design and try out a series of **writing resources** intended to prompt reflection on **workplace wellbeing**. The event was open to all staff with a student-facing dimension to their work. A total of 25 colleagues participated in the Writing Circle, which provided a valuable opportunity to reflect on some of the benefits of (and barriers to) active participation, as well as to explore writing's potential as a tool to promote wellbeing.

Interdisciplinary Staff Hub – *led by Lauren Schrock (WMG)*
The main aim of this project was to create an online Interdisciplinary Staff Hub to support educators in designing and delivering interdisciplinary learning and teaching, from activities to assessment.
A key output has been the identification and analysis of case studies of good interdisciplinary practice across Warwick. These demonstrate the applicability of interdisciplinarity across subjects and departments. The wide range of cases enables staff to reflect on their own practice while taking inspiration from leaders on interdisciplinarity.
Work on the Hub is ongoing, and the WIHEA Interdisciplinary Learning Circle will continue to make contributions to the Hub in the future.

Learning from Crisis – *led by Naomi de la Tour (IATL)*
The co-created Learning from Crisis project explored what might be learned and embedded from experiences of and responses to Covid-19 in relation to learning and teaching at Warwick. It resulted in a WIHEA Learning Circle co-created by students and staff, events run by the RSA for WIHEA and the wider University community, and an enquiry project which will report its findings in Autumn 2021. In addition, toolkits for learners and teachers across the University will support opportunities for reflective learning from the experiences of 2020/21. Key themes that have emerged during the project include cultures of care, and the value of supporting and capturing innovative practices as they develop.

Listening @ Warwick – *co-led by Dr Jennie Mills (ADC) and Dr Naomi Waltham-Smith (CIM)*
The Listening@Warwick project created a podcast series capturing reflections on learning and teaching during a pandemic year. Each episode listens in on a conversation between two students or two members of staff sharing their thoughts and feelings with each other. We hear about the challenges and triumphs of online learning, how we have come together whilst being apart, how we have balanced home and work lives, and what has characterised individual experiences of lockdown learning. In the final episode, the podcast team reflects on what inspired the project, the production process, and what we can learn from listening.

Neurodiversity and the Student Experience – *led by Dr Jagjeet Jutley-Neilson (Psychology)*
This project used a survey and interviews to gain insights into the experiences of neurodiverse students, learning what they would like to see from the University to improve their student experience. Funded over 2020/21 and 2021/22, the project team continues its work. It will gather best practice examples from staff during October 2021, and will combine this information to create pedagogical best practice recipes to support neurodiverse students.



PGR Teacher Digital Hub – *co-led by Dr Rebecca Stone (Arts) and Sara Hattersley (ADC)*
This project has provided the desired initial architecture for the **Warwick Postgraduate Teaching Community**. This includes: a central web space for access to materials, news and information; an active Twitter account; a Moodle resource repository; a buddy system to connect PGR teachers; a revised 'Teaching for Learning Online' (TfLO) course for PGRs (with a pilot cohort); a call for papers for a PGR teacher journal; and a survey of PGRs on experiences of teaching at Warwick. These streams of activity were initiated and driven by team members, and will conclude at the start of the Autumn Term 2021. Key outputs will be embedded into ADC activities to ensure sustainability.

The Warwick Employability Challenge: A Co-Creation Approach to Critically Engage with Employability – *co-led by Emily Róisín Reid (WMS) and Dr Bo Kelestyn (Chemistry)*
This competition yielded 12 high-quality outputs in the form of two-minute videos and virtual posters, which can be found on the **project web page**. These outputs provided innovative visions of employability that people across the institution have already committed to taking forward. Interdisciplinary minglings of students with various members of professional and academic staff have cross-pollinated exciting new ideas. The purpose of this project was to initiate dialogue on this important topic. Feedback indicates that institutional dialogue has been realised, setting the foundations for wider cultural change.

PART FUNDED ACROSS 2019/20 AND 2020/21:

Remotely Practical – *led by Dr Miriam Gifford (Life Sciences)*
This project linked students and staff across the STEM faculty, with the aim of improving delivery of practical subjects online for 2020/21 and beyond. The team designed an online unit that can be integrated into any practical-based science subject to enable Year 1 students to learn and apply concepts to help their understanding of practical science, and to bridge the gap between A-Levels/secondary school and degree-level experimental skills. The unit consists of a series of self-directed workshops that help students learn how to ask a scientific question, formulate a hypothesis and design an experiment to test it in a problem-based learning scenario. All six STEM departments found the experience extremely valuable because the project was "truly collaborative" with "positive input from each department", linking undergraduate and postgraduate students with staff from different departments to work in a range of roles.

PILOTING NEW INITIATIVES

Launch of 'A Write Space'

'A Write Space' was successfully piloted with WIHEA Fellows from 6 May to 10 June 2021 by WIHEA Fellow Mairi Macintyre (WMG) and WIHEA Foundation Fellow Kate Mawson (CTE). This was a six-week writing programme based on the 'Writespace' and 'Thirdspace' programmes by Kate Carruthers Thomas (BCU), SRHE, the academic writing retreat bootcamp led by Sandy Sparks (Organisational Development, Warwick) and the pomodoro principles.

This initiative involves setting aside two hours a week for six weeks to give priority to writing up important, but not urgent, self-determined work. During the pilot, participants were asked to record intent and reflect throughout the process, with a view potentially to publish at SERA. A Write Space was publicised through BERA's Higher Education Special Interest Group. This additional work attracted interest from others outside the University of Warwick, as well as from several colleagues across Warwick's wider community.

This successful pilot has led to the establishment **of a dedicated webpage**, hosted by Organisational Development, in order to achieve maximum impact, inclusion and benefit.

Following the success of the pilot, in June 'A Write Space' was launched on an ongoing cyclical basis, opening it up to a wider self-selecting community.

WIHEA provided support and a community to trial this pilot, which led to a confident launch and tested format.

Cultivating Leadership

In partnership with Anne Wilson, Head of Careers, this year WIHEA offered all Fellows an opportunity to complete a Strengths Profile. To provide a better understanding of the concept of strengths and the benefits of exploring strengths through one's performance, energy and use, Fellows attended an introductory session and were invited to complete a (Cappfinity) Strengths Questionnaire.

The Questionnaire generated a personalised Strengths Profile, helping Fellows to identify strengths they are good at and enjoy using, and strengths they would enjoy if given more opportunities to use them, as well as weaknesses, or things they are not good at, and those in which they are proficient but that do not energise them. Sixty-six Fellows received Strengths Profiles, and six follow-up group sessions were well attended by Fellows. These sessions, delivered by Anne, provided Fellows with dedicated time to focus on how to harness their strengths for career progression. Initial evaluation indicates that Fellows found the experience enriching, and that most found great benefit in the reflective process itself, and felt better-equipped to identify and articulate their own strengths and impact to support their career progression.

"This gave me a sense of agency and a means by which to bring change."

"The questions raised for each strength are powerful guides for future action."

"The final section of the workshop on how my previous skills could help me (or not) to reach my future goals was quite eye-opening."

WIHEA EVENTS: TACKLING CHALLENGES AND FINDING PRACTICAL SOLUTIONS

Along with the rest of the University, during 2021 WIHEA transformed its schedule of events and activities to allow online delivery. The academic year started with a WIHEA Masterclass in October 2020 to launch the **Warwick Wellbeing Pedagogies Library** developed as part of a 2020 WIHEA-funded project led by Dr Elena Riva (IATL). This was followed in November by a Masterclass on **Learning Analytics** and its implications for students and staff. Led by Russell Boyatt (ITS), this event examined the current state of learning analytics and evidence of its impact on learning and teaching. It also explored ethical issues arising from use of data and discussed ways to navigate these. In March 2021, a WIHEA Seminar, '**Miseducation: Decolonising Curricula and Culture in our Universities**' was delivered by guest speaker Mia Liyanage (London Programme Officer at CoachBright & Associate of AdvanceHE) who is the author of **Miseducation: decolonising curricula, culture and pedagogy in UK universities** published by the Higher Education Policy Institute (HEPI) in July 2020. Mia shared her findings from the report and asked simple yet powerful questions about whom decolonisation benefits, why we should care about the issue, and crucially why this project is more urgent than we might think.

Some Workshops were delivered by Learning Circles. In February, a **Co-creation workshop** led by Damien Homer (Arts) and Mairi Macintyre (WMG) brought together staff and students from across Warwick to discuss co-creative practices and support colleagues in developing their own understanding and practice. April saw the start of a series of events, led by Dr Jane Bryan (Law) and Dr Imogen Davies (WMS), on the theme of **Restorative Justice**. The Teaching Recognition and Reward Learning Circle delivered an '**Everyday Excellence in an Extraordinary Year**' event. This half-day workshop adopted a celebratory tone and focused on enabling practical 'take homes' from the event's themes of teaching recognition, early career teaching and promotion applications, the student voice, and engagement and impact. In addition to sharing approaches and practice, a '**Wall of Excellence**' was developed to celebrate and recognise the hard work undertaken this year. Attendance at all of this year's WIHEA events was extremely high, and all received excellent feedback.

Further information and recordings of some events are available on the relevant **web page**.

FUNDED PROJECTS 2020/21

LEARNING CIRCLES 2020/21

21 Learning Circles

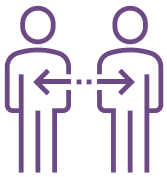
81 Fellows Involved

56 Alumni Involved

EVENTS / ACTIVITIES

4 Seminars (3 including International guests)

7 Masterclasses & Workshops



14 Fellows development workshops

6 Fellows networking sessions

1 International Symposium

VIRTUAL VISITORS

3 External National Speakers

4 International Academic Speakers

FELLOWS and ALUMNI

42 Foundation Fellows (2015)
22 Fellows (2016)
27 Fellows (2017)
33 Fellows (2018)
33 Fellows (2019)
35 Fellows (2020)

Currently **96** Fellows

Of the current Fellows:

11 students

13 professional service staff

72 academic staff

11 Fellows promoted

11 Fellows chairing L&T committees

151 Seats on L&T committees held by Fellows

National Accreditation achieved by Fellows during 2020/21

2 Principal Fellows of the Higher Education Academy

Currently **89** Alumni

9 Alumni chairing L&T committees

59 Seats on L&T committees held by Alumni

6 Alumni promoted

CELEBRATING SUCCESS

WIHEA Fellows are selected through an application and nomination process for their educational leadership. On selection, they commit to making an institutional contribution to learning and teaching at Warwick, and being Fellows helps make their commitment more visible. Recognising academic achievement and encouraging and inspiring a community of learning- and teaching-minded staff and students are at the heart of WIHEA, so we take great joy in celebrating and sharing the successes of our Fellows and Alumni, which this year include:

WATE Award Winners 2021

Dr David Bather Woods
Department of Philosophy

Dr Siri Chongchitnan
Warwick Mathematics Institute

Naomi de la Tour
Institute for Advanced Teaching and Learning

Dr Cathy Hampton
School of Modern Languages and Culture

Jim Judges
Academic Technology Team

Dr Meleisa Ono-George
Department of History

Dr Stefania Paredes Fuentes
Department of Economics

Dr Martyn Parker
Department of Statistics

Kerry Pinny
Academic Technology Team

Dr Leticia Villamediana Gonzalez
School of Modern Languages and Culture

Professor Margaret Low awarded MBE

We are extremely proud to share the news that WIHEA Alumna **Professor Margaret Low (WMG)** has been awarded an MBE for her services to public engagement and widening participation. Professor Low has worked at the University for over 30 years, and is now WMG's Director of Outreach and Widening Participation.

Commenting on her MBE and how it feels to be recognised, Professor Low said:

"It's lovely, if a little overwhelming and totally unexpected, to be recognised in this way. Everything I've achieved has been in collaboration with fantastic colleagues and friends at WMG and across the University. None of this would have been possible without their hard work and dedication.

I've also had the good fortune to work with some brilliant students through Warwick Volunteers who've been instrumental in bringing outreach activities into schools."

Margaret became a WIHEA Fellow in 2017. We were delighted to celebrate her promotion to Professor by hosting her Inaugural Lecture jointly with WMG on 9 May 2019. Throughout her Fellowship, Margaret shared her extensive experience and knowledge within Learning Circles and supported other Fellows. She has also made a significant contribution to the development of WIHEA during her time on the WIHEA Advisory Group.

NATIONAL TEACHING FELLOWSHIP AWARDS 2021

We extend huge congratulations to Dr Letizia Gramaglia (ADC & WIHEA) and Dr Meleisa Ono-George (History) for their National Teaching Fellowship awards in 2021.

The National Teaching Fellowship Scheme is the most prestigious award for excellence in teaching in higher education, recognising individuals who have made an outstanding impact on student outcomes and teaching. We are particularly proud that 16 WIHEA Fellows and Alumni have won National Teaching Fellowship awards in the past.

Dr Letizia Gramaglia is Head of Academic Development and Director of WIHEA.

She has led educational projects on inclusive pedagogies and assessment, resulting in greater participation, engagement and completion. Her strategic leadership of academic development has had major institutional-level impact on pedagogy and educational changes, enhancing the learning experience of staff and students.

Letizia has established a close partnership with Monash Education Academy, and has contributed to the development of professional recognition schemes for teaching in higher education at Monash University. She comments:

"I am absolutely thrilled to be a National Teaching Fellow. I have had the privilege to work closely with numerous NTF nominees and winners over the years, and have always been inspired by their exceptional work, so I now feel humbled and honoured to join such a wonderful community, many of whom are, of course, WIHEA Fellows and Alumni. I also believe that this award reflects a renewed focus on educational development across the sector and is a tribute to the outstanding professionalism of the Academic Development team here at Warwick and our vibrant communities of practice within WIHEA. I could not have done it without them!"

Dr Meleisa Ono-George is Associate Professor and Director of Student Experience in the Department of History.

Meleisa was the founder and co-lead of the WIHEA's 'Anti-Racist Pedagogy and Process in HE' Learning Circle, which launched a staff development programme, '**Tackling Racial Inequality at Warwick**' (TRIW), and an **Anti-Racist Pedagogy Teaching Forum** in 2020. Meleisa is an expert in anti-racist pedagogy and inclusive teaching practices to support more positive experiences by Black, Asian and Minority Ethnic students. Her disciplinary background is race, gender and sexuality, focusing on constructions of 'race', and how oppressed groups navigate structures of power and inequality. She also explores 'ethical' historical methodologies that help empower marginalised communities, particularly of Afro-Caribbean ancestry. Meleisa comments:

"I am delighted by the success of my nomination for a National Teaching Fellowship. The nomination and award are based on my work on embedding anti-racist pedagogy into the discipline of History, and higher education institutions more broadly. I am indebted to the numerous students and staff that I have learned from and worked with in efforts to bring about cultural change, and particularly those in the WIHEA Anti-Racist Pedagogy Learning Circle, the TRIW team and on the Race Equality Taskforce (RET). I hope that this award speaks to culture shifts, and recognition that anti-racist advocacy in HEIs is important and valuable to all students and staff."

PROMOTIONS AND APPOINTMENTS

We are really pleased to celebrate below the promotion of some of our WIHEA Fellows and Alumni. We are aware more colleagues may have been promoted but not had the chance to share with us. Congratulations to you all!

Congratulations to WIHEA Alumnus Professor Lorenzo Frigerio, newly appointed Vice Provost and Chair of the Faculty of Science, Engineering and Medicine.

Lorenzo is Professor of Plant Biology in the School of Life Sciences. He joined Warwick in 1998 as a Research Fellow, and became Assistant Professor in 1999. He was Director of Undergraduate Studies in the School of Life Sciences and Education, and was recognised for his teaching distinction with a WATE in 2016.

"I started in my role as Vice Provost and Chair of the Faculty of Science, Engineering and Medicine (SEM) in August 2021, after being Head of the School of Life Sciences for four years. It is a very exciting time for the faculty of SEM: the STEM Grand Challenge project is seeking to provide new buildings for Chemistry, Engineering and Physics and, more importantly, is looking at new ways to deliver truly interdisciplinary research and teaching. As a WIHEA alumnus, I feel privileged to be part of a Director of network of enthusiastic educators, which is already proving invaluable in making the STEM Grand Challenge educational vision a reality."

Dr Lazaros Andronis
Reader of Health Economics
(also moved to research and teaching position from research-only)
Warwick Medical School (WMS)

An aspect of my teaching contribution that was seen particularly favourably in my application was my effort to make my discipline accessible to wider groups of learners in my Department (WMS), in other Departments (WMG and Economics) and outside Warwick (Monash Business School). The fact that I was a WATE winner last year must have helped, too.

Dr Bryan Brazeau
Associate Professor
Liberal Arts

At the core of my teaching excellence was a unique pedagogic approach that valued co-creation, skills development, internationalisation, interdisciplinarity and student research. Successful projects included three WIHEA projects: on Digital Assessment in the Faculty of Arts (co-led with Becca Stone); on Bridging Materials for Second-Year Liberal Arts Students (which has since grown into a central skills resource for students in all years of study); and a project with the Internationalisation Learning Circle that produced a reflection paper on supporting international students during Covid-19.

Dr Siri Chongchitnan
Associate Professor
Warwick Mathematics Institute (WMI)

My best achievement was my joint UK–Thailand school outreach project in astronomy and Python, funded by STFC and now in its fourth year. See: **https://www.chongchitnan.net/outreach**

Dr Daniel Franklin
Associate Professor (Teaching focussed)
School of Life Sciences (SLS)

I met the criteria for learning and teaching through multiple strands of teaching leadership, and leadership of both School-wide teaching activity and of a defined subject area.

Prof Miriam Gifford
Professor
School of Life Sciences (SLS)

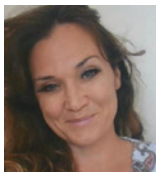
I have developed engaging interdisciplinary community opportunities to meet lab-based student needs, particularly through my WIHEA-funded 'remotely practical' project across the science faculty to create new study units to help students develop practical skills online.

Dr Cathy Hampton
Reader
School of Modern Languages and Cultures (SMLC)

At the core of my teaching excellence, or my teaching 'best efforts' (not sure about the excellence!), is a desire to keep on flying the flag for Modern Foreign Languages as a seminal discipline for exploring diversity and promoting empathy, particularly through working alongside students as collaborators and co-creators. Recent high points include: developing our Warwick In Schools Language Teaching module to involve students in online partnerships with local widening-participation schools looking for support; supervising undergraduate research on attitudes to language study in local schools; collaborating in the formation of a national HE Year Abroad network; and developing an alternative assessment task in our core first-year culture module, requiring students to devise ways of communicating ideas about national identities and French and francophone cultural artefacts (literature, film, music, artwork, etc.) to a lay audience.

Sara Hattersley
Associate Professor
Academic Development Centre (ADC)

I champion and support the development of postgraduate researchers who teach, across Warwick, enabling them to achieve professional teaching status. This year I have led PGR teachers as online tutors during the pandemic contingency work, and through my current WIHEA project I am working alongside PGR teachers to establish a community of practice for these valuable Warwick colleagues.



Kate Mawson
Associate Professor
Centre for Teaching Excellence (CTE)

My eligibility for academic promotion to Associate Professor was evidenced by my work on teaching and pedagogical development, with the support of WIHEA, and particularly the Pedagogic Learning Circle. My passion for excellent teaching found a home in WIHEA. Support for my projects from the team, and from the individual members who make them a success, has been paramount in my development and feeling of belonging.

Dr Martyn Parker
Reader (Teaching focussed)
Statistics

My teaching excellence was exemplified by my work developing the department's new curriculum, innovating in disciplinary pedagogy, and building online learning capability among staff and students. Drawing on my digital education experience, I played a central role in the department's pandemic response and transition to blended learning.

Dr Jennie Mills
Associate Professor
Academic Development Centre (ADC)

My work on the teaching development programme for early career academics refocused the curriculum to promote evidence-based and reflective practice. Embedding a values-based approach to education empowers participants to identify their goals, and providing a framework for dialogue, enquiry and reflection enables them to achieve these goals. This principle, that teaching is a form of enquiry, has also shaped 'Teaching for Learning Online', a course I co-designed and co-authored to support colleagues pivoting to online and blended learning across the University, and my ongoing work supporting curriculum development across the institution.

Dr Sandra Pereira
Associate Professor
Warwick Business School (WBS)

Teaching becomes truly excellent when shared. That sharing may involve diffusing our pedagogical research, in my case on teaching large audiences, or mentoring junior colleagues, or sharing practices with our peers. Being part of WIHEA in rethinking HE priorities and debates has certainly been key!

Prof Richard Smith
Professor of ELT and Applied Linguistics
Centre for Applied Linguistics (CAL)

I have developed new approaches to teacher development and practitioner research. These have benefited student-teachers at Warwick, and consequently many school teachers in Latin America and South Asia, and have been incorporated into Warwick in Africa professional development activities. During the pandemic, I pioneered new ways for teachers and mentors to support one another reflectively through peer dialogue in my department (CAL), within the WIHEA Pedagogic Research Learning Circle (which I co-lead), and as founder and coordinator of the International Festival of Teacher-research in ELT 2021.

Prof Philip Young
Professor
School of Life Sciences (SLS)

My promotion success was based on my management of UG teaching during the lockdown, my chairing of the AQSC's Progression and Remedy Failure Sub-Committee and the Curriculum Development Committee in SLS (which has restructured Years 2 and 3 in line with the credit framework review), and the successful introduction of a new neuroscience degree in life sciences.

Dr Leticia Villamediana Gonzalez
Associate Professor
School of Modern Languages and Cultures (SMLC)

Student engagement through partnership has been core to my teaching and learning. I am currently working with some students on an IATL-funded project on 'Internationalising our Teaching and Learning with Virtual Exchanges'.

We were delighted to celebrate Dr Rebecca Freeman's promotion to Professor. Rebecca is a WIHEA Alumna, Advisory Group Member and Dean of Students, and has engaged with and promoted WIHEA since being appointed as a Foundation Fellow in 2015.

Rebecca says: "WIHEA has been influential on a number of levels, as a focal point for me and others who are passionate about teaching, the student learning experience and professional development at Warwick. It has provided inspiration, education, professional development and support through the Learning Circles and events, and much-needed space and resource to develop collaborative projects with colleagues. I am hugely grateful for the time and energy of all those with whom I have engaged through WIHEA and their influence on my teaching practice."

Rebecca was responsible for leading cultural change as Director of Student Experience in the School of Life Sciences, and established the Director of Student Experience Network at the University. She has worked with students on a number of co-designed learning and teaching projects at Warwick and previously at Birmingham City University. She is currently leading institutional work on inclusive education, working across departments to implement the Inclusive Education Model this year. Rebecca previously led the national Student Learning and Teaching Network and was a Reviewer for the QAA. Her research has focused on students and student voice, engagement and educational enhancement.

FELLOWS IMPACT STATEMENTS

This section captures the many various ways in which WIHEA Fellows in the 2018/21 cohort have contributed to the Academy's success. As they now join the growing number of WIHEA Alumni, they share valuable insights into their individual experiences, and offer eloquent advice to their successors. The themes emerging echo those highlighted in previous years: the tangible and intangible benefits of a cross-institutional community and network; the importance of contributing to key and evolving debates in HE; and the lasting impact of the WIHEA experience. It is both heartening and humbling to see that the circumstances of the pandemic could not deter their spirit and commitment – thank you all!

Abigail Ball
Senior Academic Technologist
Centre for Teacher Education (CTE)

The nature of my role and its location within CTE means that I rarely get to network with colleagues outside of Technology Enhanced Learning. Therefore, I wanted to use my time as a WIHEA Fellow to extend my network and to challenge myself to learn something new.

I took the opportunity to join several Learning Circles, including those on Teaching Recognition & Reward, and Trans & Queer Pedagogies. Teaching career development and parity of research and teaching are important to me, and I welcomed the chance to take part in institution-wide discussions on these topics. Trans & Queer Pedagogies were not something I knew much (anything!) about, so by joining this Learning Circle I hoped to learn more about gender-inclusive teaching and the role that technology can play in this process.

I also attended several WIHEA Seminars and Masterclasses, including the 'Miseducation: Decolonising curricula and culture within our universities' Seminar delivered by Mia Liyanage and 'The Rise of Third Space Professionals' delivered by Dr Celia Whitchurch. As I regard myself as a third space professional, attending this session inspired me to set up the Third Space Learning Circle with Sue Parr from WMG. Although Covid has curtailed our work over the last year, this remains an area in which I am very interested and intend to develop further, so watch this space!

Dr Elisabeth Blagrove
Senior Teaching Fellow
Department of Psychology

The impact of my WIHEA Fellowship has been truly profound: a Sanctuary in challenging times, an Inspiration when I need motivation or encouragement, and above all, a Meeting of Like Minds for sharing and furthering my passion for pedagogy. My Fellowship has followed three distinct stages. First, I watched and learned, gaining expertise and support from more experienced colleagues.

Next came my 'call to arms', when I saw my Fellowship priorities more clearly, and gained the focus needed to achieve my aims. Lastly, this final year has given me a chance to lead, driving forward meaningful change and supporting my colleagues, just as I have been supported and encouraged.

There is no doubt in my mind that this has impacted substantially on my practice. I am a better (and braver) teacher and a more confident (LOUDER) advocate for learning and teaching within my professional community. Students see an academic full of enthusiasm for her practice and discipline, despite the stresses of the HE learning environment.

All I can say is thank you, WIHEA. It's been a ball!

Rinkal Desai
Senior Teaching Fellow
Warwick Manufacturing Group (WMG)

Being a WIHEA Fellow has afforded me outstanding opportunities and has enabled me to engage with my teaching in a wonderful way. Through the numerous events run by WIHEA, I have been able to network with like-minded individuals. Having a forum where I could meet Fellows from different departments enabled me to discover how my teaching activities could be enhanced by embracing the best practices across the University. This became particularly useful when the HE sector faced the difficult challenge of converting to online education provision.

In working with current and former Fellows, I took great delight in having colleagues to 'bounce ideas off'. I developed video lectures using 'green screen' technology (at home), and having the support of a group of like-minded individuals ensured that any difficulties in developing these were short-lived. This has culminated in my offering being valued by students, and the feedback has been amazing. Because of this, I have been invited to speak at national events and have been nominated for a

Warwick Transforming Education Award. To any new Fellow, I would definitely advocate networking and getting to know other Fellows by attending as many events as possible (whether run virtually or, if possible, face to face). The opportunities to learn and deliver real impact on your work are fantastic.

Dr Miriam Gifford
Reader & Deputy Head of School
School of Life Sciences (SLS)

My aim was to meet colleagues involved in developing their teaching across the University, not simply to carry out administrative tasks on committees. I have not been disappointed! WIHEA has a great breadth and depth of expertise and, above all, enthusiasm for innovation. As part of my Fellowship I started a Director of Education Forum and gained funding for 'Remotely Practical', a SEM faculty-wide project to devise an online unit to develop lab work skills outside of the lab. This has already been valuable for our new first-year students and the whole student–staff co-creation team involved.

I have long been interested in developing technology-enabled teaching materials, and had some experience of doing this on an IATL project. My initial thoughts were that I would mostly continue to pursue this, but to my surprise I have moved in different directions, most notably getting involved in a great Pedagogical Research Learning Circle. Of course, you will find like-minded colleagues with whom to pursue your core interests, but I would recommend new Fellows to join something completely different, since you will find this incredibly refreshing.

Dr Lucy Hammond
Associate Professor
Warwick Medical School (WMS)

Being a WIHEA Fellow afforded an enormous opportunity to learn about different people and perspectives from across the University. I used my Fellowship primarily to network and engage with others across the institution, to learn from their practice and share my own, and this has enabled building of meaningful relationships and opportunities for ongoing projects beyond the tenure of the Fellowship itself. One of the most personally and professionally rewarding aspects of my Fellowship has been my involvement in the Teaching Recognition and Reward Learning Circle, which I have co-chaired this last year. This has enabled me to have real impact at an institutional level, and I have been able to use the learning from this activity to make impacts within my department as well. My advice for incoming Fellows? Reach out to new, existing and former Fellows to talk about your ideas and interests; my personal experience is that WIHEA is made up of open, creative, interesting and passionate individuals that as a collective have made great impacts – it has been a brilliant community to be a part of.

Mark Hinton
Community Engagement Development Manager
Centre for Lifelong Learning (CLL)

I became a WIHEA Fellow fully intending to develop a Learning Circle 'of my own', focused on Community-Engaged Pedagogy. However, it turned out that there was more than enough engaging and impactful work to devote my time to as an active member of the Anti-Racist Pedagogy and Processes (ARPP) in HE Learning Circle. I supported its leaders, convened one of its sub-groups and attended the others, wrestled with ideas and practices, and learned much. I have had the great satisfaction of seeing WIHEA support for that Learning Circle and its outputs enable significant new initiatives (the Decolonise Project, the Tackling Racial Inequality at Warwick staff development programme, and the Anti-Racist Pedagogy Teaching Forum), which are beginning to make real changes across the University. My own understandings of anti-racist pedagogy and of processes for encouraging and developing an engaged learning community of critical pedagogues have developed enormously, and I am very happy to remain an active participant in that community as my Fellowship comes to an end.

Outside of the ARPP Learning Circle, WIHEA has introduced me to many other colleagues whose work and perspectives have been great to find out about, through informal networking around formal events, and through occasional attendance at other Learning Circles when they have focused on areas of particular interest to me. This has always been illuminating, often fun, and sometimes transformative. My advice for incoming Fellows is to pursue what you care about and take your own initiatives, use every opportunity to make new connections and learn from other perspectives, and not underestimate how much can be learned and developed through opportunities to get wholeheartedly behind others' initiatives.

Dr David Lees
Associate Professor
School of Modern Languages and Cultures (SMLC)

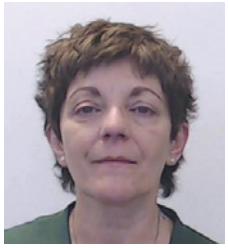
My WIHEA Fellowship has been an invaluable experience. I had a reasonable idea of how the University worked prior to becoming a Fellow, but the Fellowship has brought me into contact with so many like-minded colleagues across a range of roles, and has opened up many opportunities for greater involvement in the University community. I have been fortunate to obtain funding for two projects: one examined ways of supporting students with their wellbeing when studying or working abroad (in 2018/19), and the other examined peer mentoring and peer support schemes at Warwick (in 2019/20). I would like to think that both projects have impacted on the student experience. I am particularly proud of our work on the peer mentoring project, which laid the foundations for the future direction of peer support at the University. As well as leading the Peer Mentoring Learning Circle, I have been involved with several others, and have really benefited from the networking events and opportunities. I would advise any new Fellows to get stuck in: a Fellowship is what you make of it.

Dr Martin Mik
Director of Student Experience
School of Life Sciences (SLS)

The Fellowship opened access to an incredibly diverse group of people representing different roles, areas and departments, but unified by their enthusiasm for and interest in learning and teaching, and willingness to engage in activities to help us address key issues and/or introduce new elements into our provision. Over the three years I saw an increase in the number of Learning Circles, all driven by Fellows' interests. I joined the Wellbeing Pedagogies Learning Circle, started by Elena Riva, and had the privilege of working with colleagues from across the University on various aspects of the topic, embedding wellbeing in our L&T governance structures and our modules and courses, as well as in our community more broadly. One thing that stands out in WIHEA is the enthusiasm of colleagues who not only come up with brilliant ideas, but are also prepared to dedicate their time and effort to move these on. Together with Elena Riva, I participated in the working group that helped draft the University's Wellbeing Strategy. We were able to contribute the Learning Circle's views and help shape the strategy.

WIHEA offers unparalleled opportunities to talk to colleagues from other departments, discuss various issues with them, and gain insights into how other areas deal with the challenges we all face in our daily practice. These information-sharing opportunities helped us repeatedly with thorny issues in learning and teaching, and with student community building more broadly. Opportunities to discuss issues with colleagues from other parts of the University were invaluable for sense-checking and challenging our own thinking. My students certainly benefited from my improved teaching practice and from the variety of activities I implemented in my teaching based on discussions with WIHEA colleagues.

To all incoming Fellows: make the most of your three- year Fellowship. Prioritise WIHEA meetings and turn up. Even if you have nothing to contribute, you will learn loads, and I guarantee you will leave with at least one idea for your own practice. You will often end up making contacts with others across the University that will help you in the future.



Dr Ines Molinaro
Academic Director
Warwick Foundations Studies (WFS)

It was my good fortune to take up my WIHEA Fellowship shortly after I arrived at Warwick. WIHEA introduced me to colleagues from across the University who are genuinely interested in all aspects of learning and teaching. WIHEA Masterclasses, Seminars and networking events inspired me to promote new initiatives and practices in WFS. I was able to discuss with other Fellows how to adapt practices to meet the needs of our international cohort of students. I hope my understanding of the challenges around assessment practices, student engagement, student and staff wellbeing, career development for teaching-focused staff, interdisciplinarity, inclusivity and de-colonising the curriculum have had a positive influence on my department, colleagues and students. I think my Fellowship increased the visibility of WFS, a department established a year before the start of my Fellowship. In turn, I learnt of activities and events for educators that I promoted and circulated to my colleagues. The most rewarding opportunity afforded Fellows is to join one or more Learning Circles. These communities embody the spirit, the work and the significance of WIHEA.

Dr Meleisa Ono-George
Associate Professor / Director of Student Experience
Department of History

My WIHEA Fellowship has been a fantastic experience and has given me the opportunity to be part of a truly worthwhile community. The first thing I did as a WIHEA Fellow was to apply for internal funding to co-run a workshop on building an inclusive and anti-racist curriculum. This workshop highlighted the need for staff to have opportunities to think and learn about racism in the curriculum and teaching practice, how it operates, and how they can address it.

Following that workshop and some work with departments on this topic, Anil Awesti and I started the Anti-Racist Pedagogy Learning Circle, which has been my focus throughout my Fellowship. This has been incredibly impactful, and would not have been possible without WIHEA's structure, which gave us both support and autonomy.

One of the wonderful things about WIHEA is the community. I have met amazing people and had the chance to work closely with colleagues from all over the University. I cannot imagine what my experience at Warwick would have been like, had I not had opportunities to meet and work with such a broad range of people.

WIHEA's Fellowship has been instrumental in my career progression and development, and has allowed me more opportunities for involvement in institutional discussions about things that matter to me.

My advice to incoming Fellows is to make the most of it, think about what matters to you, and put your energy there. Find your passion and use this platform to develop that work.

Sue Parr
Director of Part-time Programmes and Work-based Education
Warwick Manufacturing Group (WMG)

I really enjoyed my time as a WIHEA Fellow and I appreciate the space it provided to meet, work with and learn from people from across the University, many of whom I would never otherwise have got to know. Having time to share ideas on a wide range of topics, all relating to improving the university experience for both students and tutors, was stimulating. Colleagues' enthusiasm and passion for the topics was infectious, and I became closely involved in two Learning Circles as co-lead. Unfortunately, owing to time constraints I was unable to do all that I would have liked to. However, I still feel that I have gained a lot from the 'time to think' about issues relating to, but not necessarily immediately part of, the 'day job', and the constructive conversations and discussions. My advice to incoming Fellows would be to ensure that you really can be as present as possible. The opportunity to share ideas and to drive change through the Circles really deserves to be given sufficient time.

Emily Róisín Reid
Director of Student Experience, Employability and Progression
Warwick Medical School (WMS)

During my time, I was part of the Anti-Racism Learning Circle which impacted greatly on my practice. With colleagues, we formed the Attainment Gap Working Group and have now done a lot of work in this space. This year, as a direct result, I am leading on a new 'Advancing your Practice: Anti-Racism' learning module.

In my final year, Dr Bo Kelestyn and I have co-led the Employability Learning Circle. We have secured WIHEA funding to launch a Co-creation Employability Challenge that enables interdisciplinary teams of students and staff to bust open the discourse on Employability at Warwick.

This Fellowship has broadened my thinking and practice, with profound impacts. Advice to others: get involved and guide others with your expertise!

Dr Elena Riva
Associate Professor and Director of Studies
Institute for Advanced Teaching and Learning (IATL)

My time as a WIHEA Fellow has been one to treasure, enabling me to connect and work with incredible colleagues. In my first month as a Fellow, I collaborated on a project aimed at offering interdisciplinary learning experiences during Welcome Week, and I have not stopped since then. Importantly, WIHEA has given me space (and funding) to pursue my vision of bringing wellbeing to the centre of the educational environment, promoting its embedding into the curriculum across campus. I have organised and delivered three Masterclasses on this topic, and have established and co-led with Martin Mik the Wellbeing Pedagogies Learning Circle. The outcomes of this work on how to impact positively on students' wellbeing in L&T settings have been embedded in the Warwick Wellbeing Strategy 2020/24. With colleagues, I received WIHEA funding to create the Wellbeing Pedagogies Library, a repository of over 80 practical pedagogies for delivering wellbeing-positive learning experiences, and for exploring how to support staff wellbeing. My suggestion would be to get involved right from the start, and to dare to present your ideas and your wildest pedagogic dreams!

Dr Ashley Roberts
Associate Professor, Assistant Dean (Internationalisation, Learning and Teaching)
Warwick Business School (WBS)

I have thoroughly enjoyed my time as a WIHEA Fellow! It has been a fantastic opportunity to connect with like-minded individuals across the University and to gain insights into their truly impressive work.

I received funding to work with Rachel Cuddihy (Undergraduate Programme Manager– International) together with Monash Faculty, Professor Michaela Rankin (Deputy Dean – International) and Professor Robert Brooks (Deputy Dean, Education). The project has co-created a joint, credit-bearing and short-term undergraduate overseas module, 'Strategic Luxury Management', an elective that will now form part of our exciting Alliance Intensive Study Programme (AISP) offer in Venice. Much institutional learning has been generated from this enjoyable project, and we very much look forward to seeing its impact on our learners.

I encourage incoming Fellows to participate fully in their preferred Learning Circles, and also to enjoy the many conversations outside of these with the great community. Thank you to the WIHEA team for their excellent work, and here's to the Academy going from strength to strength in the future!

Dr Claire Rocks
Associate Professor
Department of Computer Science

The Fellowship was a fabulous opportunity to connect with people across the University and make an impact in my department. During my Fellowship I was involved with the Wellbeing Learning Circle, and tried to promote wellbeing within the Computer Science department, together with other colleagues. I was the first Fellow from this department, and it was great to be a leading force in encouraging others to join this network. Within WIHEA, I focused on things I felt might have a bigger impact on students and to which I could contribute through my own work. I got involved with the Neurodiversity Learning Circle and the funded project this year, also involving students from my department to help us in the process and to spread awareness. I will continue to be involved in these initiatives and encourage others from the department to get involved with WIHEA.

The work done through WIHEA also played an important role in my promotion last year, and I hope to contribute to this network's growing visibility.

My advice to incoming Fellows is to come without expectations, and not to hurry to find your place, since it can be difficult initially. Spend the first year finding your interests, and don't worry if you don't instantly find your niche – maybe you don't have to. Just enjoy all the ways in which you can contribute.

Dr Lauren Schrock
Teaching Fellow
Warwick Manufacturing Group (WMG)

To anyone interested in joining WIHEA: go for it! WIHEA was a great opportunity to connect with individuals who share a similar passion for transforming education. As a member of the Wellbeing Pedagogies Learning Circle, I gained a deeper appreciation of teaching techniques that support student wellbeing, and shared my practice in the Warwick Wellbeing Pedagogies Library. I also had the pleasure of leading the Interdisciplinarity Learning Circle, which enabled colleagues to share their interdisciplinary learning and teaching practices and scholarship, and in the creation of the Interdisciplinary Staff Hub, a WIHEA-funded project. My advice for incoming Fellows is to find a Learning Circle and dive into it! Learning Circles are a great way to find support and build friendships across the University.

Dr Karen Simecek
Associate Professor
Department of Philosophy

My time as a Fellow with WIHEA has been wonderful. I have learnt so much from colleagues across the University, have gained many friends and have eaten lots of mini-cakes along the way. WIHEA has helped shape my teaching practice and vision for teaching in HE, and my understanding of how the University works. I have been so proud to be part of the various Learning Circles, particularly helping to design the questions for module evaluation, leading the sub-group on designing modules for employability and working with David Lees on peer mentoring. When I joined WIHEA, I had lots of ideas for enhancing the student experience and changes I wanted to make, but lacked the knowledge and experience necessary to make them happen. WIHEA helped me to gain confidence in my ideas, and through support from the other amazing Fellows, as well as Gwen Van der Velden, I now have a clearer idea of my values and how to work with others across the University to make change happen.

We would also like to mention the following Fellows as they reach the end of their Fellowships:

Elizabeth Hough
Assistant Director (Head of Admissions Services)
Student Recruitment Outreach and Admissions Service (SROAS)

Kerry Pinny
Senior Academic Technologist
IT Services

Prof Vasilios Stavros
Professor
Department of Chemistry

WIHEA FELLOWS (SEPTEMBER 2021)

As we prepare for the new academic year, we welcome our **new WIHEA Fellows** who start their Fellowships in September 2021.

Dr Ali Ahmad
Senior Teaching Fellow
Warwick Manufacturing Group (WMG)

Yinka Aresa
BA English and History Undergraduate Student
English and Comparative Literary Studies

Dr Freeha Azmat
Associate Professor
Warwick Manufacturing Group (WMG)

Dr Lory Barile
Associate Professor
Department of Economics

Rob Batterbee
IT Manager
Student Opportunity

Dr Deborah Biggerstaff
Associate Professor
Warwick Medical School (WMS)

Rohan Chakraborty
BA English Literature Undergraduate Student
English and Comparative Literary Studies

Samantha Cook
Director of Studies
Warwick Foundation Studies (WFS)

Nathalie Cooper
PhD Student
Department of History

Dr Valentina Donzella
Associate Professor
Warwick Manufacturing Group (WMG)

Tejal Fatania
Senior Teaching Fellow
Warwick Manufacturing Group (WMG)

Dr Peter Fossey
Senior Teaching Fellow
Academic Development Centre (ADC)

Catherine Hale
Associate Professor
Warwick Medical School (WMS)

Tiana Holgate
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REFLECTIONS

Over the past year and a half, all students and colleagues have made magnificent efforts to safeguard the continuity and success of our learning and teaching. As we worked together through the short-, mid- and long-term stages of the pandemic, partnership and collaboration, along with extraordinary adaptability, became our most powerful assets. These are mainstays of the WIHEA community, and its commitment to working together to sustain outstanding and inclusive education has grown even stronger in response to the challenges of remote learning.

Accordingly, the activities and projects featured in this report focus predominantly on co-creation and dialogue, as well as on reciprocal understanding and empathy. They demonstrate the importance of engaging students in decision making, believing in their capacity to lead (see **Warwick Employability Challenge**; **Inclusive Practice Pedagogical Recipes**; **PGR Teacher Digital Hub**, etc.). They remind us of the criticality of building meaningful relationships between staff and students, and between students and their peers (see **Listening@Warwick**; **Peer Dialogue Connect**; **Restorative Justice in HE**, etc.). In other words, they showcase relational pedagogy in action – and its benefits are compelling.

Together, WIHEA Fellows, Alumni and members continue to tackle and debate significant issues, including the benefits of decolonising education, the value of anti-racist and inclusive practices, the implications of learning analytics, and the importance of promoting student and staff wellbeing. They continue to inspire us with the wave of new ideas and actions emerging from the work of the Learning Circles. And as we slowly emerge from a period of global uncertainty, they address key questions to help us frame future planning.

What lessons has HE learnt from the Covid-19 crisis? How did Warwick staff and students experience blended learning? What is the future of digital learning?

The outstanding achievements of WIHEA Fellows and Alumni continue to be reflected in the awards, professional recognition and accolades they receive beyond the Academy. This year, the bar has been raised even higher:

- Professor Margaret Low (WMG – WIHEA Alumna) deserves a special mention for her inclusion in the 2021 Queen's Birthday Honours List and her award of an MBE for services to public engagement and widening participation.
- Dr Letizia Gramaglia (ADC & WIHEA) and Dr Meleisa Ono-George (History) have been awarded National Teaching Fellowships, the most prestigious awards for excellence in HE teaching and impact on student outcomes.

Huge congratulations to all three!

And as WIHEA continues to foster educational leadership, the establishment of a joint Learning Circle with the Warwick Institute of Engagement (WIE) and the launch of WIHEA Connect in April this year signal the Academy's renewed efforts to open its doors even wider, extending its impact and reach across and beyond Warwick.

Professor Chris Hughes
Pro-Vice-Chancellor (Education)

WIHEA TEAM

Dr Letizia Gramaglia
Head of Academic Development (ADC) and Director of the Warwick International Higher Education Academy (WIHEA)

Lisa Drummond
Academy Administrator

Michelle Kulpa
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With special thanks for her contribution during the year:
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